

RELATIONSHIP BETWEEN SCHOOL STRUCTURE AND TEACHER EMPOWERMENT

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Abstract

This study specially focused on relationship between teachers' perceptions of their school structure and their empowerment. A total of 147 teachers from five basic education high schools participated in this study. Two research instruments, "School Structures Questionnaire" adapted from Hoy & Sweetland (2001) and "School Participant Empowerment Scale (SPES)" developed by Short & Rinehart (1992) were used to collect quantitative data. Descriptive statistics such as means and standard deviations, and Pearson product-movement correlation coefficient were calculated through SPSS software. The findings of the study indicated that there were high levels of enabling school structures and moderate levels of hindering school structures in Basic Education High Schools according to teachers' perceptions. Similarly, the levels of teacher empowerment were at high levels in those schools based on teachers' perceptions. When studying the correlation between school structure's dimensions and teacher empowerment, it was found that enabling school structure was positively and moderately correlated to teacher empowerment ($r=.486$, $p<0.01$). However, it was also found that there was no relationship between hindering school structure and teacher empowerment.

Keywords: School structure, Teacher empowerment

Introduction

Education is defined as a fundamental verbal process of prepared for life. In the recent years, school organizations are more favor to decentralize ones. This study investigates the relationship between school structures and teacher empowerment. There is need to have school structures that enhance teacher competence and student achievement. Hoy & Sweetland (2001) summarize that "school structures vary along a continuum from enabling at one extreme to hindering at the other". Enabling and hindering school structures, as teachers experience, have different features, develop through different processes, and have different consequences for the teaching-learning context. Enabling schools encourage trusting relations between teachers and the principal. In many educational settings, teacher empowerment plays as an important role for promoting teachers' competencies and collaboration. Teacher empowerment is the process whereby teachers develop the competence to take charge of their own growth and resolve their own problems (Short, 1994). Incorporating expert teachers into school structures and empowering teachers will require some alteration of the current school practices. Recent research on school structures and an informal monitoring of school operation may lead to greater teacher empowerment.

Significance of the Study

Effective organizations of the twenty-first century, especially schools, will need to have enabling structures if they are to be competitive and successful (Hoy & Sweetland, 2001). When school structures are enabling, teachers trust each other, have a sense of efficacy and professionalism, and are not bound by rigid rules and feelings of helplessness. Hoy and Sweetland developed a model of enabling structure as "a hierarchy of authority and a system of rules and regulations that help rather than hinder teaching learning mission of the school". Evidence is convincing that schools can be designed with supporting structures that enable teachers to positively influence the academic expectations in their schools (Hoy, 2008, as cited in Messick,

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2012). In an enabling hierarchy, the principal is more likely to invite teachers to take part in shared decision-making.

According to Short (1994, as cited in Watts, 2009), an incorporation of empowerment gives teachers a sense of ownership and opportunities to improve the quality of instruction. He established a connection between schools and teacher empowerment as an “efficient means toward a self-management system confident of developing the roles of principals and teachers” (Hoy & Sweetland, 2001). Davidson and Dell (2003) and Hirsch, Emerick, Church and Fuller (2006) concur that school improvement is enhanced by the use of teacher empowerment. Teacher empowerment has been measured in a variety of educational paths and can point toward success with the proper support, staff development, and a collaborative spirit (Hoy & Sweetland, 2000; Short & Greer, 1997, as cited in Watts, 2009). If the school leaders incorporate avenues for teachers to empower themselves, they will be improved the quality of teaching. For the above reasons, this study is very important and useful in education.

Aim of the Study

The general aim of the study is to investigate the relationship between perceptions of teachers on their school structure and their empowerment at Basic Education High Schools in Sagaing Township.

The Specific aims are:

- to explore the perceptions of teachers on their school structure at Basic Education High Schools in Sagaing Township,
- to examine the levels of empowerment perceived by teachers at Basic Education High Schools in Sagaing Township, and
- to find out the relationship between perceptions of teachers on their school structure and their empowerment at Basic Education High Schools in Sagaing Township.

