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## Teachers' Empowerment and Organisational Commitment: A Perceived Perspective of Secondary School Teachers in Punjab

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**Abstract:** This paper deemed a purpose to navigate the perception and to investigate the relationship between public secondary school teachers' empowerment and their organisational commitment. The secondary teachers of Punjab province working at public schools were the population of the study. The sample size was 1200 teachers who were selected randomly from the Punjab secondary school. 1103 teachers sent back filled questionnaires that were a reasonable return rate of 92%. The mean, frequency and Pearson correlation were the statistical techniques used to analyse data. The findings of the study showed that teachers of secondary education perceived empowerment along with organisational commitment. Both the variables also had a strong positive correlation. So, it was recommended that teachers' empowerment and organisational commitment should be included in the training.

**Key Words:** Teachers' Empowerment, Organizational Commitment, Secondary School Teachers

### Introduction

Secondary education is the most valuable formal educational stage that forms the professional core toward further education. It facilitates the achievement of the national goals by developing students effectively and enhances students' familiarity with religion, culture and society. It integrates the individuals with national objectives and prepares the individuals for higher education. So, its contribution to society and the country is recognised in the national educational system. Teachers' sincere efforts and involvement might pursue the achievement of the objectives. They are the productive human personnel for institutional success, especially in pursuing quality education (Omebe, 2014).

Empowerment is the process of giving people in an organisation the resources, authority, power, and responsibility they

need to solve problems and make choices. You have the strength and resources to complete such projects and make such judgments. Giving employees more autonomy makes them more "self-directed" and "controllable." Giving employees the resources they need to reach their full potential is referred to as employee empowerment. On the other hand, empowering employees implies giving up control over them and enabling them to make decisions, create objectives, accomplish outcomes, and get incentives. This necessitates preparing someone to be self-sufficient. It makes it possible for the right people at the right levels to decide the right things for the right reasons (Selvi & Maheswari, 2020).

It's crucial to distinguish between delegation and authority. Delegation occurs when a supervisory authority delegates

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responsibility for certain duties to subordinates, such as B. purchasing products from a certain supplier. Empowerment, on the other hand, allows for more discretion since subordinates are given enough autonomy or flexibility to select the sort of material from the provider that they believe is best ([Bowen & Lawler, 1994](#)).

It's important not to confuse delegation of authority with empowerment. Delegation occurs when a superior gives a subordinate authority to carry out a certain task, like making purchases from a particular vendor. However, empowerment has a wider scope since the subordinate is given enough autonomy or flexibility to choose the kind of materials from the provider he believes to be the finest ([Lee & Koh, 2001](#)).

Therefore, Empowerment is an addition to human resource practice with high productive potential and reduces the cost that ensures their proactive efforts (Boudrias, Gaudreau, Savoie & Morin, 2009). In fact, teachers being nation developers, make an effort to instil the knowledge and skills in students to strengthen every profession in the country (Duncan, 2016). The tracks of their responsibilities demand to empower them. Therefore, teachers' empowerment cannot be the figure of limited estimation ([Calbayan, 2015](#)). The primary objective of empowerment is to redistribute the power and authority between management and subordinates to increase the responsibility. But teachers' empowerment is not concerned with power distribution as a structural hierarchical authority in an organisation. However, teachers' empowerment is psychological empowerment to enlighten their decision-making power, promoting professional growth, self-efficacy, autonomy and impacts on their contributions toward schools' betterment. Each aspect offered a psychological state of empowerment (Muhammad, 2019). Therefore, it is an inner practice of teachers to be empowered ([Stander & Rothman, 2009](#); Menon, 2001). The psychological empowerment practice is cognitively visible in completing the tasks ([Spreitzer, 2007](#)). Employees with views about the meaning of job capacity and a feeling of self-determination are given psychological empowerment to influence

work results ([Boonyarit, Chomphupart & Arin, 2010](#)).

Employees' interest and care for their own job and the firm are referred to as organisational commitment. Additionally, it explores the reasons why workers decide to remain with a company rather than hunt for employment elsewhere. A firm values organisational commitment since it results in consistent performance, solid connections, and a positive work environment ([Muthuveloo & Rose, 2005](#)).

