

RELATIONSHIP BETWEEN TEACHERS' EMPOWERMENT AND TEACHERS' PROFESSIONAL COMMITMENT

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Abstract

The objective of this research is to study the relationship between teachers' empowerment and teachers' professional commitment. In this study, quantitative and qualitative research methods were used. Questionnaire survey was carried out in this study. One hundred and fifty-two teachers were selected as participants from ten Basic Education High Schools in Kawhmu Township, Yangon Region by using proportional stratified sampling method. The questionnaire was comprised of three sections. Section A included 7 items for teachers' demographic variables. Section B included 35 items for teacher empowerment. Section C included 17 items for teachers' professional commitment and 8 open-ended questions. The questionnaires were piloted with 40 senior teachers from Basic Education High School. The reliability coefficients (Cronbach's α) for teachers' empowerment and teachers' professional commitment were 0.89 and 0.71 respectively. In this study descriptive statistics, one-way ANOVA, Tukey HSD test and Pearson-product moment correlation were used to analyze the data. For qualitative study, semi-structure questions were used. According to the findings, the level of teachers' perceptions on their empowerment was somewhat empowerment. There were slight differences on teachers' empowerment grouped by age, qualification, position and teaching services. Also the level of teachers' professional commitment was high. And then there were also slight differences on teachers' professional commitment grouped by age, qualification, position and teaching services. There was positive and moderate relationship between teachers' empowerment and teachers' professional commitment.

Key Terms: Teacher empowerment, Professional Commitment

Introduction

The construction of every human society lies upon its country education. Education make certain effective transmission of knowledge, culture, values, capabilities and skills to new generations. It shapes the behavior and personality attributes at every age level and prepares them to become well-adjusted and productive members of their social orders. All such goals can attain through the work of teachers and educators. So, teachers have a greater role and responsibilities in the process of education. Teacher play an important in schools. Teachers are now expected to play a vital role in implementing these and preparing students for the new scenario in the education system. Teachers must have the capacity to perform their duties effectively. So, teachers must be an empowered person (Neelama Devi, 2017). The idea behind the concept of empowerment involves the workforce being provided with a greater degree of flexibility and more freedom to make decisions relating to work. Through empowerment, people are encouraged to make certain decisions without consulting their superiors and to which organizational dynamics are initiated at the bottom (Greasley et al., 2004, cited in Boey, 2010). When empowerment existed in professional environment, the individuals within that profession tend to feel as their own ownership on their profession and they will change their personal feelings towards their responsibilities and commitment to

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their profession. These situations both from the side of the individuals and their profession give to a win-win situation for both parties involved. Moreover, teacher empowerment takes two important dimensions: that of self-efficacy and status. These two dimensions are very important in forecast various school outcomes. So, school administrators require to draw attention on teacher empowerment if they wish for to raise teachers' professional commitment to their profession and to increase teachers' motivation toward the advantage of school. So, if school administrators want to empower teachers, they will need to establish this kind of working conditions that will bring teachers to perceive themselves as having a high level of competency, and experiencing high status and self-esteem (Bogler & Somech, 2004).

Importance of the Research

Teacher empowerment creates a positive learning environment (Martin, Crossland & Johnson, 2001, cited in Squire-Kelly, 2012). Empowered teachers are more devoted to their organization and they have a readiness to become a membership in their organization. In addition, empowered teachers are always ready to help the students' learning difficulties. Empowered teachers encourage colleagues to improve student achievement (Anderson, 2004, cited in Squire-Kelly, 2012). It is necessary to study the relationship between teachers' empowerment and teachers' professional commitment. So, this research was intended to study the relationship between teachers' empowerment and teachers' professional commitment in Basic Education High Schools, Kawhmu Township, Yangon Region.