Research Questions

The following research questions guide the direction of the study:

1. What are the perceptions of teachers on their school structure at Basic Education High Schools in Sagaing Township?
2. What are the levels of empowerment perceived by teachers themselves at Basic Education High Schools in Sagaing Township?
3. Is there any relationship between perception of teachers on their school structure and their empowerment at Basic Education High Schools in Sagaing Township?

Definitions of Key Terms

- **School Structure:** School structure is defined as the specific institutional processes at the school level that affect the daily performance of youth (Conchas, 2006, as cited in Gonzalez, 2013).
- **Teachers Empowerment:** Teachers empowerment is giving power to the teachers. Empowerment can be either self-initiated or initiated by others and it is the process of enabling teachers to set their own work-related goals, make decisions and solve problems within their spheres of responsibility and authority (Vaidya, 2010).

Scope of the Study

The scope of this study was limited to the Basic Education High Schools in Sagaing Township. Sample schools were the schools in which principals had been at least two years in the current schools.

Theoretical Framework of the Study

According to Hoy and Sweetland (2001), school structures vary along a continuum from enabling at one extreme to hindering at the other. In this study, school structure will be measured by two types: enabling school structure and hindering school structure.

- **Enabling School Structure** is a hierarchy that helps rather than hinders and a system of rules and regulation that guides problem solving rather than punishes failure (Hoy & Sweetland, 2001).
- **Hindering School Structure** is a hierarchy that impedes and a system of rules and regulations that is coercive (Alder & Borys, 1996).

On the other hand, teacher empowerment will be measured with “School Participant Empowerment Scale (SPES)” developed by Short & Rinehart (1992). This instrument has six dimensions. They are:

- **Decision-Making** refers to the critical decisions directly affecting the operations of school (Short, 1992).
- **Teacher Impact** refers to teachers’ perceptions having an effect and influence on school life (Short, 1992).
- **Teacher Status** refers to the teachers’ sense of esteem ascribed by students, parents, community members, peers, and superiors to the position of teacher (Short, 1992).
- **Autonomy** refers to teachers’ beliefs that they can control certain aspects of their work life (Short, 1992; Short & Johnson, 1994).
- **Professional Growth** refers to the school providing them with opportunities to grow and develop teaching skills (Short, 1992).
- **Self-Efficacy** refers to teachers’ perception 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 (Short, 1992; Short & Johnson, 1994).

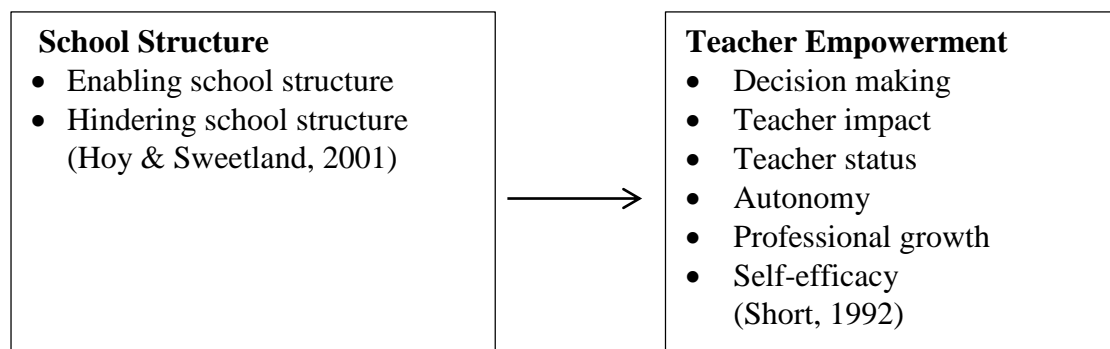


Figure 1 Theoretical Framework of this Study

Review of Related Literature

School Structure

School structure is how schools arrange the resources of time, space, and personnel for maximum effort on student learning. School structure includes organizational structures that allow learning to occur under a variety of circumstances condition including: flexible schedules, year-round calendars, modified timetables (Galland, 2008). School structure summarize that it vary along a continuum from enabling at one extreme to hindering at the other (Hoy & Sweetland, 2001). The structure of the organization can be defined simply as the sum total of the ways in which it divides its labor into distinct tasks and then achieves coordination among them (Mintzberg, 1979).

