THE IMPACT OF PSYCHOLOGICAL EMPOWERMENT OF THE TEACHER PERFORMANCE: A CASE STUDY OF THE SMART SCHOOL SYSTEM

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ABSTRACT

The study has focused on the teachers' psychological empowerment on teachers' performance and their job satisfaction in the Smart School and College System Parachinar Campus. Quantitative and survey approach was used to assess the data collected from 50 faculty members and administrators who participated in the survey. SPSS was used to analyze the data. Independent t-test, ANOVA, regression and Pearson's correlation was used to test hypothesis. In the end, a thorough analysis of the results was provided and a discussion was conducted followed by the conclusion of the study. Findings indicate that psychological empowerment of the faculty play significant role in the teacher performance and job satisfaction.

Keywords: Psychological empowerment; Faculty development, Teacher Performance, Job Satisfaction

1.0   INTRODUCTION

Teacher is the constructor of the society and generations, who mold the society, give them new directions, enthusiasm, philosophy, resolution and new way of life. They nurture soul, mind and stature of the learners, developed learner internally and externally (Chan, 2010). History shows that teacher has not been given its due weightage, importance, rights, powers and status as he deserves. Around the globe, in the developing and developed countries, teacher has not been let to play their decisive role on their level at their level (Hameed, 2014). Therefore, teacher has not been considered the satisfied elements of the society. moreover, their motivational level remains low. In this study, the effects of the psychological empowerment on the performance and job satisfaction have been checked in the Smart School and College System Parachinar Campus. During the designing of the study, it was assumed and hoped that delegation of powers and empowering of the teachers will improve their behavioral, cognitive, social intelligences, commitments, involvement and psychological satisfaction of the teachers. Because, teachers' life in the public and private sector schools have always been remain below its due line and value. They can't participate in decision making process in the school level and even their decisions are taken by other without consulting them. These practices have created unwelcoming environment in the educational institutions, which have demoralized the moral and status of the teacher. Therefore, to empirically check the impact of the psychological empowerment on the teacher's performance, the need was felt by the administration of the Smart School and College system Parachinar campus to empower the faculty to participate in the decision-making process and powers were delegated to take decision at their level with the consultation of Managing Director.

The conventional powers of the Principal were delegated to the Director of Studies, Controller of exams, Event Manager, Academic Coordinator, Resource Manager and chief proctor.

2,0 LITERATURE REVIEW

Teachers' psychological empowerment has widely been recognized as an essential contributor to organizational success with many authors observing a direct relationship between the level of teacher psychological empowerment and teachers' performance, teachers job satisfaction, and teachers' commitment (Sussan & Francis, 2017; Kwon, Kim, & Park, 2017). Empowering teachers enables organizations to be more flexible and responsive and can lead to improvements in both individual and organizational performance, similarly, it is proclaimed that teachers' psychological empowerment is critical to organizational innovativeness (Susan & Francis, 2017; Kwon, Kim, & Park, 2017; Seth & Lee, 2017; Sideri & Giannotti, 2013). Teachers' psychological empowerment and organizational commitment, professional commitment and organizational citizenship behaviors findings demonstrate that many teacher Psychological Empowerment dimensions have an impact on these outcomes in the school setting (Argote, 2013; Belle, 2016; Alhabeeb & Rowley, 2017). It promotes decision making skills, professional growth, self-efficacy and autonomy among the faculty (Alhabeeb & Rowley, 2017). Moreover, these practices improve the outcomes in the educational setting (Joseph, 2014; Belle, 2016; Conklin, 2001; Hooff, Elving, Meeuwsen, & Dumoulin, 2011). Teachers psychological empowerment is more relevant in today's competitive environment where knowledge workers are more prevalent and organizations are moving towards decentralized, organic type organizational structures (Joseph, 2014; Belle, 2016). Psychological empowerment is one of HR practices that effect job satisfaction because every teacher cannot be motivated with financial incentives. Some people are interested in authority and self-actualization and they do not give more importance to the financial benefits but more like self-respect (Hameed, 2014; Alhabeeb & Rowley, 2017). Since the psychological empowerment dimensions competence and meaning have the strongest influence, measures should be implemented to foster them. Because job satisfaction is highly related to emotional exhaustion, it could serve as an early alert system (Swiss VBS, 2017; Nwaocha, 2016).

