5. STRUCTURAL RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP, EMPOWERMENT, AND TEACHERS' ATTITUDE OUTCOMES

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Introduction

Nowadays, the nature of jobs differs from the past. Industrial and business organisations are more likely to face with competitions. These sectors need to develop the production systems, quality improvement, decrease unit cost, and increase awareness on customer needs. Also, they tend to initiate the innovation to serve this rapid growth (Kowit Kungsanan, 2006). On the other hand, in the government organisation, most of employees such as teachers and government officers have been seen as ineffective workers. This problem may due to several reasons. Teacher-working system which top-down strategies by authority commanded may cause perceived restricted control and block teachers' initiations. Moreover, teacher salary and other benefits which are one importance to promote motivation to work efforts are quite low when compare with other professional jobs. By these reasons, they directly effect to teachers' attitude toward their jobs such job satisfaction and job commitment. In fact, the salary promotion is more difficulty due to government system and procedures. However, another advantage way to motivate teacher efforts, apart from money, is to provide them with motivational factors through teacher involvement and new work design as empowering to perform their in-role performance. Also School's principal and supervisors have to significantly encourage teachers' attitude-job satisfaction and job commitment through leaders' empowerment process. Past research found that empowerment were positively correlation with job satisfaction and performance (Hechanova, Alampay & Franco, 2006) and organisational commitment (Armstrong & Laschinger, 2006).

Kanter's theory of structural empowerment states that employees are empowered when they have access to information, support, resources, and opportunities to learn and grow in their work setting. The power is associated with autonomy and mastery, instead of domination and control. Another concept of empowerment is a psychological perspective. In this approach, empowerment was described as manifested in a set of four cognitions about workers' orientation to work role: meaning, competence, self-determination, and impact or outcome (Spreitzer; Jahasz & Quinn, 1999). The psychological empowerment involves workers' beliefs about the meaning of their work, their capability to do their job well, their sense of self-determination and their autonomy in influencing work outcomes (Hechanova, et al., 2006). Past research suggested that structural empowerment in the workplace resulted in higher levels of psychological empowerment. This heightened feeling of psychological empowerment strongly influenced the degree of job strain and increase job satisfaction (Laschinger et al., 2001). In the context of schools, leaders or

The Fifth Intern PG Research Colloquium (Inside).indd 81 3/27/2011 10:29:22 AM

supervisors should encourage and support teacher toward self-directed behaviour, risk taking, initiative and managing uncertainty (Spreitzer, 1995). Transformational leadership is a style of leadership that motivates through identification with the leader's vision beyond merely rewarding or punishment. Transformational leaders affect employees to gain inspiration and self-identity (Bartram & Casimir, 2007). Moreover, several researches identified that transformational leadership was directly correlated to job satisfaction and job commitment in industrial context. These findings may be generalized to educational context in future studies.

In this study, we aim to study the structural relationship between transformational leadership, empowerment and teachers' attitude outcomes. The benefit of this empirical study may be useful in improving human resource management and development in the school context.

Transformational Leadership

An early conception of transformational leadership was formulated by James McGregor Burns, in 1978, from descriptive research on political leaders. He described transforming leadership as a process in which leaders and followers raise to higher levels of morality and motivation (Yulk, 1994). Moreover, he contrasted transformational leadership with transactional leadership, in which followers are motivated by appealing to their self-interest, and differentiated transformational leadership from influence based on bureaucratic authority, which emphasizes legitimate power and respect for rules and tradition (Yulk, 1994). In 1985, Bernard M. Bass proposed a more detailed theory to describe transformational leadership in organisation and to differentiate between charismatic and transactional leadership. These were refined further by Bass and Avolio to propose the model of the full range of leadership that comprise of three types of leadership; transformational leadership, transactional leadership, and laissez-faire (Bass & Avolio, 1994).

