

Linking Teacher Empowerment with Organizational Commitment, Professional Commitment and Organizational Citizenship Behavior

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Abstract: The current study seeks to further elaborate the connection between teacher empowerment and their exhibition of organization citizenship behavior, professional commitment, and their commitment to the organization. It studies the dimensions of teacher empowerment which when present predict the three outcomes. A questionnaire distributed among a sample of 230 intermediate and secondary school teachers in Pakistan was used to collect data. Pearson correlation and regression analysis have shown a strong correlation between teachers' perception of their empowerment and their commitment to their organization, teaching, and their display of organization citizenship behavior. Among the six dimensions of empowerment it was found that self-efficacy and status best predicted professional and organizational commitment and that these along with decision making best predicted organization citizenship behaviors. The significance of our research is described in terms of policy-makers, administrators, and teachers.

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1. Introduction

Over the last ten years researchers have studied the link between the empowerment of teachers and its effects on different organizational outcomes. According to Sweetland and Hoy's literature review (2000), despite in-depth research conducted on this relationship, the results are still confusing" (p. 710). The goal of this work is to research the link between teacher empowerment, teachers' behaviors in school, and the effects of these behaviors. Vital to the analysis of teacher performance are the three variables: teachers' organization citizenship behavior, professional commitment, and their organizational commitment (Howell & Dorfman, 1986).

The scarcity of research on the connection between teacher empowerment, their organization citizenship behavior, professional and organizational commitment, and school outcomes has prevented the development of a definite hypothesis on this connection. Therefore, the goal of this study is to identify which subdivisions offer the best predictions of the three outcomes (Diefendorff, Brown, Kamin, & Lord, 2002). In keeping with existing literature on school effectiveness we have chosen these three variables (organization citizenship behavior, professional commitment, and organizational commitment).

With these findings in mind, the study aims to further investigate these relationships and more importantly, identify which the dimensions of teacher empowerment best predict our indicated outcomes. The conclusions gleaned from this study may be of relative importance for schools, teachers, administrators and policy-makers.

2. Theoretical Framework

2.1 Teacher Empowerment

Teacher empowerment is defined as "a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems" (Short, Greer, and Levin, 1994, p.38). Therefore, empowered teachers are teachers who believe in and feel confident of their knowledge, skills, and agency in the workplace. Although Maeroff (1988) states that empowerment is achieved through access to decision making, a perception of improved status, and an increase in knowledge and skills, Short and Rinehart (1992) instead credit impact, self-efficacy, decision making, autonomy, and professional growth with increased empowerment.

2.2 Teacher Empowerment and Professional & Organizational Commitment

According to Mowday, Steers and Porter (1979), organizational commitment is an employee's "identification" and "involvement" with the organization they work in (p. 226). In essence, organizational commitment exists when a person accepts and believes in the organization's mission and vision, and is willing to engage and participate in the organization. These individuals want to play an active role in the organization—they want to have impact, they want to feel they have some weight in the organization, and as such are willing to contribute more. As Yousef (2000) states, this was seen in organizations where it was perceived that all parties were engaged with decision-making processes with leadership. Overall, three effects come out from participative leadership and decision making: employees showed more organizational commitment, were in general more likely to be highly satisfied with

their jobs, and were more likely to give stellar work performance.

2.3 Teacher Empowerment and Organization Citizenship Behavior

Although the idea of organization citizenship behavior is not "explicitly recognized by the formal reward system" it is nonetheless an important component of teacher empowerment and organizational success (Organ, 1988, p. 4). Despite this lack of official status, research shows that a positive relationship does in fact exist between organization citizenship behavior and an organization's success (Karambayya, 1989). This relationship can be explained because as organizations evolve and their needs change—organizational and professional commitments push individuals to step up and fill the needs of the organization by engaging in organization citizenship behaviors. Figure -1 show the research framework employed for current research.

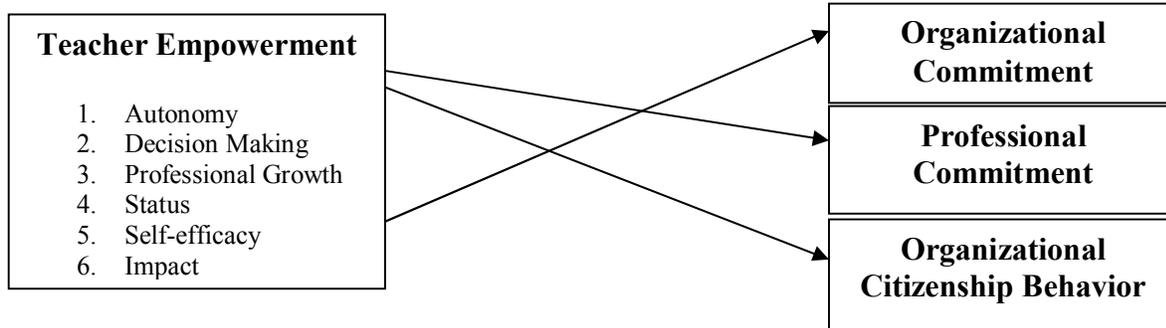


Figure-1 Research Framework

3. Research Methodology

The respondents for this study consist of teachers of primary, secondary and high schools. The sample for this study was sampled from a random sample of schools in Punjab, Pakistan. The sample consists of 230 teachers in primary schools (grade 1-5), middle schools (grade 5-8) and high schools (grade 9-10). Although it was not possible to reach a random sample of all schools in Pakistan, care was taken to select urban, suburban and rural schools from diverse populations that represent the composition of teachers in Pakistan with regard to gender and age and education. About seventy three percent were male and twenty seven percent were female. Sixty three percent had Bachelor's degree, 27 percent had a master degree and about 10 percent had a professional diploma.