Objectives of the Research

General Objective

To study the relationship between teachers' empowerment and teacher's professional commitment

Specific Objectives

The specific objectives of this study were as follows:

1. To study the level of teachers' perception on their empowerment in Basic Education High Schools
2. To study the differences of teachers' perception on their empowerment according to their personal factors
3. To study the level of teachers' perception on their professional commitment in Basic Education High Schools
4. To study the differences of teachers' perception on their professional commitment according to their personal factors

Research Questions

The following research questions were formulated as follows:

1. What is the level of teachers' perception on their empowerment in Basic Education High Schools?
2. Is there any significant difference of teachers' perception on their empowerment according to their personal factors?

3. What is the level of teachers' perception on their professional commitment in Basic Education High Schools?
4. Is there any significant difference of teachers' perception on their professional commitment according to their personal factors?
5. Is there any relationship between teachers' empowerment and teachers' professional commitment?

Limitations of the Study

The scope of this study is limited to Basic Education High Schools in Kawhmu Township, Yangon Region. The findings of this study applied to Kawhmu Township only and could not be generalized to any other townships.

Theoretical Framework

This study was concerned with teachers' empowerment and teachers' professional commitment in Basic Education High Schools of Kawhmu Township, Yangon Region.

Dimensions of teacher empowerment

In this study, the teacher empowerment attributes are decision-making, opportunities for professional growth, teacher status, teacher self-efficacy, autonomy and teacher impact (Short, 1992).

Decision Making

The first dimension, decision-making, refers to the level of participation of teachers in decisions that are directly related to their work. When teachers are provided the opportunity to play a more influential role in the decision-making process, they impact more than just classroom activities and methodology. Teachers also influential budgeting, curriculum, scheduling and other programmatic areas. At this level of involvement, teachers are more prone to take responsibility for the decisions they make. The more teachers are directly connected to student learning and the more teachers indicate they should be held responsible for their work. The decision-making process requires trusting that teacher possess the skills and knowledge to make good sound decisions. Teachers were allowed to work collaboratively, control time schedules and student groupings and develop curriculum and instruct students on a collaborative basis. Teachers were able to control instructional decisions and monitor the progress of students. When teachers are viewed as professionals and are welcome to participate in active leadership roles that directly impact educational decisions, their self-efficacy increases.

Professional Growth

As a dimension of empowerment, professional growth refers to teachers' perceptions that the school in which they work provides them with opportunities to grow and develop professionally, to learn continuously, and to expand one's own skills through the work life of the school. Professional development is impacted by the teachers' ability to share as well as to expand their skills and knowledge. Professional growth is partially dependent on self-assessment. Empowered teachers are realized that evaluating and assessing progress is necessary for professional growth and development. Students are directly affected by such empowerment.

Empowered teachers desire to grow professionally, therefore activities and teaching methods improve that directly affect student's educational experience and performance.

Status

Status as a dimension of empowerment refers to teacher perceptions that they have professional respect and admiration from colleagues. Status includes the amount of respect teachers receive from others such as students, parents, administrators and community members. Status increases when teachers feel that they are working in a respected and supported profession. Recognition of teacher status can be found in comments and attitudes from the various constituents of the school environment and student response to the teachers' instructions. A combination of high public expectations and poor working conditions, as perceived by teachers creates tension that reduces the status that teachers may feel. Another important aspect of the status attribute of empowerment is having the ability to overcome the fear or resistance from faculty members. On the other hand, there are teachers who look to teacher-leaders for support and encouragement which often leads to teacher-leader's perceptions that colleagues respect the knowledge and expertise they have displayed in decision making. Teachers come to recognize the strengths of their colleagues and their respect for team members grew. Teachers receive recognition from the administration for their efforts enhancing their status among faculty members.

Self-Efficacy

Self-efficacy refers to teachers' perceptions that they have the skills and ability to help students learn, are competent in building effective programs for students and can effect changes in student learning. Self-efficacy develops as an individual acquires self-knowledge and the belief that they are personally competent and has mastered skills necessary to effect desired outcome. Teachers' sense of self-efficacy and professional certainty relates to teachers' decisions to remain in teaching. Teacher certainty about professional abilities and skills is highly correlated to student achievement.