High retentions are a result of increased organisational commitment, which encourages workers to stick with their organisation for longer periods of time. Committed employees may view the organisation as a crucial part of their lives or as a once-in-a-lifetime opportunity for a career. As a result, they could decide to concentrate on advancing their career within the organisation rather than looking for a job outside ([Phipps, Prieto & Ndinguri, 2013](#)).

Employers profit from professionals' expertise and insights when they desire to provide their best ideas and efforts to their team. Rather than just meeting expectations, dedicated employees strive to surpass them and contribute to the company's long-term success. Employees are frequently inspired to follow in the footsteps of others and better their performance when management cultivates and rewards devotion ([Bartlett & Ghoshal, 2002](#)).

Individuals' sentiments of organisational involvement are also addressed by organisational commitment, which is a psychological condition with the deep intention to keep the organisational membership continuously (Meyer & Allen, 2004). It enhanced the direct teachers' involvement by having educational process responsibility to develop the national manners in students through knowledge and also promoted educational success in future ([Zainudin, Junaidah & Nazmi, 2010](#)). The commitment of teachers is a prominent feature of human potential and world-class teaching resources ([Teh, Wong & Ngerang, 2011](#)). Therefore, teachers' commitment is the key psychological source for teachers' and students' interaction ([Hulpia, Devos, &](#)

[Vankeer, 2011](#)). The three elements of this idea are affective commitment, ongoing commitment, and normative commitment. Employees with affective commitment emotionally sense the connections between company objectives, aims, and values. Employees have a strong emotional attachment to the organisation because they desire to stay there (Meyer & Allen, 2004). They show loyalty and devotion toward their respective organisation and are ready to go the extra mile beyond expectation. Therefore, affective commitment is viewed as the best dimension of commitment. Employees who have effective commitment enjoy organisational employment ([Teh, Wong & Ngerang, 2011](#)). The continuous commitment dimension implies the belief among employees as they have to work hard to remain in the organisation. They remain because they have to. They perceived that the dis-attachment to the organisation would be costly. At the same time, normative commitment is concerned with individuals' feeling of moral obligation to be part of an organisation (Meyer & Allen, 2004). High-level organisational commitment establishes positive performance and service quality and decreases unwanted behaviour. Committed individuals have loyalty and display a greater amount of satisfaction and responsibility (Balci, 2003). In short, it has become a vital indicator of strong school culture (Cruise & Louis, 2009).

In spite of teachers' empowerment and organisational commitment concerned with their psychological contributions that might become a matter of facts to meet the national objectives and implementation the outlined national agenda. Both enhance the engagement of teachers to resolve their own problems, whereas the school system provides an opportunity to develop personal and professional development ([Tindowen, 2019](#)). Teachers' psychologically involvement is concerned with teachers' empowerment and commitment (Muhammad, 2019). The absence of both may become cause less involvement of teachers and have little interest in their duties, which might harm the national agenda. The majority of research on teacher empowerment and its relationship to different organisational behaviour of

teachers, however, have only been done in contexts with elementary and secondary schools. ([Sweetland & Hoy, 2000](#); [Zembylas & Papanastasiou, 2005](#); [Bogler & Somech, 2004](#); Marks & Louis, 1997; [Garuba, 2004](#)). There is a scarcity of literature and studies on teacher empowerment undertaken in postsecondary educational contexts ([Calbayan, 2015](#)). Therefore, this study was an effort to investigate the empowerment and secondary school level organisational commitment in Punjab.

### Objectives of the Study

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1. Find out the perception of teachers regarding teachers' empowerment at the secondary school level in Punjab?
2. Find out the perception of teachers regarding organisational commitment at the secondary school level in Punjab?
3. Investigate the correlation between teachers' empowerment and organisational commitment at the secondary school level in Punjab.

### Research Questions

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1. How do teachers in Punjab perceive their empowerment at the secondary school level?
2. How do teachers in Punjab perceive about organisational commitment at the secondary school level?
3. Is there a relationship between teachers' empowerment and organisational commitment in Punjab's secondary schools?