If teacher becomes bored, resentful, and unhappy, then they may not be able to achieve educational goals and setting (Alhabeeb & Rowley, 2017) and empowering teachers as a leader found out to be very successful according to the research, because it paves foundations for teacher's job satisfaction, promote social and emotional settings, negate negative behaviors, feel powered and honor to be decision maker, earn respects and feel enthusiastic opportunist and optimist (Pimmer, Pachler, & Attwell, 2010; Attwell, 2010; Pachler & Seipold, 2009; Spindell, 2014; Cheon, Crooks, Chen, & Song, 2015). Two models served as basis for estimating the basic concerns. To check first concern Vogt and Murrell's model employed and for next two concerns Thomas and Velthouse's model is used. Questionnaires used to gather information. Sample based on teachers, principals and primary schools of Washington .660 teachers (77 percent female) and 44 principals (37 percent female) were contacted. Findings showed that there is significant relationship between teachers' psychological empowerment and teachers' performance. More the principles are involved in empowering actions; teachers will feel their actions are recognized so they show more desire to fulfill their tasks, will be more satisfied with the job and job stress will be low (Davis and Wilson, 2000)
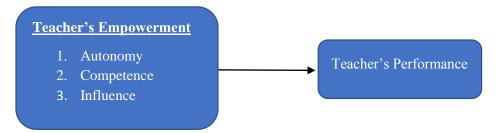
2.0 HYPOTHESES

For the study, the researchers developed the following hypotheses:

H1:   Teachers psychological empowerment positively influences teachers' performance.

    H1a: Teachers psychological empowerment dimension of "autonomy" positively influences teachers' performance.

    H1b: Teachers psychological empowerment dimension of "competence" positively influences teachers' performance.

    H1c: Teachers psychological empowerment dimension of "influence" positively influences Teachers' performance effectiveness

Theoretical Framework

    The following Figure illustrates the theoretical framework for this study. The independent variable was teachers Psychological Empowerment and the dependent variable was overall Teachers' performance.

Teacher's Empowerment
1. Autonomy
2. Competence
3. Influence

Teacher's Performance

Conceptual Framework for the Study (Self-developed)

3.0   RESEARCH METHODOLOGY AND FINDINGS

A survey was conducted consisting of questionnaires to gain in depth data from faculty members in the Smart School and College System Parachinar Campus. The questionnaires taken consisted of two variables: teachers Psychological Empowerment (meaningfulness, competence and influence) (Fulford & Enzi, 1995) whereas the teachers' performance part was originally designed by Di Xin (2005) and Salazar (2000).

3.1   Population

As the experiment was conducted in the Smart school and College System Parachinar Campus, therefore all the faculty member and office holders were taken and participated in the survey.
Table 1

Demographics of the Study

Profiles	Categories	Frequencies	Percentage (%)
Gender	Male	28	56%
	Female	22	44%
Age	18 – 23 years old	0	0%
	24 – 29 years old	23	46%
	30 – 34 years old	16	32%
	35 – 40 years old	9	18%
	40+	2	4%
Institution Tenure	Less than 6 months	4	8%
	6 months – 1 year	9	18%
	2 – 3 years	14	28%
	4 – 5 years	11	22%
	5+ years	12	24%

Table. 1shows the demographics of the respondents. 56% male and 44% participated in the survey. Their age and serving timing shows that they were qualified respondents and can better understand the meaning and application of the faculty Psychological Empowerment for the teachers' performance.

Mean, Standard Deviation and Cronbach Alpha of the constructs

	Number of respondents	Mean	Std. Deviation	Cronbach Alpha
Autonomy	50	3.6236	.52089	.904
Competence	50	3.2848	.64132	.844
Influence	50	3.4524	.62595	.855
TP	50	3.4814	.63640	.825
Valid N	113			

Table 1 shows mean, standard deviation and Cronbach Alpha values of each construct. Mean values for all constructs Autonomy, competence, influence and TP are near to means' values and the standard deviation's values are very small, which show that autonomy, competence and influence play a pivotal role in Teachers' performance effectiveness and the respondents also agree while considering that, teachers in organization consider and accept role of teachers' psychological empowerment in teachers' performance. Mean values for autonomy, competence and influence factors are 3.6236, 3.2848, 3.4524 and 3.4814 respectively in contrast to the values of the standard deviation which are 0.52089, 0.64132, 0.62595 and 0.63640. These numbers indicate that faculty members are interested to be empower, so that they can play positive role in teachers' performance. Similarly, Cronbach values for autonomy, competence, influence and TP are 0.904, 0.844, 0.855 and 0.825 respectively, which are greater than 0.7 and falls in the acceptable range, which prove that the questionnaire is reliable enough to proceed with it for data collection.

3,2   Correlation Of The Study

The following table shows the strength of the correlation among the constructs of the study.

Scales	1	2	3	4
1. Meaningfulness	1			
2. Competence	.527	1		
3. Influence	.721	.719	1	
4. Teachers' performance	.480	.498	.510	1

There was a significant relationship between meaningfulness and competence with r=0.527. Similarly, meaningfulness and influence were strongly correlated with correlation value r =0.721 and 0.719 respectively. This result shows that the dimension influence has a significant relationship with both the other dimensions of teacher's empowerment. Overall Teachers' performance effectiveness had a significant relationship with all the three teachers Psychological Empowerment dimensions of meaningfulness, competence and influence at r = .480, r = .498 and r = .510

3.3   Hypothesis Testing

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	R^2
	B	Beta			
(Constant)	-2.547		-1.780	.082	
Meaningfulness	.454	.241	1.852	.027	0.412
Competence	.465	.275	2.109	.040	
Influence	.441	.382	3.344	.002	

a. Dependent Variable: Teachers' performance

H1: Teachers 'Psychological Empowerment positively influences overall Teachers' performance.