Most schools fall somewhere between these two extremes: completely organic (professional) and completely mechanistic (bureaucratic) (Lunenburg & Ornstein, 2012). The ideal professional-type school is characterized by high complexity, adaptiveness, and job satisfaction. That is, school administrators respect the professional knowledge of teachers, respond readily to the changing needs of the school and society and consider the intrinsic satisfaction of teachers to be an important school outcome. Bureaucratic-types schools tend to have a hierarchical structure of control, authority, and communication with little shared decision making (high centralization). There is little emphasis on professional expertise in both subject-matter knowledge and instructional methodology, low adaptation and human resources are of little important. However, each ideal type of school has advantages and disadvantages. Moreover, there are limits on how much a school administrator can emphasize one variable over another (Lunenburg & Ornstein, 2012).

The prototype of an enabling school structure is a hierarchy that helps rather than hinders and a system of rules and regulations that guides problem solving rather than punishes failure. In enabling school structures, principals and teachers work cooperatively across recognized authority boundaries while retaining their distinctive roles. The prototype for a hindering school structure is a hierarchy that impedes and a system of rules and regulations that is coercive. The underlying administrative assumption is that teacher behaviour must be closely managed and strictly are used to gain conformity (Hoy & Sweetland, 2001). However, the structure is used to ensure that reluctant, incompetent, and irresponsible teachers do what administrators prescribe (Alder & Borys, 1996).

Table 1 Two Types of School Structure: Enabling and Hindering

	Enabling Structure	Hindering Structure
Formalization	Promotes flexible rules and procedures Views problems as learning opportunities Values differences Encourages initiative Foster trust	Enforces rigid rules and procedures Views problems as constraints Demands consensus Punishes mistakes Fosters suspicion
Centralization	Facilitates problem solving Promotes cooperation Encourages openness Protects teachers Encourages innovation Seeks collaboration	Demands compliance Embraces control Fosters mistrust Punishes teachers Discourages change Rules autocratically
Processes	Participative decision making Problem solving	Unilateral decision making Enforcement
Context	Teaching trust Truthfulness and authenticity Cohesiveness Teacher sense of power	Teacher distrust Truth spinning and deception Conflict Teacher sense of powerlessness

Source: Adapted from Wayne K. Hoy & Scott R. Sweetland, (2001). *Designing better schools: The meaning and measure of enabling school structures*

Bureaucracy Theory

Max Weber identified three types of authority, differentiated by the justifications recognized by leader for exercising dominance and the types of authority are charismatic, traditional, and legal (Silver, 1983). Charismatic authority is a social dominance in which the leader's personal magnetism and exceptional attractiveness draws masses of followers. Next, traditional authority is a form of dominance inherent in a position that is passed to individuals from one generation to the next. Legal authority is a form of dominance created by legislation and upheld by the full legal machinery of the society. Weber's theory of bureaucracy is surely among the most thoroughly studies of all behavioral science frameworks both in educational research and organizational inquiry in general. Max Weber's (1947) classic analysis of bureaucracy is a food beginning point for discussion of the organizational structure in schools. Bureaucracies can have both positive and negative connotations. A beginning point for most organizations comes from the research of Max Weber. According to Weber (1947), almost all modern organizations, including schools, have such characteristics: division of labor and specialization, impersonal orientation, hierarchy of authority, rules and regulations and career orientation.