Autonomy

Autonomy, as a dimension of empowerment, refers to teachers' belief that they can control certain aspects of their work life. The foundation for autonomy is the sense of freedom to make certain decisions and the confidence to express opinions while also learning from and engaging with others in learning. Autonomy is fostered when school environments support risk taking and experimentation by teachers. Teachers need the autonomy to respond to the highly individualized dynamics of the classrooms, to re-teach using different strategies when students struggle, and to divert from the lesson plan during those magic moments when student interest takes an idea in a new direction.

Impact

Impact refers to teachers' perception that they have an effect and influence on school life. Teachers' self-esteem grows when they feel that they are doing something worthwhile, that they are doing it in a competent manner, and that they are recognized for their accomplishments. Teachers in good schools advanced in the practice of teaching by receiving respect from parents and community members. Teacher impact means that teachers influence other faculty members

to take part in reform efforts and school improvement initiatives. Impact relates to a determinate of effectiveness and how teachers perceive that they are able to change a students' life.

Components of Professional Commitment

Meyer et al., 1993 defined three distinct components of professional commitment (they used the equivalent term: occupational commitment). These components are called affective professional commitment, continuance professional commitment, and normative professional commitment.

Affective Professional Commitment

Affective professional commitment refers to identification with, involvement in, and emotional attachment to the profession. Thus, employees with strong affective professional commitment remain members of their profession because they want to do so. For example, professionals with a strong sense of affective commitment to their profession will keep up with developments in their profession, subscribe to trade journals, attend professional meetings, and participate in their professional association.

Continuance Professional Commitment

Continuance professional commitment refers to commitment based on the employee's recognition of the costs associated with leaving their profession. Employees with strong continuance commitment remain with their profession because they realise that they have much to lose by not doing so. For example, professionals with high levels of continuance commitment might be less inclined to involve themselves in professional activities other than those required to retain membership of their profession (Meyer et al., 1993).

Normative Professional Commitment

Normative professional commitment refers to commitment based on a sense of obligation to the profession. Employees with strong normative professional commitment remain members of their profession because they feel they ought to do so. Normative professional commitment may develop because of effective professional socialisation or the sacrifices involved in becoming a member of a particular profession (Meyer et al., 1993).

Definitions of Key Terms

(a) Teacher Empowerment

Teacher empowerment is defined as a process whereby school participants developed the competency to take charge of their own growth and resolve their own problems (Short, Greer & Melvin, 1994).

(b) Professional Commitment

Professional Commitment is defined as a person's belief and acceptance in the values of his or her chosen profession or line of work, and willingness to maintain membership in that profession (Vandenberg & Scarpello, 2004).

Research Methodology

Both quantitative and qualitative research methods were used to collect the required data in this study. Quantitative measurements were used to measure teachers' perceptions on their empowerment and professional commitment. Data were collected through questionnaire survey in quantitative study and open-ended questions were used in qualitative study.

Sample

In this study, proportional stratified sampling method was used. There are ten Basic Education High Schools in Kawhmu Township. The target population was all teachers from high schools in Kawhmu Township, Yangon Region. The total of 250 teachers in ten high schools kawhmu Township, 152 teachers were participated as respondents in this study.