Transformational leadership is a process in which leaders stimulate interest among colleagues and followers to view their work from new perspectives, generate awareness of the mission or vision of the team and organisation, develop colleague and followers to higher levels of ability and potential, motivate colleague and followers to look beyond their own interests toward those that will benefit the group. Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performances (Bass & Avolio, 1994). This type of leader behave in ways to achieve superior results by employing one or more of the "Four I's" (Bass & Avolio, 1994; Bass, 1996) that are: 1) Idealized influence, transformational leaders behave in ways that result in their being role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leader to earn credit and considered the need of others over his or her own personal needs. They tend to do the right things and demonstrate high standards of ethical and moral conduct. 2) Inspirational motivation, transformational leaders behave in ways that motivate and inspire those around them by providing meaning

The Fifth Intern PG Research Colloquium (Inside).indd 82 3/27/2011 10:29:22 AM

and challenge to their followers' work with optimism and enthusiasm. They get followers to be involved in future vision and clearly communicate expectations that followers should meet and commit. 3) Intellectual stimulation, transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumption, reframing problems, and approaching old situations in new ways. New ideas and creative problem solutions are solicited from follower with no public criticism. They encourage followers to try new approaches, and their ideas for their own performance efforts. 4) Individualized consideration, transformational leaders pay special attention to each individual's needs for achievement and growth by acting as coach or mentor to increase levels of potential. They treat followers with supportive climate in terms of recognizing needs and desires. Also, they demonstrate acceptance of individual difference and actively listen to delegate and to share in a conversation.

Leaders who demonstrate transformational leadership inspire, encourage, and motivate followers to use their potentials to work. Followers get a chance to take the self-determination and creatively performing tasks. Studies indicate that transformational leadership were related with psychological empowerment. Fleming (1997) found that perceived empowerment of teacher is predicted by transformational leadership and communication skills of principals as well as Estep (2000) study of the relationship between transformational leadership, transactional leadership, and specified demographic factors as enablers of teacher empowerment in rural Pennsylvania school districts, found that both male and female teachers who perceived empowerment would led with leaders who perceived that they have a transformational leadership. Similarly, Ozaralli (2003) found that transformational leadership contributes to the prediction of subordinates' self-reported empowerment in sub-dimension such as meaning, self-determination, and impact.

Hypothesis 1: Perceived transformational leadership is positively related to psychological empowerment

Transformational leadership is related to follower attitudes such as job satisfaction and organisational commitment. Job satisfaction is a cognitive, affective, and reaction evaluation of individual toward their job (Greenberg & Baron, 1997). Affective or feeling could be positive or negative attitude concerning with their tasks. Organisational commitment is defined as the relative strength of an individual's identification with and involvement in a particular organisation (Mowday, et al., 1979) In the Thai context, transformational leadership was correlated with job satisfaction and organisational commitment. Nilpan (2000) studied the relationship between transformational leadership of manager, job satisfaction, and organisational commitment in a communication business organisation. He suggested that transformational leadership was significantly correlated to both job satisfaction and organisational commitment. Work by Newchantuek (2002) found that transformational leadership was positively related to organisational commitment. Also, Chongvisal (2002) showed significant correlation between all three types of full range of leadership and job satisfaction, but transformational leadership was the best predictor.

The Fifth Intern PG Research Colloquium (Inside).indd 83 3/27/2011 10:29:22 AM

Hypothesis 2: Perceived transformational leadership is positively related to job satisfaction.

Hypothesis 3: Perceived transformational leadership is positively related to organisational commitment

Moreover, transformational leadership theory emphasizes the role of empowerment as a central mechanism of building commitment to the organisation's objectives (Avolio, as cited in Avolio, et al., 2004). Followers of transformational leaders are expected to identify with their leaders and therefore are expected to have greater feelings that they can have an impact on their organisation, (Laschinger, Finegan & Shamian as cited in Avolio, et al., 2004) Transformational leaders get followers involved in envisioning an attractive future and inspire them to be committed to achieving that future. They build team spirit through their enthusiasm, high moral standards, integrity, and optimism and provide meaning and challenge to their followers' work, enhancing followers' level of self-efficacy, confidence, meaning, and self-determination. Work by Avolio et al. (2004) studied the role of psychological empowerment as the mediator of relationship between transformational leadership and organisational commitment in 520 nurses. Results from HLM analyses showed that psychological empowerment mediated the relationship between transformational leadership and organisational commitment. Similarly, in the Chinese context, Chaoping, Bao and Kan (2006) found that psychological empowerment mediated the relation between transformational leadership and employee work attitude, job satisfaction and organisational commitment.

