

A Study on the Relationships among Teacher Empowerment, Professional Commitment and School Effectiveness

Authors : S. C. Lin, W. F. Hung, W. W. Cheng

Abstract : Teacher empowerment was regarded as investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach. Professional commitment was considered as a person's belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation. An effective school has been defined as one in which students' progress further than might be expected from consideration of its intake. An effective school thus adds extra value to its students' outcomes, in comparison with other schools serving similar intakes. A number of literature from various countries explored that teacher empowerment and professional commitment significantly influenced school effectiveness. However, there lacked more empirical studies to examine the relationships among them. Hence, this study was to explore the relationships among teacher empowerment, professional commitment and school effectiveness in junior high schools in Taiwan. Samples were seven hundred and five junior high school teachers selected from Taichung City, Changhua County and Nantou County. Questionnaire was applied to collect data. Data were analyzed by using descriptive statistics, t-test, one-way ANOVA, Pearson's product-moment correlation, and multiple regression analysis. The findings of this study were as follows: First, the overall performances of teachers' perceptions of teacher empowerment, teacher professional commitment and school effectiveness were above average. Second, the teachers' perceptions of teacher empowerment were significant different in gender, designated duty, and school size. Third, the teachers' perceptions of teacher professional commitment were significant different in gender, designated duty, and school size. Fourth, the teachers' perceptions of school effectiveness were significant different in designated duty. Fifth, teacher empowerment was mid-positively correlation by teacher professional commitment. Sixth, there was mid-positively correlation between teacher empowerment and school effectiveness. Seventh, there was mid-positively correlation between teacher professional commitment and school effectiveness. Eighth, Teacher empowerment and professional commitment could significantly predict school effectiveness. Based on the findings of this study, the study proposed some suggestions for educational authorities, schools, teachers, and future studies as well.

Keywords : junior high school teacher, teacher empowerment, teacher professional commitment, school effectiveness

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