

UNIVERSITI TEKNOLOGI MARA

TEACHERS' PERCEPTIONS ON EMPOWERMENT

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DEDICATION

This work is dedicated to my family.

To my lecturers in Universiti Teknologi MARA, who have taught and guided me throughout the years of completing my masters program.

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ABSTRACT

Education reform is taking place in almost every country and Malaysia is not excluded from this. Education reform has brought to the concept of empowerment to the school staff. The purpose of this study was to determine the perceived degree of teacher empowerment in public schools and to identify the obstacles and facilitators to their teacher empowerment. The data were collected through a questionnaire returned by a sample of 69 public teachers using the School Participant Empowerment Scale (SPES), adopted from Short & Rinehart (1992). Teacher rated their overall empowerment 3.88 on a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree). Dimensional ratings were : Professional Growth (4.18), Self-efficacy (4.16), Status (4.07), Impact (3.84), Autonomy (3.82) and Decision Making (3.48). The identified facilitating factors to empowerment most evident were opportunity to continue learning and respect. The identified limitation factor to empowerment most evident was the lack of opportunity in making decision. Future research could focus exploring the relationship between teacher empowerment and principal use of power. The possible extensions of this study could also explore the relationship between teachers' sense of empowerment and organisational commitment.

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TABLE OF CONTENTS

DEDICATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENT	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
CHAPTER 1 - INTRODUCTION	
Introduction	1
Background of the Study	2
Problem Statement	4
Purpose of Study	5
Research Question	5
Significance of the Study	5
Limitations of the Study	6
Definition of Terms	7
Chapter Summary	9
CHAPTER 2 – LITERATURE REVIEW	
Introduction	10
Theoretical Framework	10
School as Communities	10
Proposed Models of Educational Leadership	11
Transformational Leadership	11
Site-Based Management	12
Empowerment	12
Teacher Empowerment	13
Dimensions in Teacher Empowerment	14
Decision Making	14
Professional Growth	15
Status	15
Self-Efficacy	16
Autonomy	16
Impact	17