Hypothesis 4: The relationships between perceived transformational leadership and work attitude outcomes, job satisfaction and organisational commitment, will be mediated by psychological empowerment

Empowerment

One of the earliest concept of empowerment appeared in the book entitled "Men and Women of the Corporation" in 1977 by R.M. Kanter (Kanter, 1977), that describes the characteristics of organisation which determine employee empowerment. She argues that people react rationally to the situation in which they find themselves. When situations are structured in such a way that employees feel empowered, they are more likely to be satisfied with their work. Empowerment occurs when the work environment is structured in a way that enables employees to do their work. Kanter identifies six structural organisational conditions conductive to workplace empowerment. This is be called *"Structural Empowerment"* as an employee perception to access the empowerment structures to accomplish their work: opportunity, information, support, resource, formal power, and informal power.

Opportunity is a condition that reflects the possibilities for learning and advancement within the organisation. Information constitute from the expertise and technical knowledge

The Fifth Intern PG Research Colloquium (Inside).indd 84 3/27/2011 10:29:22 AM

required to work effectively within the organisation. Support connotes the feedback and helpfulness received from colleagues, managers and subordinates. Resources refer to the necessary time and materials to get the job done effectively and efficiently. Formal power stems from workplace positions that are visible and essential to achieving organisational goals. Informal power evolves form peer relationships and alliances in the organisation that facilitate organisational goal accomplishment (Kanter, 1977; 1997; Laschinger, 1996; Faulkner & Laschinger, 2007). Kanter's Theory is on the employees' perception of the actual conditions in the work environment (Laschinger et al., 2004). Employees who believe their work environment provides access to these factors are empowered. These results in increased level of organisational commitment and feeling of autonomy and self-efficacy that encourage employee to be more productive and effective in meeting organisational goals (Laschinger, 2003).

In contrast to Kanter's view on structural empowerment, employees can be empowered psychologically, *"Psychological Empowerment"*. Conger and Kanungo (1988) defined empowerment as the motivational concept of self-efficacy and as a vehicle for instilling motivated behaviour throughout organisations. It enhances self worth through identifying and changing the conditions that foster powerlessness. Later, Thomas and Velthouse (1990) argued that psychological empowerment is multifaceted and that its essence cannot be captured by a single concept. They defined empowerment more broadly as increased intrinsic task motivation manifested in a set of cognitions reflecting an individual's orientation to his or her work role. Spreitzer (1995) studied the dimensions, measurement, and validation of psychological empowerment. He found accordingly with Thomas and Velthouse's work that psychological empowerment was manifested in four dimensions: 1) Meaning which is the value of work goal or purpose, judged in relation to an individual's own ideals or standards. It involves a fit between the requirements of a work role and beliefs, value, and behaviours 2) Competence is an individual's belief in his or her capability to perform activities with skill. 3) Self-determination is an individual's sense of having choice in initiating and regulating actions. 4) Impact is the degree to which an individual can influence strategic, administrative, or operating outcomes at work.

At first glance psychological and structural empowerment might seem quite similar, but there is an important difference between the two. Whereas structural empowerment is the perception of the presence or absence of empowering conditions in the workplace, psychological empowerment is the employees' psychological interpretation or reaction to these conditions (Laschinger & et al., 2004). According to Kanter's view of structural empowerment, conditions for structural empowerment may enhance individuals perceived on psychological empowerment. From this premise, researchers have examined this relationship especially in medical context. Laschinger et al. (2001) found that staff nurses felt that structural empowerment in their workplace resulted in higher levels of psychological empowerment. Also, Laschinger et al. (2003) and Laschinger et al. (2004) revealed that structural empowerment was positively associated to psychological empowerment.

The Fifth Intern PG Research Colloquium (Inside).indd 85 3/27/2011 10:29:22 AM

Hypothesis 5: Structural empowerment is positively related to psychological empowerment