Instrumentation

In this study, questionnaire survey method was used to collect quantitative data for teachers' perceptions of empowerment and professional commitment in Basic Education High Schools, Kawhmu Township, Yangon Region. Short & Rinehart (1992) School Participants Empowerment Scale (SPES) and Meyer & Allen (1993) Professional Commitment questionnaire (PCQ) was used as the main instruments. SPES consists of 37 items instrument on a four-point Likert scales and PCQ which involves 17 items on a four point Likert scales. The questionnaire was divided into three parts. The first part was concerned about demographic characteristics of teachers such as age, level of qualification, total teaching services and position of teachers. In Part-B, SPES was used to measure the dependent variable of the study on the basic of six subscales namely; 6 items for involvement in decision making, 6 items for opportunities for professional growth, 6 items for status, 6 items for self-efficacy, 6 items for autonomy and 5 items for impact. Values of scoring were 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. It contains 37 items that asked teachers to describe how they felt about responsibility, participation, teacher selection, fiscal involvement, professionalism, student learning, empowerment difference making control, innovation and collaboration in their school. PCQ in part C was used to measure the dependent variable of the study in which the teachers were asked to refer to the strength of their identification with and involvement in a particular profession in order to measure their affective, normative and continuance commitment. In Likert scale items, there were 6 items for affective commitment, 6 items for normative commitment, and 5 items for continuance commitment that include 1=strongly disagree, 2= disagree, 3= agree and 4=strongly agree.

Procedure

In the first week of November, 2018, the modified questionnaires were gave out to the selected schools. All questionnaires were gathered after two weeks and were completely answered. After the questions have been returned, the data were processed and analyzed using the Statistical Package for the Social Science (SPSS) software version 25. Descriptive analysis was used to compute means and standard deviations. One-way ANOVA was used to analyze the significant difference between teachers' personal factors groups. And then, Pearson product moment correlation was used to know the relationship between teachers' empowerment and teachers' professional commitment.

Findings

Quantitative Research Findings

The analysis of data gathered from the perceptions of teachers on their empowerment and professional commitment in Kawhmu Township will discuss as research findings.

Table 1 Mean Scores of Teachers’ Empowerment

Subscales	DM	PG	S	SE	A	I	Total
School A	3.19	3.39	2.99	3.11	3.21	2.97	3.15
School B	3.13	3.43	3.13	3.18	3.34	2.97	3.21
School C	3.29	3.36	3.08	3.23	3.30	2.76	3.19
School D	3.09	3.21	3.11	3.18	3.16	3.01	3.13
School E	3.18	3.25	3.09	3.12	3.19	2.93	3.13
School F	3.16	3.27	3.18	3.19	3.18	2.91	3.15
School G	3.01	3.30	3.21	3.26	3.20	3.04	3.17
School H	3.09	3.19	3.08	2.96	3.10	3.03	3.07
School I	3.18	3.42	3.19	3.34	3.26	2.88	3.22
School J	3.19	3.31	3.44	3.49	3.23	3.19	3.31
Total	3.15	3.31	3.15	3.21	3.22	3.22	3.18
Teachers’ Empowerment Level	SE	SE	SE	SE	SE	SE	SE

Note: SE= Somewhat Empowerment

ScoringDirection:1.00-1.49=No Empowerment

1.5-2.49=A Little Empowerment

Note: DM-Decision Making

PG- Professional Growth

S-Status

2.5-3.49=Somewhat Empowerment

3.5-4.00=Strong Empowerment

SE-Self-Efficacy

A-Autonomy

I-Impact

To summarize, Table1 above illustrates that the mean score for the level of empowerment as perceived by teachers in Basic Education High Schools of Kawhmu Township is somewhat empowerment.

Table 2 Mean Values and Standard Deviations of Teachers’ Empowerment Grouped by Age

Age	21-30 years	31-40 years	41-50 years	51 years and above
	Mean(SD)	Mean(SD)	Mean(SD)	Mean(SD)
Total	3.17 (0.27)	3.27 (0.32)	3.19 (0.28)	3.07 (0.19)

According to Table 2, The age group was divided into four groups such as (21 to 30), (31 to 40), (41 to 50) and (51 and above). Teacher with (31-40) age group got the mean value was a little more than other age groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers’ empowerment by age. Table3 shows the ANOVA result for six subscales of teacher empowerment grouped by age.

