

A Study of the Relationship Between Perceived Teacher Empowerment and Principals' Use of Power

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Abstract

The objective of this research is to investigate the relationship between perceived teacher empowerment and principals' use of power. Six principals and two hundred and eighteen teachers were selected as subjects from six high schools in Maubin Township, Ayeyarwaddy Region by using sample random sampling. For this study, two sets of questionnaire: questionnaire for principals and questionnaire for teachers were used to collect data. Questionnaire for principals was used to know the general information of schools and basic demographic information of principals. In questionnaires for teachers, "School Participant Empowerment Scale" (SPES) developed by Short and Rinehart (1992) and "Rahim Leader Power Inventory" (RLPI) developed by Rahim (1988) were utilized to collect the perceptions of teachers on teacher empowerment and principals' use of power. Reliability coefficient (Cronbach alpha) of teacher empowerment and principals' use of power were 0.91 and 0.90 respectively. Descriptive statistics, Independent samples *t*-test, One-Way ANOVA, Tukey HSD test and Pearson- product moment correlation coefficient were employed to analyze the data. The level of teachers' perceptions on their empowerment was high ($\bar{x}=3.89$, $SD=0.31$). There were significant differences on types of power used by principals according to gender, total service and administrative service. Referent power, expert power, reward power and legitimate power were moderately correlated with teacher empowerment and the relationship between teacher empowerment and "Coercive Power" showed the weak correlation.

Key words: Teacher empowerment, Power

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