Psychological empowerment has great potential to contribute to the feeling of self-competence, a chance for decision making on their task, perception of value from their performance efforts, and perception that they can influence their work units. They are likely to feel meaningfulness as valued person in organisation. That is, providing psychological empowerment may lead to heightening in-role performance, satisfying with their job, and organisational commitment. Spreitzer, Kizilos and Nason (1997) examined the contribution of each of the four dimensions of psychological empowerment in predicting three expected outcomes: effectiveness, work satisfaction, and job-related strain. Two samples, managers from diverse units of a manufacturing organisation and lower-level employees in a service organisation, were tested using alternative measures of the outcomes variables. The results, largely consistent across the two samples, suggest that different dimensions are related to different outcomes and that no single dimension predicts all three outcomes. These results indicate that employees need to experience each of the empowerment dimensions in order to achieve all of the outcomes. Similarly, Ozaralli (2003) found that perceived psychological empowerment make contribution on team effectiveness. Bordin, Bartram and Casimir (2007) examined some of the antecedents and consequences of psychological empowerment among Singapore IT employees. The finding showed that psychological empowerment can increase organisational commitment and job satisfaction. Also, Krishna (2007) showed that psychological empowerment was related to organisational commitment among Indian programmers.

Hypothesis 6: Psychological empowerment is related to job satisfaction

Hypothesis 7: Psychological empowerment is related to organisational commitment

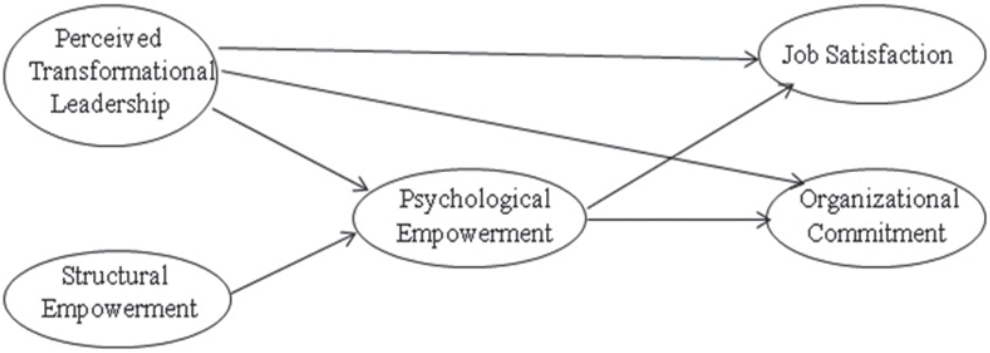
Moreover, the Kanter's concept of structural theory of power in organisation (Kanter, as cited in Sarmiento, et al., 2004) describe that workers are empowered when they perceive that their work environments provide them with structural determinations of empowerment. Psychological empowerment is a logical response to structural empowerment. That is, providing access to structural conditions of empowerment may lead to feelings of psychological empowerment, which in turn affects job attitudes and behaviour. Result from Laschinger and et al. (2001) revealed that psychological empowerment played the mediating role of relationship between structural empowerment and job satisfaction. Based on the above arguments, we also examine psychological empowerment as the mediator on structural empowerment and attitude outcomes.

Hypothesis 8: The relationships between structural empowerment and work attitude outcomes, job satisfaction and organisational commitment, will be mediated by psychological empowerment

The Fifth Intern PG Research Colloquium (Inside).indd 86 3/27/2011 10:29:22 AM

Framework

Figure 1: A model of structural relationship between perceived transformational leadership, empowerment, and teachers' attitude outcomes.



Method

Sample

In this study, we designed the sample size to be ten times larger than the number of parameters being considered. Since there were 13 parameters needed for the evaluation, the sample size should require more than 130 teachers. Finally, the samples were one hundred and fifty four teachers who worked in a secondary school, Central province, Thailand. This sample was randomly selected and consisted of teachers who are male (29.1%) and female (70.9%). Most of them have a bachelor degree (74.2%) and have more than 11 years of experience in the school (78.8%).

Measures

The major variables in this study were measured by questionnaires that have been used routinely in the literature. But we also modified some items to represent the Thai school context.

Transformational leadership was measured using a transformational leadership questionnaire developed by Chongvisal (2000) which came from Bass and Avolio's model. The 47-items of transformational leadership asked respondents to indicate how they perceived their supervisor's leadership behaviour. Ratings were completed on a five-point Likert scale ranging from 1 (not at all) to 5 (frequently). Sample item: "My supervisor emphasises on clear objectives". Internal reliability of the questionnaire was .97.

Structural empowerment was measured using the Condition of Work Effectiveness Questionnaire-II (Laschinger, et al. 2001). This scale consists of 6 components of structural condition tapped by 19 items. A 5-point scale was used for each item which asked respondent to indicate on how they access all the six conditions. Rating was complete on a five-point scale ranging from 1 (none) to 5 (a lot). Sample item: "Acquiring temporary help when needed". Internal reliability was .93.