Teacher Empowerment

During the reform movement, the implementation has produced support for teachers to be more empowered. Short (1992) defined teacher empowerment as the process whereby teachers develop the competence to take charge of their own growth and resolve their own problems. Empowerment is vided as a process: the mechanism by which people, organizations, and community gain mastery over their lives. Empowerment is a process of transition from a state of powerlessness to a state of relative control over one's life, destiny, and environment. Empowerment is an important but insufficient condition to obtain real changes in teachers' way of

working and instructional practice. Teacher empowerment identified six dimensions. They are (1) decision making, (2) teacher impact, (3) teacher status, (4) autonomy, (5) professional growth, and (6) self-efficacy (Short, 1992). The empowered teachers would be more willing to give control over the learning process so that learning outcomes a collaborative effort. By reviewing literature, several researchers pointed out that an enabling school structure motivate teacher coexisting, problem solving through collaborating. Moreover, teacher empowerment moves towards developing teacher competencies for own growth.

Social Cognitive Theory

This research is theoretically grounded in teacher self-efficacy theory which is a significant part of Bandura's Social Cognitive Theory. The Social Cognitive Theory defines human behaviour as a triadic, dynamic, and reciprocal interaction of personal factors, behaviour, and the environment. The theory recognized that some sources of influence are stronger than others and that they do not all occur simultaneously (Bandura, 1977, as cited in Burn, 2010). Bandura contends that people are both products and producers of their environment. A persons' behaviour will determine the aspects of their environment to which they are exposed, and behaviour in, in turn, modified by that environment.

Motivational Theory

Maslow (1970, as cited in Cypert, 2009) popularized a theory of human motivation which explained motivation as a Hierarchy of Needs: physiological needs, safety needs, belonging needs, self-esteem needs and self-actualization needs, whereby individuals are always striving to reach their full growth potential or self-actualization. In addition, Herzberg (1959, cited in Blackburn, 2007) developed the motivation hygiene theory, which states there are both intrinsic and extrinsic factors that influence satisfaction or dissatisfaction of employees. The intrinsic, or motivator, factors include achievement, recognition for achievement, the work itself, responsibility and growth or advancement. The extrinsic, or hygiene, factors include company policy and administration, supervision, interpersonal relationships, working conditions, salary, benefits and job security.

Dimensions of Teacher Empowerment

Short (1992) derived six dimensions of teacher empowerment taken from a study of schools across the country between 1989 and 1992. She identified them as (1) involvement in decision-making, (2) teacher impact, (3) teacher status, (4) autonomy, (5) opportunities for professional development, and (6) teacher self-efficacy. Each of the six dimensions has established a mechanism by which teacher empowerment can be achieved.

(1) Decision-Making

Decision-making refers to the critical decision directly affecting the operations of schools (Short, 1992). This participation generally involves responsibilities for decisions relating to budgets, teacher selection, scheduling, curriculum, and other programs of instructional or curricular importance. Providing teachers with a significant role in school decisions is a key element empowerment (Short & Greer, 1997, as cited in Watts, 2009). In order for teachers to be empowered, they must believe that their involvement is genuine and their opinion critically impacts the outcome of the decision (Short, 1992).

(2) Teacher Impact

Teacher impact refers to teachers' perception having an effect and influence on school life (Short, 1992). Teachers' self-esteem grows when they feel they are doing something worthwhile,

doing it in a competent manner, and are recognized for their accomplishments. Teachers want to feel appreciated and respected by not only their students and colleagues, but by their working superiors as well (Short, 1992; Short & Johnson, 1994).

(3) Teacher Status

Short (1992) referred to teacher status as the teacher's sense of esteem ascribed by students, parents, community members, peers, and superiors to the position of the teacher. Recognition of this esteem can be formed in comments and attitudes from various constituents of the school environment, responses to the teacher's instruction, and the respect afforded the teaching profession (Short, 1992; Short & Johnson, 1994) having mutual respect and admiration from peers and colleagues allow an acknowledgement of authority and expertise.