Table 3 ANOVA Table of Mean Comparison for Six-Subscales of Teachers' Empowerment by Age

Six subscales of Teacher Empowerment		Sum of Squares	df	Mean Square	F	p
Decision Making	Between Groups	0.609	3	0.203	1.801	ns
	Within Groups	16.682	148	0.113		
	Total	17.291	151			
Professional Growth	Between Groups	2.003	3	0.668	5.656	.001(**)
	Within Groups	17.472	148	0.118		
	Total	19.475	151			
Status	Between Groups	0.751	3	0.250	2.308	ns
	Within Groups	16.057	148	0.108		
	Total	16.808	151			
Self-Efficacy	Between Groups	1.659	3	0.553	4.417	.005(**)
	Within Groups	18.533	148	0.125		
	Total	20.193	151			
Autonomy	Between Groups	0.171	3	0.057	0.458	ns
	Within Groups	18.451	148	0.125		
	Total	18.622	151			
Impact	Between Groups	0.437	3	0.146	0.940	ns
	Within Groups	22.936	148	0.155		
	Total	23.373	151			

Note: ** $p < 0.01$, ns=not significant

Table 3 show that the significant difference at $p < 0.01$ in professional growth and self-efficacy variables. And then, Tukey HSD test was also conducted to know the difference between teachers' age group. Significant difference was found in professional growth variable at $p < 0.01$ level between the teachers' age group (21-30) and (51+), (31-40) and (51+). Also, significant difference was found in self-efficacy variable at $p < 0.01$ level between the teachers' age group (21-30) and (31-40), (31-40) and (51+).

Table 4 Mean Values and Standard Deviations of Teachers' Empowerment Grouped by Position

Position	P.T	J.T	S.T
	Mean (SD)	Mean(SD)	Mean (SD)
Total	3.16 (0.25)	3.17 (0.28)	3.19 (0.28)

According to Table 4, Teachers' position group was divided into three groups such as (P.T, J.T and S.T).The teachers with (S.T) group got the mean value was a little more than other position groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by position. Table 5 shows the ANOVA result for six subscales of teacher empowerment grouped by position.

Table 5 ANOVA Table of Mean Comparison for Six-Subscales of Teachers' Empowerment by Position

Six subscales of Teacher Empowerment		Sum of Squares	df	Mean Square	F	p
Decision Making	Between Groups	0.509	2	0.254	2.260	ns
	Within Groups	16.782	149	0.113		
	Total	17.291	151			
Professional Growth	Between Groups	0.362	2	0.181	1.410	ns
	Within Groups	19.113	149	0.128		
	Total	19.475	151			
Status	Between Groups	0.022	2	0.011	0.098	ns
	Within Groups	16.786	149	0.113		
	Total	16.808	151			
Self-Efficacy	Between Groups	0.521	2	0.260	1.972	ns
	Within Groups	19.672	149	0.132		
	Total	20.193	151			
Autonomy	Between Groups	0.142	2	0.071	0.572	ns
	Within Groups	18.480	149	0.124		
	Total	18.622	151			
Impact	Between Groups	0.886	2	0.443	2.936	ns
	Within Groups	22.486	149	0.151		
	Total	23.373	151			

Note: ns= not significant

Table 5 show that there is no significant difference in all area of teachers' empowerment grouped by position. Significant difference was not also found in overall teachers' empowerment.

Table 6 Mean Values and Standard Deviations of Teachers' Empowerment Grouped by Qualification

Qualification	B.A,B.Sc,B.Com	B.A,B.Sc,B.Ed	M.Sc,M.Ed
	Mean (SD)	Mean(SD)	Mean (SD)
Total	3.16 (0.28)	3.22 (0.28)	3.23 (0.16)

According to Table 6, Teachers' qualification was divided into three groups such as (B.A,B.Sc, B.Com, B.A,B.Sc, B.Ed and M.Sc, M.Ed). The teachers with (M.Sc, M.Ed) group got the mean value was a little more than other qualification groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by qualification. Table 6 shows the ANOVA result for six subscales of teacher empowerment grouped by qualification.