Psychological empowerment was measured using a 12-item scale developed by Spreitzer (1995). Respondents were asked to indicate their level of agreement or disagreement on each item on five-point scale ranging from 1 (strongly disagree) to 5

The Fifth Intern PG Research Colloquium (Inside).indd 87 3/27/2011 10:29:22 AM

(strongly agree). Sample item: "I am confident about my ability to do my job". Internal consistency of the scale was .88.

Job satisfaction was measured using a Global Job Satisfaction created by Quinn and Shapard in 1974 and further modified by Pond and Gayer (1991). It consists of 6 items which asks respondents to indicate how they feel about their job. Ratings were completed on a five-point ranging from 1 (not at all or less) to 5 (most or completely satisfy). Sample item: "In general, how much do you like your job". Internal consistency of the scale was .88.

Organisational commitment was measured by using Organisational Commitment Questionnaire created by Mowday et al. (1979) and further modified into a shorter version by Schwepker (2001). Respondents were asked to indicate how they identify and involve with their organisation. It comprises of 9 items on a five-point scale from 1 (very disagree) to 5 (very agree). Sample item: "I'm proud to tell others that I am part of this school". Internal consistency of the scale was .90.

Analyses

Two types of statistical data analyses were used in the study: 1) Descriptive Statistics for basic features of the data such as average, percentage, standard deviation and Pearson's Correlation, and 2) Path Analysis which analyzes the fit of structural relationship between the assumption model and empirical data by using LISREL program.

Results

Descriptive Statistic

Table 1: Mean, Standard deviation, Correlation Coefficient, and Reliability of Measurements

Variables	Mean	SD	1	2	3	4	5
1. Perceived transformational leadership	3.94	.58	(.97)				
2. Structural empowerment	3.53	.57	.522**	(.93)			
3. Psychological empowerment	4.17	.52	.432**	.401**	(.88)		
4. Job satisfaction	4.09	.64	.505**	.484**	.485**	(.88)	
5. Organizational commitment	4.17	.59	.462**	.378**	.732**	.485**	(.90)

** $p < .01$, Cronbach's alpha of reliability are shown in parenthesis

As shown in table 1, all variables in the study were positively correlated between .368 and .732, and the relationship was statistically significant at the level of $p < .01$. The average score of the variables was mostly high, especially the variable of psychological empowerment of which maximum value was 4.17. During the measurement, it was found tht all variables achieved good reliability in measurements between .88 and .97 (see in diagonal)

The Fifth Intern PG Research Colloquium (Inside).indd 88 3/27/2011 10:29:22 AM

Path Analysis Results

The hypothesized model as presented in the research concept of how variables influenced teachers' attitudes toward job satisfaction and organisational commitment was analysed. Our hypothesised model was not found fit to empirical data (chi-squares = 12.36, df= 3 (p=.00) GFI =.97 RMSEA= .14 and CFI =.97). Therefore, we adjusted the model based on theories and the recommendations from data analyzing program. The adjustment resulted in the good fit between the adjusted model and the empirical data given by the sample group (chi-squares = 3.13, df= 2 (p=.20) GFI = .99 , RMSEA = .061 and CFI = 1.00).

The result from the adjustment was also able to specify the path coefficient of endogenous variables which were the causal factors of teachers' job satisfaction and organisational commitment presented as in Table 2 and Figure 2.

Table 2: Total effect, Indirect Effect, and Direct Effect of the causal factors related to teachers' attitude outcomes

Dependent Variables	Psychological empowerment			Job satisfaction			Organizational commitment		
Causal Variables	TE	IE	DE	TE	IE	DE	TE	IE	DE
Perceived transformational leadership	.31		.31	.35	.08	.26	.38	.20	.18
Structural empowerment	.24		.24	.30	.07	.24	.16	.16	
Psychological empowerment				.28		.28	.65		.65
R square		.56			.38			.23	

The results of total effect, direct effect, and indirect effect of the relationship between variables in adjusted model, support all 8 hypotheses tested. Moreover, in order to adjust for model fit, we added a direct path of structural empowerment and job satisfaction.