(4) Autonomy

Autonomy, as a dimension of empowerment, refers to teachers' beliefs that they can control certain aspects of their work life (Short, 1992; Short & Johnson, 1994). This may include control over textbooks, scheduling, curriculum, and instructional planning. Autonomy is the sense of freedom to make certain decisions.

(5) Professional Growth

Short (1992) described professional growth as a dimension of empowerment referent to the school providing them with opportunities to grow and develop teaching skills. There is a generalized view that teachers receive staff development and training when the need arises. Professional growth goes beyond the generalized view in terms of authentic empowerment. Professional growth refers to the opportunities and support that raise the level of authority derived from the command of the subject matter and essential teaching skills.

(6) Self-Efficacy

Self-efficacy refers to teachers' perception 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 (Short, 1992; Short & Johanson, 1994). Blasé (1982, as cited in Short, 1992) states that the primary rewards in teaching result from the teacher's positive self-evaluations of performance with students in instructional, moral, and counseling terms. Self-efficacy develops as an individual acquires self-knowledge and the belief that they are personally competent and has mastered skills necessary to be effect desired outcomes.

Methodology

Research Method

In this study, quantitative research method was used.

Population and Sample

Totally, there are 13 Basic Education High Schools in that the principals had been at least two years of service at the current school. Among them, two Basic Education High Schools in Sagaing Township were selected for pilot study. Seventy-seven teachers participated in this pilot study. And then, 5 Basic Education High Schools were chosen as the sample schools. Out of 147 teacher respondents, 19 (12.93%) teachers were male but 128 (87.07%) were female teachers.

Research Instruments

Two questionnaires for the teachers were used in this study: Questionnaire 1, to investigate school structure was based on "Enabling School Structures Questionnaire" adapted from Hoy & Sweetland (2001) and Questionnaire 2, to investigate teacher empowerment was based on "School Participant Empowerment Scale (SPES)" developed by Short & Rinehart (1992). The questionnaire for school structure contained 36 items. Each item was rated by using five-point Likert scale: (strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). The questionnaire for teacher empowerment contained 32 items. Each item was rated by using five-point Likert scale: (strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5).

Data Collection Procedures

For the content validity, the advice and guidance were taken from a panel of experts who have specialized knowledge and expertise in the fields of study. After getting the validity of the questionnaire, pilot testing was conducted in two Basic Education High Schools in Sagaing Township. The preliminary instruments were field tested by 77 teachers representing two Basic Education High Schools.

Based on the findings of pilot test, internal consistency reliability of the questionnaires was determined by Cronbach's Alpha. The Cronbach's alpha reliability for school structure was 0.790 and Cronbach's alpha reliability for teacher empowerment was 0.853. After receiving the permission of the responsible persons, questionnaires were distributed to 5 Basic Education High Schools on 13 February, 2020 and collected them after one week.

Data Analysis

Descriptive statistics such as means and standard deviations were calculated by using SPSS (Statistical Package for the Social Science) version 22 for teachers' perceptions of school structures and teacher empowerment. Moreover, Pearson-product moment correlation coefficient was also used to find out the correlation between teachers' perceptions of their school structure and teacher empowerment in basic education high schools. According to Landell (1997, as cited in Saari, & Rashid, 2013), the mean values of 1.00 to 2.33 is defined as low level, 2.34 to 3.67 is defined as moderate level and 3.68 to 5.00 is defined as high level.

Research Findings

Teachers' Perceptions of their School Structure at Basic Education High School in Sagaing Township

Table 1 shows the mean values and standard deviations of school structure perceived by teachers from Basic Education High Schools in Sagaing Township.

