

PSYCHOLOGICAL EMPOWERMENT, JOB SATISFACTION AND COMMITMENT AMONG MALAYSIAN SECONDARY SCHOOL TEACHERS

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ABSTRACT

This study was carried out to identify the influence of psychological empowerment on job satisfaction and organizational commitment among Malaysian secondary school teachers. About 800 trained teachers in 83 types of National Secondary Schools across the three States of Northern Peninsular Malaysia, namely Penang, Kedah and Perlis were chosen randomly taking part in this study. The data for this research was obtained through a set of questionnaire which was divided into three sections. The data was analyzed using multiple regression analysis. The findings showed that teachers' job satisfaction and commitment is influenced mainly by psychological empowerment. The findings also found that the self-determination and impact dimension of psychological empowerment had a significant influence on intrinsic job and extrinsic job satisfaction. Meanwhile, the findings of the multiple regression analysis also demonstrate that psychological empowerment dimension of meaning and competence dimension were significantly influenced the affective and continuance commitment. The result of this study has some direct implications teachers' behaviors and attitudes in school organizations.

Keywords: Psychological empowerment, job satisfaction, commitment.