The results revealed that psychological empowerment was directly predicted by perceived transformational leadership and structural empowerment (B=.31 and .24, accordingly). These two variables explain 56% of the variance in psychological empowerment.

Job satisfaction was positively related to the perception of transformational leadership, structural empowerment, and psychological empowerment with the total effect of .35, .30 and .28 accordingly. All these variables could explain 38% of the variance in job satisfaction. However, some variables provided both direct and indirect relationships. Transformational leadership, structural empowerment, and psychological empowerment predicted positively and directly towards job satisfaction (B=.26, .24, and .28, respectively), while transformational leadership and structural empowerment showed indirect relationship to job satisfaction (B=.08 and .07).

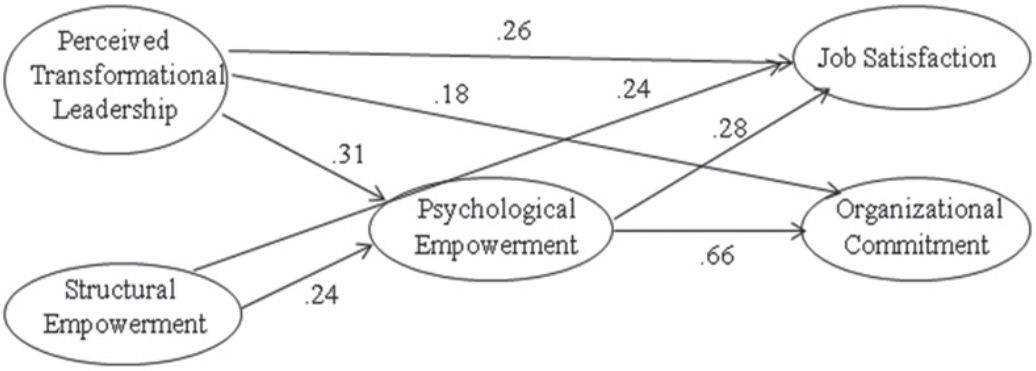
Organisational commitment was positively related to psychological empowerment, perceived transformational leadership and structural empowerment with total effect as .65, .38, and .16 accordingly. These three variables explain 23% of the variance in

The Fifth Intern PG Research Colloquium (Inside).indd 89 3/27/2011 10:29:23 AM

organisational commitment. However, some variables provided both direct and indirect relationships. Psychological empowerment and transformational leadership predicted positive and direct relationship with organisational commitment (B=.65 and .18), while transformational leadership and structural empowerment showed indirect relationship to organisational commitment (B=.20 and .16).

Based on the path coefficient as explained above which reflected the teachers' attitude outcomes, we could present the adjusted model in Figure 2.

Figure 2: The adjusted model of structural relationship between perceived transformational leadership, empowerment, and teachers' attitude outcomes.



Discussion

The results of this study support the hypothesized relationships between perceived transformational leadership, structural empowerment, psychological empowerment, and teachers' attitude outcomes. We found that perceived transformational leadership toward their supervisors was positively related to psychological empowerment. Result was consistent with Fleming (1997) and Estep's (2000) findings that perceived empowerment of teacher were predicted by transformational leadership. Also, Ozaralli (2003) found that transformational leadership contributes to the prediction of subordinates' self-reported empowerment. Theoretically, it is possible that teachers who interact with transformational leaders were inspired, encouraged, and motivated to use their potential to work. Followers get a chance to take the self-determination and creatively think with their performing tasks which could lead to perceived psychological empowerment.

Moreover, the results support hypothesis 2 and 3 that perceived transformational leadership was positively related to job satisfaction and organisational commitment. This was consistent with prior studies researches in the Thai context (Nilpan, 2000; Chongvisal, 2002; Newchantuek, 2002) indicating that transformational leadership had a positive association with job satisfaction and organisation commitment. The result suggest supervisors who show transformational leadership would encourage organisational commitment of their subordinates by supporting goal attainment, linking the effort and performance, creating teachers' personal commitment in accordance with organisational vision, mission, and goals. Furthermore, transformational leaders place emphasis on

The Fifth Intern PG Research Colloquium (Inside).indd 90 3/27/2011 10:29:23 AM

subordinate's job satisfaction. Teachers tend to be satisfied with their jobs or tasks due to the feeling of self-accomplishment through leader' s empowerment to take responsiblity and initiatives with their own tasks. Additionally, transformational leaders would stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. New ideas and creative problem solutions are solicited from followers (Bass & Avolio, 1994).