Table 1 Mean Values and Standard Deviations of School Structure Perceived by Teachers at Basic Education High Schools in Sagaing Township

Schools		Dimensions of School Structure	
		Enabling	Hindering
A	Mean	3.83	2.87
	SD	0.32	0.34
B	Mean	3.77	3.21
	SD	0.26	0.39
C	Mean	3.39	3.05
	SD	0.62	0.34
D	Mean	3.75	3.14
	SD	0.28	0.50
E	Mean	3.82	3.00
	SD	0.28	0.42
All Schools	Mean	3.71	3.07
	SD	0.39	0.43

Note: 1.00 to 2.33 = Low level 2.34 to 3.67 = Moderate level 3.68 to 5.00 = High level

According to perceptions of teachers from School A, B, D and E shown in Table 1, “Enabling School Structure” was found at high level and “Hindering School Structure” was found at moderate level in their schools. In other words, the dominant school structure of those schools was “Enabling School Structure”. On the other hand, teachers from School C perceived that their school had moderate levels of both “Enabling School Structure” and “Hindering” School Structure”. When studying the school structure of all basic education high schools, “Enabling School Structure” was found at high level and “Hindering” School Structure” was found at moderate level. In conclusion, the dominant school structure of all basic education high schools was “Enabling School Structure”.

Perceptions of Teachers’ on their Empowerment at Basic Education High Schools in Sagaing Township

Table 2 shows the mean values and standard deviations of teachers’ perceptions of their empowerment at Basic Education High Schools in Sagaing Township. According to Table 2, all dimensions of teacher empowerment were high in school E. The mean value of “Teacher Empowerment” in school E was high. School A, B, and D were high in the dimensions of “Teacher Impact”, “Teacher Status”, “Autonomy”, “Professional Growth”, and “Self-efficacy” and were moderate in dimension of “Decision-making”. But, the mean values for “Teacher Empowerment” were high in school A, B, and D. For school C, the dimensions of “Teacher Impact”, “Teacher Status”, “Autonomy”, and “Self-efficacy” were high and the dimensions of “Decision-making” and “Professional Growth” were moderate. The mean value for “Teacher empowerment” was high in school C.

Table 2 Mean Values and Standard Deviations of Teachers' Perceptions of their Empowerment at Basic Education High Schools in Sagaing Township

School		Dimensions						TE	Remark
		DM	TI	TS	AU	PG	SE		
A	Mean	3.60	3.86	3.93	3.98	3.89	3.98	3.87	High
	SD	0.53	0.38	0.36	0.40	0.46	0.38	0.39	
B	Mean	3.42	3.75	3.71	4.01	3.85	3.99	3.79	High
	SD	0.39	0.32	0.38	0.29	0.32	0.14	0.24	
C	Mean	3.18	3.81	3.68	4.08	3.67	4.10	3.75	High
	SD	0.51	0.42	0.34	0.26	0.52	0.32	0.29	
D	Mean	3.45	3.81	3.83	3.78	3.78	3.91	3.76	High
	SD	0.47	0.33	0.35	0.44	0.39	0.32	0.31	
E	Mean	3.70	3.86	3.97	3.89	3.84	4.02	3.88	High
	SD	0.45	0.25	0.29	0.39	0.47	0.29	0.24	
All Schools	Mean	3.46	3.81	3.82	3.91	3.79	3.98	3.79	High
	SD	0.49	0.34	0.36	0.39	0.43	0.31	0.31	

1.00 to 2.33 = Low 2.34 to 3.67 = Moderate 3.68 to 5.00 = High

Note: DM = Decision-making,

TI = Teacher Impact,

TS= Teacher Status,

AU = Autonomy,

PG= Professional Growth,

SE= Self-efficacy,

TE = Teacher Empowerment

When studying at Basic Education High Schools, the overall mean values for all dimensions were high. Therefore, the perceptions of teachers on “Teacher Empowerment” were high.

Correlation between School Structure Dimensions and Teacher Empowerment in Basic Education High Schools

To know the relationship between teachers' perceptions of their school structure (independent variable) and teacher empowerment (dependent variable), Pearson product-moment correlation coefficient was utilized.

