

Research Abstract No. 92

A Model of Self-Development for Enhancing Work Empowerment : A Case Study of Elementary Education Teachers

The purpose of this study was to analyze a model of work empowerment and examine effects of self-development program for enhancing work empowerment. The sample consisted of 572 elementary education teachers under the Bangkok Metropolis. Self-report inventories with 5 rating scales ranging from true to untrue designed to measure antecedents and outcomes of empowerment were administered to collect data. The self-report inventories were acceptable in terms of discrimination power, validity, and reliability. The hierarchical set multiple regression analysis was conducted to determine the relative strength of different sets of independent variables. The structural equation model was also employed to examine the causal relationship model of work empowerment.

The research findings were summarized as follows :

1. Background, psychological characteristics, and work environmental factors could account for 46.5% of the variance in work empowerment. The psychological characteristics factor contributed to work empowerment the most, the work environment factor was second in terms of strength of contribution, and the background factor is the least.

2. The model of work empowerment included the factors of the effects of psychological characteristics and work environment on work empowerment. The latter had direct influences on work satisfaction and effectiveness. Specifically, self-esteem, optimism, policy and administration, and collegial relationship positively affected work empowerment at .05 significance level, whereas withdrawn coping style negatively affected work empowerment.

3. Elementary education teachers did not differ in work empowerment, coping style and self-esteem both before and after using the self development program for enhancing work empowerment.

The implications are summarized as follows :

1. The enhancement of work empowerment for elementary teachers needs to take into consideration both teachers' psychological characteristics and work environment.

2. Elementary education teachers should understand the importance of psychological characteristics and improve work empowerment in terms of learning optimism, repeating positive affirmations to themselves, and practicing stress relaxation skills.

3. Work environment management in elementary education schools should have a clear work policy, empower teachers, create a cooperative work climate, maintain good working relationships among teachers, facilitate resources, and encourage career advancement to teachers.

4. Future research should extend the analysis of work empowerment model in terms of different samples in organizations, measurement, and variables and employ longitudinal research design. Moreover, the self-development program for enhancing work empowerment should take a longer time. Experimental research relating the joint effects of self empowerment enhancement program and the work environment on work empowerment should be conducted to further validate the framework of work empowerment.