Table 7 ANOVA Table of Mean Comparison for Six-Subscales of Teacher Empowerment by Qualification

Six subscales of Teacher Empowerment		Sum of Squares	df	Mean Square	F	p
Decision Making	Between Groups	0.926	2	0.463	4.217	.017 (*)
	Within Groups	16.365	149	0.110		
	Total	17.291	151			
Professional Growth	Between Groups	0.478	2	0.239	1.873	ns
	Within Groups	18.997	149	0.127		
	Total	19.475	151			
Status	Between Groups	0.120	2	0.060	0.535	ns
	Within Groups	16.688	149	0.112		
	Total	16.808	151			
Self-Efficacy	Between Groups	0.119	2	0.060	0.443	ns
	Within Groups	20.073	149	0.135		
	Total	20.193	151			
Autonomy	Between Groups	0.317	2	0.159	1.291	ns
	Within Groups	18.305	149	0.123		
	Total	18.622	151			
Impact	Between Groups	0.040	2	0.020	0.126	ns
	Within Groups	23.333	149	0.157		
	Total	23.373	151			

Note: * $p < 0.05$, ns=not significant

Table 7 show that the significant difference at $p < 0.05$ level in the area of decision making. And then, Tukey HSD test was also conducted to know the difference between teachers' qualification group. The result revealed that there was no significant difference in teachers' qualification group.

Table 8 Mean Values and Standard Deviations of Teachers' Empowerment Grouped by Services

Services	1-10 years	11-20 years	21-30 years	31 years and above
	Mean (SD)	Mean(SD)	Mean (SD)	Mean(SD)
Total	3.19 (0.28)	3.21 (0.31)	3.14 (0.24)	3.06 (0.20)

According to Table 8, The teachers' position group was divided into four groups (1-10), (11-20), (21-30) and (31+). The teachers with (11-20) service group got the mean value was a little more than other services group. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by teaching services. The significant difference was found at $p < 0.01$ level in the area of professional growth. And then Tukey HSD test was also conducted to know the difference between teachers' service groups. Significant difference was found at $p < 0.01$ level between the teachers' service group (1-10) and (31+) and (11-20) and (31+).

Table 10 Mean Scores of Teachers' Professional Commitment by Schools

Three Components	AC	NC	CC	Total
School				
School A	3.23	2.92	1.91	2.79
School B	3.46	3.04	2.00	2.92
School C	3.38	3.17	2.29	3.01
School D	3.41	3.19	2.27	3.02
School E	3.23	3.13	2.18	2.92
School F	3.17	3.08	2.04	2.84
School G	3.10	2.92	1.97	2.72
School H	3.10	2.96	2.01	2.78
School I	3.56	3.00	2.12	2.97
School J	3.51	3.50	1.86	3.07
Total	3.31	3.09	2.06	2.91
Teachers' Professional Commitment Level	High	High	Low	High

Scoring Directions: 1.00-1.49=Very Low
1.50-2.49=Low

2.50-3.49=High
3.50-4.00=Very High

To summarize, Table 10 above illustrates that the mean score for the level of professional commitment as perceived by teachers in Basic Education High Schools of Kawhmu Township is high ranging between 2.5 and 3.49.

Table 11 Means and Standard Deviations of Teachers' Professional Commitment Grouped by Age

Age	21-30 years	31-40 years	41-50 years	51 years and above
	Mean (SD)	Mean(SD)	Mean (SD)	Mean(SD)
Total	2.87(0.31)	2.95(0.27)	3.02 (0.26)	2.81(0.18)

According to Table 11, The age group was divided into four groups such as (21-30), (31-40), (41-50) and (51+). Teachers with age group (41-50) got the mean value was a little more than other age groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by age. But, there is no significant difference in all area of teachers' empowerment grouped by age.

Table 12 Means and Standard Deviations of Teachers' Professional Commitment Grouped by Position

Position	P.T	J.T	S.T
	Mean (SD)	Mean(SD)	Mean (SD)
Total	3.00 (0.26)	2.88(0.26)	2.84 (0.29)

According to Table 12, The position group was divided into three groups such as (P.T, J.T, S.T). Teachers with (P.T) got the mean value was a little more than other position groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by position. But, there is no significant difference in all area of teachers' empowerment grouped by position.