### Methodology

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The study was based on two research design models descriptive and correlation. These research designs were the best to meet the aims of the study. The first aim was to investigate the perception level of secondary school teachers regarding teachers' empowerment and organisational commitment, and secondly, to investigate the correlation of both variables. Punjab secondary school teachers were the population. The multistage stage random

sampling technique was used to gather information from secondary school teachers. Thirty-six districts of Punjab were categorised into three zones as A, B and C on the basis of literacy rate as more than 60 % literacy rate belong to the A category, 50 % to 60 % in B, and less than 50 % comes under C category. Two districts were drawn from each category randomly at the first stage, which made a total of six districts for the survey. In the second stage, 50 secondary schools with the same portion of 25 boys and 25 girls schools were selected randomly from each zone, and in the third stage, eight teachers were selected randomly from each selected school, which made a total of 1200 teachers.

Data were collected using two research scales. The first scale was created for teacher empowerment, and the second was adopted and refined by Meyer and Allen for organisational commitment (1997). After the reliability investigation, the Cronbach Alpha

coefficient was determined to be 0.86. "Decision making, professional growth, status, self-efficacy, autonomy, and influence" are the six subscales of the teachers' empowerment scale. After the reliability investigation, Cronbach's Alpha coefficient was determined to be 0.853. All of the selected teachers received copies of questionnaires to get their information against both variables. The returned response was satisfactory as 1103 teachers gave the filled questionnaire back. Descriptive statistics and pear son correlation were applied to find out the results of the study.

## Results

The following are the results of the study relevant to the research questions.

**Research Question 1:** How do Punjab teachers perceive their empowerment at the secondary school level?

**Table 1.** Teachers' perception regarding 'teachers' empowerment' in Secondary School

| Empowerment Factors | Statements  | Mean | SD    |
|---------------------|---|------|-------|
| Decision Making     | Consultation for work is assigning                                | 3.23 | 1.176 |
|                     | Involvement in the solution of problems                           | 3.49 | 1.121 |
|                     | Consultation for the outline of curriculum implementation         | 3.18 | 1.180 |
|                     | Consultation for the none salary budget utilisation               | 2.72 | 1.322 |
|                     | Involvement in setting future targets                             | 3.21 | 1.191 |
|                     | Suggestions on discipline issues                                  | 3.41 | 1.059 |
|                     | Continuous professional development                               | 3.32 | 1.053 |
| Professional Growth | Use of Information Communication Technology                       | 3.27 | 1.120 |
|                     | Enhancement of knowledge and skills for assessment and evaluation | 3.31 | 1.126 |
| Status              | Sharing my personal feelings with my colleagues                   | 3.62 | 1.054 |
|                     | Ability to perform  | 3.82 | 0.985 |
|                     | Respect at the workplace.   | 3.85 | 1.003 |
| Self-Efficacy       | Acknowledgement of expertise                                      | 3.69 | 1.007 |
|                     | Appreciation to suggestion  | 3.58 | 1.051 |
|                     | Importance to idea  | 3.48 | 1.068 |
|                     | Independent learners  | 3.67 | 0.982 |
|                     | Effective teacher   | 3.74 | 0.934 |
| Autonomy            | Confidence in discussing school issues                            | 3.77 | .989  |
|                     | Placing suggestions in the final decision making                  | 3.14 | 1.152 |
|                     | Control   | 3.89 | 1.021 |
|                     | Independent at work   | 3.75 | 0.983 |
| Impact              | Discussion about problems directly                                | 3.78 | 1.053 |
|                     | Bring positive changes in students' attitude                      | 3.82 | 0.972 |

| Empowerment Factors | Statements                        | Mean | SD    |
|---------------------|-----------------------------------|------|-------|
|                     | Fame of performance               | 3.64 | 0.963 |
|                     | Competency to make the difference | 3.61 | 0.988 |