In addition, we found that the relationships between perceived transformational leadership and satisfaction and organisational commitment were mediated by psychological empowerment. This study strengthens the results of previous research by Avolio et al. (2004) and Chaoping, Bao and Kan (2006) that psychological empowerment mediated the relationship between transformational leadership and employee attitude outcomes such as job satisfaction and organisational commitment. It is possible that teachers who lead by transformational leaders are expected to identify with their leaders and therefore are expected to have greater feelings that they can have an impact on their organisation, through enhancements of their psychological empowerment. There supervisors get teachers involved in envisioning an attractive future and inspire them to be committed to achieving that future. They build team spirit through their enthusiasm, high moral standards, integrity, and optimism and provide meaning and challenge to their followers' work, enhancing followers' level of self-efficacy, confidence, meaning, and self-determination. This psychological state would result teachers to be satisfied with their tasks.

As predicted in hypothesis 5, structural empowerment was positively related to psychological empowerment. It supports previous finding (Laschinger et al., 2003; Laschinger et al., 2004) that structural empowerment has an impact on psychological empowerment. This result confirms the theoretical integration of Spreitzer's work on psychological empowerment with Kanter's view of structural empowerment as suggested by Laschinger & et al. (2003) which indicate that conditions for structural empowerment may affect to enhance individual's perception on psychological empowerment. Teachers who perceived that they can access the structural resources from school would interpret their psychological state as being empowered. The findings highlight the importance of creating environments that provide structures that empower teachers to accomplish their work. Such environments result in teachers to feel a sense of feeling accountability, pride, self-confidence, and accomplishment in their works. Moreover, as our adjusted model, we add another path of relationship between structural empowerment and satisfaction. This finding supports the previous work of Sarmiento, Laschinger and Iwasiw (2004) indicating that structural empowerment, such as support, information, resources, and opportunities, were positively related to satisfaction. According to Kanter (1977) workplace behaviour and attitudes are determined by social structures in the workplace. Teachers are empowered when they perceive that their work environments provide opportunity for growth and access to power needed to carry out job demands. When these conditions are met, teacher would be more satisfied with their job.

Our findings suggest that psychological empowerment were positively related to job satisfaction and organisational commitment. These attitude outcomes are psychological

The Fifth Intern PG Research Colloquium (Inside).indd 91 3/27/2011 10:29:23 AM

variables related with situation that result from individual's experience of satisfying conditions. When experiencing with psychological empowerment, teachers may feel themselves as competent to perform skilled activities. They also have a choice in initiating and regulating actions in their own work process from the beginning until the task is completed. This feeling may lead to teachers' job satisfaction and organisational commitment. This finding is parallel to previous research by Spreitzer, Kizilos and Nason (1997), Bordin, Bartram and Casimir (2007), and Krishna (2007) that found positive association between psychological empowerment and work-related attitude-job satisfaction and organisational commitment. Furthermore, results also found the mediating role of psychological empowerment between structural empowerment and teachers' attitude outcomes. This finding is consistent with Laschinger et al. (2001) which indicates that psychological empowerment mediated the relationship between structural empowerment and job satisfaction. And, as Kanter's theory suggested conditions of structural empowerment had an impact on psychological empowerment, which it turns affects employee attitude such as job satisfaction and organisational commitment.

There are several practical implications that can be derived from our findings. In order to create a greater sense of work-related attitude outcomes, management in school, such as principal and supervisors, may emphasis on teachers' psychological empowerment. To promote positive feelings of psychological empowerment, school management should potray transformational leadership style. These leaders would articulate a vision that inspires teacher to take accountability with their tasks. A clear specification of tasks, goal setting, roles, and reward may also facilitate feelings of psychological empowerment among teacher. Also, transformational leaders should seek to understand needs, create positive climate, and instil the feeling of confidence. Moreover, management should consider in creating work conditions where structures are in place to enable teacher to accomplish their work in a meaningful way and feel psychologically empowered. These require management to design a less hierarchical organisation by providing supports and power to access resources and information for teachers, especially teachers' supervisor may have more discretion to empower their direct followers. This in turn should translate into healthier attitudinal outcomes of teachers of school.

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