Scales were adopted from different researchers to collect data through questionnaires.

4. Results

Multiple regression was employed to test the best predict the dimensions of teacher empowerment linkage with organizational commitment, professional commitment and organizational citizen behavior. Tabel-1 shows the correlation analysis results between all the dimension of teacher empowerment and OC, PC and OCB. Results revealed that all the variables are statistically significant at $p < 0.001$. Highest correlations of professional growth was observed with status ($r = .69$, $p < 0.001$) and self efficacy ($r = .68$, $p < 0.001$). Moreover, OC is also significantly correlated with PC ($r = .67$, $p < 0.001$).

Table-1. Correlation Analysis

Variables	2	3	4	5	6	7	8	9	Mean	S.D
Decision-making	.44	.30	.54	.60	.60	.31	.40	.59	2.9	.69
Professional growth		.69	.68	.49	.71	.63	.58	.34	3.6	.71
Status			.59	.41	.62	.56	.49	.23	3.9	.59
Self-efficacy				.48	.75	.54	.58	.48	3.6	.64
Autonomy					.49	.36	.36	.42	3.2	.82
Impact						.48	.53	.42	3.6	.71
OC							.67	.42	4.2	.81
PC								.20	3.3	.60
OCB									3.2	.71

All variable are statistical significant at $P < 0.0001$

Table-2 shows the results of multiple regression analysis for the dimensions of teacher empowerment linkage with organizational commitment, professional commitment and organizational citizen behavior. Results indicate that teacher decision making, status and self-efficacy were statistically significant predictors of OCB ($F = 24.22$,

$p < 0.0001$) and also explained 44 percent of its variance. Professional Growth and status were statistically significant predictors of OC ($F = 74.12$, $p < 0.0001$) and also explained 42 percent of its variance. Professional Growth, self-efficacy and status were statistically significant predictors of PC ($F = 62.3$, $p < 0.00001$) and also explained 43 percent of its variance.

Table-2 Regression Analysis Results

Variables	OCB (β)	OC (β)	PC (β)
Constant	0.562	1.076	0.674
Decision Making	.052**	0.09	0.07
Autonomy	.0003	0.15	0.06
Professional Growth	0.07	0.49**	0.30**
Status	0.13**	0.32**	0.15*
Self-efficacy	.041**	0.17	0.31**
Impact	0.001	0.07	0.02
R²	.44	.42	.43
F-Statistics	24.22 (P < 0.001)	74.12 (P < 0.001)	62.3 (P < 0.001)

** $P < 0.001$

5. Discussion

The original notion of self-efficacy as defined by Bandura (1977) can be broken down into two elements: “outcome expectancy” and “efficacy expectancy” (p. 79). Outcome expectancy means individuals engage in certain behaviors with expectations of certain results, while efficacy expectancy refers to the way individuals behave towards those expected outcomes. It can then be argued that self-efficacy is a reliable predictor of our original three outcomes. According to Gibson and Dembo (1984). Teachers that believed in their own competence, ability to effect change, and impact students, actually did. Consequently, they also engage in more organization citizenship behavior, are more committed to and satisfied with their jobs and the schools they work for.

It is important for organizations to put in place management systems and policies that foster an environment where employees feel empowered. An empowered work force will eventually get committed

to organizational objectives and then go an extra mile to exhibit extra-role behaviors. In formulating such policies, organizations should realize that they are social places and so they should place emphasis on quality social exchanges. This is because quality exchanges contribute to the psychological empowerment and organizational commitment of employees. Organizations must be cautious of quality exchanges especially when developing training programs for supervisors. Opening up communication on this subject would be a start for supervisors to understand the contribution of quality exchanges to psychological empowerment, organizational commitment and organizational citizenship behavior (OCB).

6. Contribution and Future Research Recommendations

This study highlights the effects of the different elements of teacher empowerment on professional and organizational commitment and

organization citizenship behaviors, which have been found to predict important and positive outcomes for organizations themselves. Pfeffer (1994) found that professional commitment was an important predictor of an organizations' effectiveness, while Hackman and Lawler (1971) found that organizational commitment influenced individual enthusiasm. Stroh & Reilly (1997) found that organizational commitment influenced the extent to which employees identified with the mission and vision of their organization, employee turnover, and the level of professional effort. Additionally, Brief and Motowidlo (1989) found a correlation between increased work effectiveness and organization citizenship behavior. We concluded that status and self-efficacy seem to effectively predict our three outcomes: organization citizenship behavior, and organizational and professional commitment which has strong implications for schools.

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