Mean values in the above table show that teachers perceived teachers' empowerment in factors decision making as teachers were consulted to assign work (Mean = 3.23), involved in the solution of problems (Mean = 3.49), consulted for making an outline for curriculum implementation (Mean = 3.18), consulted to utilise none salary budget (Mean = 2.72), involvement in setting future targets (Mean = 3.21), suggestions on discipline issues (Mean = 3.41). In professional growth factor, mean value results showed that they received continuous professional development (Mean = 3.32), learned the usage of Information Communication Technology (Mean = 3.27), enhancement of knowledge and skills for assessment and evaluation (Mean = 3.31), sharing with colleagues (Mean = 3.62), and ability to perform (Mean = 3.82). Mean values of the status factor were as they received respect in the workplace (Mean = 3.85), expertise was acknowledged (Mean = 3.69),

suggestions were appreciated (Mean = 3.58), and importance to their ideas (Mean = 3.48). The factor self-efficacy mean values were as they made students independent learners (Mean = 3.67), effective teachers (Mean = 3.74), confident to discuss school issues (Mean = 3.77), and suggestions were placed in final decision making (Mean = 3.14). The mean values of the autonomy factor were as they had control over the class (Mean = 3.89), were independent to perform (Mean = 3.75), and discussed problems directly (Mean = 3.78). The last factors impact mean value results were as they brought positive changes in students' attitudes (Mean = 3.82), performance fame (Mean = 3.64) and their competency to make a difference (Mean = 3.61).

**Research Question 2:** How do Punjab teachers perceive organisational commitment at the secondary school level?

**Table 2.** Teachers' perception regarding 'teachers' empowerment' in Secondary School

| Organisational Commitment Factors | Statements   | Mean | SD    |
|-----------------------------------|--|------|-------|
| Affective Commitment              | School great workplace                                       | 3.75 | .984  |
|                                   | Acceptance of assigned task                                  | 3.85 | .970  |
|                                   | The similarity between my own values and the school's values | 3.60 | .971  |
|                                   | Encouragement of job performance                             | 3.61 | 1.007 |
|                                   | Gladness to school job                                       | 3.71 | 1.056 |
|                                   | Contribute to the success                                    | 3.91 | .989  |
| Normative Commitment              | Part of the school team                                      | 3.87 | 1.038 |
|                                   | Loyalty to school  | 3.61 | 1.148 |
|                                   | Liking this field  | 3.73 | 1.081 |
|                                   | Joining school job due to non-availability of others' jobs   | 2.96 | 1.361 |
|                                   | School job for reasons of survival.                          | 3.24 | 1.234 |
| Continuous Commitment             | Devotion to work for school                                  | 3.61 | 1.048 |
|                                   | Hard to leave school right now                               | 3.51 | 1.073 |
|                                   | It is unethical to leave school                              | 3.45 | 1.105 |
|                                   | School deserves loyalty                                      | 3.70 | .999  |
|                                   | Flexible rules and regulations in school                     | 3.54 | 1.107 |
|                                   | Total  | 3.38 |       |

Mean values in the above table show that teachers perceived organisational commitment as an affective commitment factor was as they perceived school was a great workplace (Mean = 3.75), acceptance of any assigned task (Mean = 3.85), and similarity between their values and the school's values (Mean = 3.60), encouragement of job performance (Mean = 3.61), glad for choosing school job (Mean = 3.71). Normative commitment means values where they made every effort to contribute to the success (Mean = 3.91), try to be a part of the school team (Mean = 3.87), loyalty to school (Mean = 3.61), like school field (Mean = 3.73), joining

school job due to non-availability of others' jobs (Mean = 2.96). Mean values of continuous commitment were as school job for reasons of survival (Mean = 3.24), devotion to work (Mean = 3.61), hard to leave school right now (Mean = 3.51), unethical to leave school (Mean = 3.45), school deserves loyalty (Mean = 3.70), and flexible rules and regulations (Mean = 3.54).

**Research Question 3:** Is there a relationship between teachers' empowerment and organisational commitment in Punjab's secondary schools?