A multiple regression analysis in Table 4 shows that there is a significant relationship between the teachers Psychological Empowerment dimensions and the overall Teachers' performance. The coefficient of relationship adjusted R square of 0.412 shows that there is a 41.2% impact of the teachers Psychological Empowerment dimensions upon the variance of overall Teachers' performance effectiveness of teachers. All the dimensions of Psychological Empowerment have a significant relationship with overall Teachers' performance, show a significant relationship with the dependent variable (P<0.05). It would be concluded that the hypothesis H1 was supported since one dimension of the teachers Psychological Empowerment namely, meaningfulness has an insignificant relationship with the overall Teachers' performance.

Table 5 : T-Test For Equality Of Mean

	Gender	N	Mean	Std. Deviation	T	Sig. (2-tailed)
Teachers' performance	Male	28	5.0357	1.46941		
	Female	21	5.7937	.82548	-2.122	.039

Independent t-Test
H2: Teachers 'Psychological Empowerment scores differ significantly based on their demographic and work profile information.

An independent t-test was conducted to find out the difference of opinion between the two genders upon teacher's empowerment. There was no significant relationship between the difference of opinion between the two genders, p = 0.059 (p>0.05), with the teachers Psychological Empowerment of males was M = 5.50 and SD = 0.73 whereas that of females was found to be M = 5.87 and SD = 0.55. One-way ANOVA was used to find the impact of age and tenure of the teachers at the institution upon the levels of teacher's empowerment; no significance was found (p>0.05). Hypothesis 2 (H2) was not supported due to the insignificance of the variables upon teacher's empowerment.

H3: Teachers' overall Teachers' performance effectiveness scores differ significantly based on their demographic and work profile information.
An independent t-test was conducted to find out the difference of opinion between the two genders upon teachers' performance. There was found to be a significant relationship (p<0.05) with t = 2.12 (Table 5) with the Teachers' performance effectiveness of males at M = 5.035, SD = 1.46 whereas that of females found to be at M = 5.79, SD = 0.82. One-way ANOVA was used to find out the impact of age and tenure of teachers at the institution upon the levels of Teachers' performance; the relationship was found out to be insignificant (p>0.05). Therefore, the hypothesis was not supported.

4.0   DISCUSSION

The results of this study show that there is a positive impact of the teachers Psychological Empowerment upon overall teachers' performance. The dimensions of competence, meaningfulness and influence had a significant impact upon overall Teachers' performance effectiveness with regression coefficient B = 0.275, .241 and 0.382 respectively; meaning that the influence dimension had a greater impact upon overall Teachers' performance effectiveness as compared to competence. This study showed that age did not have a significant impact upon overall Teachers' performance. On the other hand, tenure in the current institution showed a significant impact upon overall Teachers' performance effectiveness(p<0.05) with the value of F = 4.413. This means that the teachers' overall Teachers' performance effectiveness will increase with the increase in the tenure of the teachers at the current institution. This phenomenon has also been proved by Vondra's (2006) in a research to study the relationship between Teachers' performance effectiveness and organizational commitment among restaurant teachers.
Marital status of the teachers was found to have no significant impact upon overall Teachers' performance effectiveness(p>0.05) although based on gender, the results showed that a significant

impact upon overall Teachers' performance effectiveness was found (p<0.05). This means that there is a difference between levels of overall Teachers' performance effectiveness between men and women. A research conducted in the Great Britain region by Zou (2007), also supports this notion as it finds out that female, whether in part-time or full-time jobs, prove to have a higher level of Teachers' performance. This statement has been opposed by another study which states that women have slightly high dissatisfaction as compared to men if they have children under the age of six (Hodson, 1989). It is also suggested in this study that women are more satisfied if their mother did not work outside the house which tends to support the current research which found out that there is a difference between levels of Teachers' performance effectiveness between men and women.

5.0   CONCLUSION

The researchers can conclude that teachers Psychological Empowerment does have an influence upon overall Teachers' performance of the teachers. On the other hand, further research would need to be conducted to find out the impact of work profile and demographics on overall Teachers' performance. The current study could conclude that there is an influence of gender of the person upon the overall Teachers' performance of teachers. The researchers hope that this provokes further research upon the topic and the realization for the concerned people in the education sector to promote Psychological Empowerment in the teachers which will improve their teachers' performance levels resulting in higher job performance as well. This will also have a great influence upon the overall quality of the students and the education sector of Pakistan.

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