According to table 3, enabling school structure was positively correlated to dimensions of teacher empowerment ($r=.486, p<0.01$). On the other hand, the finding showed that the correlation between hindering school structure and one of the dimension of empowerment, “Autonomy” was statistically and positively significant ($r=0.218, p=0.008$). However, there was no correlation between hindering school structure and five dimensions of teacher empowerment: “Decision Making” ($r=0.028, p=0.736$), “Teacher Impact” ($r=0.141, p=0.089$), “Teacher Status” ($r=0.026, p=0.752$), “Professional Growth” ($r=0.090, p=0.280$) and “Self-efficacy” ($r=0.130, p=0.116$). Moreover, the Pearson correlation coefficient or r was 0.075 and the significant level (sig) or p was 0.0364. Therefore, hindering school structure and teacher empowerment was not correlated because the “sig” was greater than 0.01 (See Table 3).

Table 3 Correlation between School Structure's Dimensions and Teacher Empowerment Perceived by themselves in Basic Education High Schools

Variables	1	2	3	4	5	6	7	8	9
1.Enabling	1								
2.Hindering	.064	1							
3. DM	.546**	.028	1						
4. TI	.308**	.141	.538**	1					
5. TS	.605**	.026	.601**	.757**	1				
6. AU	.211*	.218**	.264**	.502**	.407**	1			
7. PG	.654**	.090	.540**	.649**	.772**	.392**	1		
8. SE	.274**	.130	.369**	.690**	.603**	.572**	.649**	1	
9. TE	.486**	.075	.658**	.541**	.561**	.232**	.615**	.393**	1

* $p < 0.05$; ** $p < 0.01$

Note: DM= Decision-making, TI = Teacher Impact, TS= Teacher Status,
AU = Autonomy, PG = Professional Growth,
SE = Self-efficacy TE = Teacher Empowerment

Open-ended Responses

Teachers were asked two open-ended questions in questionnaire for teachers. The first question was “Does your school structure enable or hinder for you? Why?” Out of selected teachers, 124 teachers (84.35%) responded to this question and 23 teachers (15.65%) did not respond this. In the 124 teachers (84.35%) responded to this question, 102 teachers (82.26%) answered that “their school structure enable for them”. Their reasons were: classrooms were enough for all the students, the principals supported whatever they needed, classrooms and toilets were enough, and their schools had libraries, teaching aids were enough, they had autonomy in teaching-learning process, and they committed school discipline. However, 22 teachers (17.74%) answered “their school structures hinder”. Their reasons were: teaching aids were not enough, students-teachers ratio was not balance, and classrooms were inadequate.

And, the second question was “Which tasks do you perform in school? Discuss your opinion”. Out of selected teachers, 118 teachers (80.27%) responded to this question and 29 teachers (19.73%) did not respond this. In the 118 teachers (80.27%) responded to this question. Their tasks were teaching, board of examination, management, school discipline, cleaning, school improvement process, librarian, physical training, and school health service.

Conclusion, Discussion and Recommendations

Summary of the Study

Key findings from this study were summarized below and will be discussed and included in the next section. When studying the teachers' perceptions on their “School Structure”, there were moderate levels in two dimensions of school structure such as enabling and hindering structures in basic education high schools. When studying teachers' perceptions on “Teacher Empowerment” at Basic Education High Schools, the overall mean values for all dimensions were high. Therefore, the perceptions of teachers on “Teacher Empowerment” were high. This results showed that enabling school structure was positively and moderately correlated with teacher empowerment ($r=.486$, $p<0.01$). However, it was also found that there was no correlation between hindering school structures and teacher empowerment.

Similarly, different points of view of teachers on school structure and teacher empowerment were obtained by using two open-ended questions. Based on the responses of

teachers from two open-ended questions, it was assumed that most of the schools in this study were enabled for them. The principals supported whatever they needed, classrooms and toilets were enough, and their schools had libraries, teaching aids were enough. The school principal empowered teachers to share knowledge to each other, allowed to experiment with different teaching approaches, school discipline and school health service.