**Table 3.** Teachers' Empowerment and Organizational Commitment in Relationship

| Measures                  | N    | Mean    | SD       | Pearson r- | Sig (2-tailed) |
|---------------------------|------|---------|----------|------------|----------------|
| Empowerment               | 1103 | 88.0154 | 16.17943 | .660 **    | .001           |
| Organisational Commitment |      | 57.6809 | 10.27788 |            |                |

The Pearson correlation results of teacher empowerment and organisational commitment are displayed in table 3. There was a strong positive significant relationship between teachers' empowerment and organisational commitment at (r =.660, p 0.01).

### Discussion

The study's purpose was to apprehend teachers' perceived perspectives to find their perception and correlation of "teachers' empowerment and organisational commitment at secondary school level". Both constructs are psychological aspects to increase the motivation level of teachers. The result showed that their high perception of empowerment as they are involved in decision making, enhancement of professional growth, professional status appreciation, and belief in self-efficacy that was encouraging for their empowerment. They gained psychological practices through consultation in school to counsel on assigned school work, problem-solving, curriculum implementation, non-salary budget usage, future tasks, and suggestions for school-related difficulties. This variety of involvement empowered them through psychological practices on their part.

Professional growth was also the aspect of teachers' empowerment as they believed they were inspired to continue their professional growth in teaching, learning information technology, and gaining head support to enhance assessment and evaluation approaches, as well as share difficulties with coworkers.

The professional development of teachers appeared to be consistent throughout their careers (Day, Elliot, & Kington, 2006). They thought they had the capacity to do tasks, get respect, expertise acceptance, appreciation for recommendations, and the relevance of my ideas from the head, instructors, and pupils. Thus they believed they had the aspect status. Teachers' self-efficacy refers to their belief that they have helped students become independent learners, job effectiveness, confidence in problem-solving knowledge and abilities, and the placement of ideas in final judgments. Autonomy demonstrated the teachers' perceptions of class management, task independence, and direct discussion of concerns with heads. Students' attitudes and learning, instructors' performance for school reputation, and students' competency and skills for school success were all influenced by teachers. Aliakbari and Amoli (2016)

presented the established role of these six teachers' empowerment factors to signify the teachers' contributions under empowered context.

The findings of the organisational commitment study demonstrated that secondary teachers viewed emotional commitment as a great place to work because they accepted any assigned responsibilities, shared school ideals, encouraged performance, were happy in their jobs, contributed to success, and were long-term members. This demonstrated more school loyalty and devotion, which is why it is the most important commitment characteristic. They saw normative commitment as difficult to quit school because they saw it as immoral, even if it deserved their allegiance and had flexible regulations for them. As a consequence of their continued devotion, their presence was not owing to a lack of other employment or earning opportunities, monetary benefit, or survival, but rather to their honourable choice of this career.

Teachers' empowerment and organisational commitment were significantly correlated with positive intensity. Kirika (2011) proved similar results regarding the correlation between teachers' empowerment and organisational commitment in multiple studies.

As a result, the data led to the conclusion that teacher empowerment is a beneficial factor for professional loyalty because it guides their mindset to be devoted to their jobs, increasing their motivation and ensuring

workers' trust in corporate values and goals (Adeoye & Torubelli, 2011). As a result, teachers' empowerment is no longer optional in shaping intrinsic drive (Dewettinck & Amjid, 2011). At the elementary school level, Hamid et al. (2013) supported a moderate positive association between psychological empowerment (Teachers' empowerment) and organisational commitment, but the current study found a high relationship at the secondary school level. As a result, secondary school instructors had deep confidence in the organisation's aims and ideals, which fueled their desire to stay on the job indefinitely.

## **Conclusion**

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According to the study's perception-based findings, teachers' empowerment and organisational commitment levels were typically the psychological practices among secondary school teachers. They are ardent believers in organisational commitment and empowerment. The findings of this study also revealed a substantial positive association with great courtesy, suggesting that the two factors are linked. As a result, it can be argued that teacher empowerment considerably increased organisational commitment.

## **Recommendations**

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Teachers' empowerment and organisational commitment are unavoidable psychological factors; therefore, they should be included in pre-training, induction and on-the-job training.

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