Table 13 Mean Values and Standard Deviation of Teachers' Professional Commitment Grouped by Qualification

Qualification	B.A,B.Sc,B.Com	B.A,B.Sc,B.Ed	M.Sc, M.Ed
	Mean (SD)	Mean(SD)	Mean (SD)
Total	2.93 (0.26)	2.82 (0.32)	2.92 (0.25)

According to Table 12, The qualification group was divided into three groups such as (B.A, B.Sc, B.Com, B.A, B.Sc, B.Ed and M.Sc, M.Ed). Teachers with (B.A, B.Sc, B.Com) got the mean value was a little more than other qualification groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by qualification. But, there is no significant difference in all area of teachers' empowerment grouped by qualification.

Table 14 Mean Values and Standard Deviation of Teachers' Professional Commitment Grouped by Services

Services	1-10 years	11-20 years	21-30 years	31 years and above
	Mean (SD)	Mean(SD)	Mean (SD)	Mean(SD)
Total	2.91 (0.32)	2.94(0.25)	2.90(0.26)	2.80 (0.14)

According to Table 13, the service group was divided into four groups such as (1-10), (11-20), (21-30) and (31+). Teachers with (11-20) years group got the mean value was a little more than other teaching service groups. And then, One-way ANOVA was used to analyze whether there were significant variations in the teachers' empowerment by teaching services. But, there is no significant difference in all area of teachers' empowerment grouped by teaching services.

Table 14 Correlation between Teachers' Empowerment and Teachers' Professional Commitment

TE		TE	PC
	Pearson Correlation	1	.455**
	Sig. (2-tailed)		.000
	N	152	152

** . Correlation is significant at the 0.01 level (2-tailed).

Table 14 proves that the sample of this study (N=152), there is a significant positive relationship between teachers' empowerment and teachers' professional commitment. There is a significant correlation but the strength of the correlation is moderate ($r=.455$, $p=0.01$). It may be concluded that there is a positive and significant relationship between teachers' empowerment and teachers' professional commitment.

Qualitative Research Findings

Eight open-ended questions were used in this study. Various responses for open-ended questions are described as follows.

For the question, "**Which areas do you participate to make decision for school and student improvement programs?**", 34% of teachers answered that they engaged in school improvement programs. For the question, "**Which opportunities do you have to improve your professional skills?**", 73% of teachers answered that they read and learned journals and

knowledgeable books to develop their professional skills. And then, they studied syllabus related with their teaching subjects and learned old questions to improve their teaching skills, marker and ink-well etc. For the question, “**Do you get respect and admiration from others in your school and community?**”, 32% of teachers responded that they got the respect and facilitating from principals and colleagues because they performed their duties professionally and they respected each other. For the question, “**Do you believe that you can perform to improve school and student achievement?**”, 68% of teachers responded that they could teach to improve students’ achievement. Moreover, they could create teaching aids and teaching methods for students’ instructional improvement. For the question, “**Which areas do you have autonomy to perform school and student achievement?**”, 60% of teachers wrote that their principals gave autonomy for selecting teaching aids and teaching strategies. For the question, “**Which activities do you perform to improve the school and student achievement?**”, 26% of teachers responded that they guided the students who facing the difficulties such as teaching learning activities, and related with home problems. For the question, “**What do you understand Professional Commitment?**”, 53% of teachers wrote that professional commitment is teachers’ enthusiasm of school affairs and improvement. For the question, “What factors do you think are the most influential factors on Teachers’ Professional Commitment?”, 26% of teachers responded that getting the respect from students, colleagues and parents influence on teachers’ professional commitment.

Conclusion and Discussion

The first objective of this research is to study the level of teachers’ perceptions on their empowerment. The result showed that the level of teachers’ empowerment was somewhat empowerment.