Conclusion and Discussion

Structure in schools is inevitable. Enabling school structure measures to what degree school structure enable teachers to work (Hoy & Sweetland, 2001). Enabling formalization assists teachers with solutions to problems in their work. Enabling procedures invite interactive dialogue, view problems as opportunities, foster trust, value differences. Hindering formalization refers to rules and procedures used to punish subordinates when they do not comply. In the school setting, hindering centralization sometimes breeds resistance and hostility towards administrators because teachers feel coerced into following rules that may or may not suit their needs or the needs of their students. Short (1992) defined teacher empowerment as "a process whereby school participants develop the competencies to take charge of their own growth and resolve their own problems". In this analysis, six dimensions of teacher empowerment are of interest: decision-making, teacher impact, teacher status, autonomy, professional growth and self-efficacy.

Research question one explored the teachers' perceptions level of their school structure at the Basic Education High Schools in Sagaing Township. School structures included two dimensions: "enabling", and "hindering". "Enabling School Structure" was found at high level and "Hindering School Structure" was found at moderate level in their schools. In other words, the dominant school structure of those schools was "Enabling School Structure". On the other hand, teachers from School C perceived that their school had moderate levels of both "Enabling School Structure" and "Hindering School Structure". When studying the school structure of all basic education high schools, "Enabling School Structure" was found at high level and "Hindering School Structure" was found at moderate level. In conclusion, the dominant school structure of all basic education high schools was "Enabling School Structure".

Research question two was to investigate the level of teachers' perceptions on teacher empowerment at the Basic Education High Schools in Sagaing Township. According the perceptions of teachers, all dimensions of teacher empowerment were high in school E. The mean value of "Teacher Empowerment" in school E was high. School A, B, and D were high in the dimensions of "Teacher Impact", "Teacher Status", "Autonomy", "Professional Growth", and "Self-efficacy" and were moderate in dimension of "Decision-making". But, the mean values for "Teacher Empowerment" were high in school A, B, and D. For school C, the dimensions of "Teacher Impact", "Teacher Status", "Autonomy", and "Self-efficacy" were high and the dimensions of "Decision-making" and "Professional Growth" were moderate. The mean value for "Teacher empowerment" was high in school C. When studying at Basic Education High Schools, the overall mean values for all dimensions were high. Therefore, the perceptions of teachers on "Teacher Empowerment" were high.

Research question three was to explore the relationship between school structure dimensions and teacher empowerment. This results showed that the enabling school structure was positively and moderately correlated with all dimensions of teacher empowerment and overall value of teacher empowerment. In other words, it can be assumed that the higher the perceptions of teachers on the dimensions of school structure, "Enabling School Structure", the higher the level of teacher empowerment. Consequently, teachers had commitment to their professional development and participated in decision making. On the other hand, it was also found that there was no correlation between hindering school structure and teacher empowerment. However, hindering school

structure was statistically and positively correlated with one of the dimensions of teacher empowerment, “Autonomy”. All in all, the result of the study supported Hoy and Sweetland’s (2001) assumptions that both hierarchy and rules can be mechanisms to support teachers rather than vehicles to enhance principal power.

Recommendations for Further Research

This section presents recommendation for further study. This study explored the relationship between school structure and teacher empowerment at the Basic Education High Schools in Sagaing Township. Based on the research findings, the recommendations are: further studies were needed to be expended school structure and teacher empowerment. This research was limited at Basic Education High Schools in Sagaing Township. Therefore, similar research should be concluded at primary schools, middle schools and high schools in other divisions or regions. Principals should take into consideration the suggestion of teachers and be aware of their feelings and provide the necessary support to feel confident in making decisions. Moreover, principals should create critical decision making with teachers to enhance their school structure. Therefore, the period for the intervention and the content to be learnt should be extended. Besides, a large population should be used, as it can ensure for a better generalization of the data. Expanding the sample population could provide a greater insight into the perceptions of these two variables. Finally, training teachers to become more active participants in the school at large is the precursor to useful teacher empowerment.

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