

**UNIVERSITI TEKNOLOGI MARA**

**TEACHERS' PERCEPTIONS ON EMPOWERMENT**

**AIDA NOOR IZAM BT BUJANG**

Dissertation submitted in partial fulfillment of the requirements  
for the degree of  
**Master of Education**  
**(Educational Management and Leadership)**

**Faculty of Education**

October 2012

# 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

# **Teachers' Perceptions on Empowerment**

Aida Noor Izam bt Bujang

Faculty of Education

Universiti Teknologi MARA

## **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.

## LIST OF TABLES

Table		Page
3.1	School Participants Empowerment Scale : Subscales and Corresponding Items	22
3.2	Reliability of Instrument	23
3.3	The Demographic Characteristics of Respondents.	27 - 28
4.1	Respondents' perceptions on empowerment in terms of decision making (N = 69)	32
4.2	Respondents' Perceptions on Empowerment in Terms of Professional Growth (N = 69)	34
4.3	Respondents' Perceptions Towards Empowerment in Terms of Status (N = 69)	35
4.4	Respondents' Perceptions on Empowerment in Terms of Self-efficacy (N = 69)	38
4.5	Respondents' Perceptions on Empowerment in Terms of Autonomy (N = 69)	39
4.6	Respondents' Perceptions on Empowerment in Terms of Impact (N = 69)	40
4.7	Descriptive Statistics for the Empowerment Subscales (N=69)	41
4.8	One-way ANOVA Analysis on Age and Subscale Professional Growth (N = 69)	44
4.9	One-way ANOVA Analysis on School Locality and Subscale Professional Growth (N = 69)	45
4.10	One-way ANOVA Analysis on Age and Subscale Self-efficacy (N = 69)	45
4.11	One-way ANOVA Analysis on School Locality and Subscale Self-efficacy (N = 69)	46
4.12	One-way ANOVA Analysis on Teaching Experience and Subscale Status (N = 69)	47

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

Teachers play an important role in determining the quality of children education. Apart from implementing the curriculum, teachers are also involved in administrative work. A school's sustainable and competitive advantage lies in its organisational members who are involved actively to ensure the school's success. A successful school requires the flexibility and innovation to respond to rapidly changing customer demands, technological and other environmental conditions (Linton, 2004). This is the significance of empowerment. The concept of empowerment is closely aligned with its thrust to gain organisational effectiveness through the wise utilization of human resources (Siegall & Gardner, 1999). Short et al. cited in Bogler & Somech (2004) perceive empowerment as "a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems". Empowerment is becoming more important to both the individual and at team levels. It involves school staff and the administration board respectively. Teacher empowerment is, therefore, perceived as a crucial factor that affects school effectiveness (Wall & Rinchart, 1998 and cited in Bogler & Somech, 2004).

This study aims to explore teachers' empowerment in public school. This study is about teachers' perception and attitudes towards the practice of empowerment in schools. It is hoped that the findings will help school administration, working as a team, in running their schools.