The second objective of this research is to study the differences of teachers’ perceptions on their empowerment according to their personal factors. According to teachers’ age, (31-40) years group got the mean value was a little more than other age groups. According to the results, it may be said that younger teachers were more willing to participate in staff development activities, professional development classes and to attend refresher courses. According to teachers’ position, S.T group got the mean value was a little more than other position groups. According to the results, it may be interpreted that high school teachers had more chances to participate in decision making process and had more opportunities to attend professional development classes and then they were more respected from other people according to their position than other school teachers. According to teachers’ qualification, (M.Sc, M.Ed degree holders) group got the mean value was a little more than other qualification groups. According to the results, it may be said that master degree holders were more chances to decide in school wide decision making process such as instructional programs, school’s affairs than lower degree holders. According to teachers’ services, (11-20) years group got the mean value was a little more than other teaching service groups. According to the results, it may be interpreted that teachers were more willing to participate for their professional development activities and then they had high self-efficacy in their initial teaching stages.

The third objective of this research is to study the level of teachers’ perceptions on their professional commitment. The result showed that the level of teachers’ professional commitment was high.

The fourth objective of this research is to study the differences of teachers' perceptions on their professional commitment according to their personal factors. According to teachers' age, (41-50) group got the mean value was a little more than other age groups. According to the results it may be said that (41-50) group teachers were more enthusiastic, more energetic, more responsible and active to their profession. According to teachers' position, (P.T) group got the mean value was a little more than other position groups. According to the results, it may be said that primary teachers were more committed than other school teachers. According to teachers' qualification, (B.A, B.Sc, B.Com degree holders) got the mean value was a little more than other qualification group. The present results were not corresponded with the findings of Beri and Beri (2016), in their findings they found that teachers holding doctoral degree were more committed than lower degree holders. According to teachers' services, (11-20) years group got the mean value was a little more than other service groups. This finding contradicts with the findings of Arjunan and Balamurugan (2013). According to the results, it may be said that more experienced teachers gathered unfavourable experiences in their teaching life.

The last objective of this research was to study the relationship between teacher's empowerment and teacher's professional commitment. The findings of this study revealed that a correlation exist between teachers' empowerment and teachers' professional commitment, although correlation between them is positive but it was moderate correlation. So, it may be said that if teachers were more empowered, they will be more committed to their profession. Moreover, according to Firestone (1990), committed teachers are expected to believe strongly in the goals or purposes associated with teaching as an object, be willing to exert considerable effort in its pursuit, and possess a desire to remain involved with it. Moreover, teachers are more empowered, their performance will be more excellent.

Recommendations

Education is powerful and life without education is like air without oxygen. Moreover, teachers are the only person to attain these educational aims. Teachers must have the capacities to help students learn. In this century teachers need be an empowered person. Only teachers are empowered teachers, students can be an empowered student. So, principals need to know the importance of empowerment concept and they require to give more attention on their assistant teachers to become empowered teachers. So, principals need to give the opportunities to the teachers to participate in school-decision making process and financial decisions. Because decision making is the powerful source of teacher's empowerment. The principal is the primary decision maker in their schools. This doesn't mean that teachers shouldn't be included in the decision making process. Although, a principal may have the final say, teachers should be given a platform to express their feelings or provide advice for the principal, especially when the issue will directly affect the teachers. Moreover, a principal should use the resources at hand when making decisions. Moreover, principals should know that teachers have brilliant ideas. By involving in decision making process, teachers will feel more believe in themselves and they will become a proactive person in their environment. Having a supportive principal can make all the difference for a teacher.

Need for Further Research

It is only admitted that this study was to examine the relationship between teachers' empowerment and teachers' professional commitment in Basic Education High Schools of

Kawhmu Township, Yangon Region. Therefore, this result cannot be generalized to any wider population. The first recommendation for further study is to conduct the research in more than one state. The second recommendation for further study is to conduct group interviews and observation to gain additional understandings about the relationship between teachers' empowerment and teachers' professional commitment.

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