



The Predictive and Incremental Validity of Psychological Empowerment Dimensions on Teachers' Career Commitment beyond Autonomy, Competence and Relatedness

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Abstract

This study examined the predictive and additive effects of psychological empowerment dimensions on teachers' career commitment over and above the satisfaction of basic work needs of autonomy, competence and relatedness. Two hundred and twelve teachers, selected through a stratified random sampling technique took part in the survey. The Career Commitment Measure, Basic Needs Satisfaction at Work Scale, and Psychological Empowerment Instrument were used to collect data which were analyzed using Moderated Hierarchical Multiple Regression Analysis. Findings indicated that psychological needs satisfaction had predictive effect on teachers' career commitment ($R^2 = .233$; $p < .001$). Psychological empowerment had both predictive and incremental effects on teachers' career commitment ($R^2 = .286$; $\Delta R^2 = .053$; $p < .001$), accounting for a significant add-on effect of 5.3 percent of the variance in teachers' career commitment over the effect of autonomy, competence and relatedness. Empowering teachers psychologically has both predictive and add-on effects on teachers' career commitment beyond the contribution of autonomy, competence and relatedness. Recommendations were made for research and practice.

Keywords: Career Commitment, Psychological Empowerment, Psychological needs satisfaction, Moderated Hierarchical Multiple Regression Analysis

1. Introduction

Much emphasis has always been placed on the role of teachers in National development. In fact, it has been alluded that no Nation can develop beyond the quality of its teachers. The world over, the success of educational reforms for National development had been found to be possible only with teachers who are empowered and committed. The present education programme in Nigeria would be particularly successful when teachers who are to implement the programme are psychologically empowered, having their basic work psychological needs satisfied and committed to their career.

Career commitment has been described as one's attitude to one's profession or vocation (Freund, 2005). This is defined as a psychological link that an individual worker has with their

chosen profession (Okurame, 2012). Based on the works of Blau (1985), Greenhaus (1971), Hall (1971) and London (1983), Carson and Bedeian (1994) suggest another multifactor concept of career commitment which comprise of three components including career identity, career planning, and career resilience. Career identity pertains to establishing a close emotional relationship with one's career, while career planning determines one's developmental needs and setting career goals and career resilience involves resisting career disturbance in the face of misfortunes (Ciceka , Karabogab, & Sehitoglu, 2016; Kidd & Green, 2006; Mabekoje, Azeez, Okunuga, & Bamgbose, 2016; Onyoin, 2011).

Career commitment relates positively to such indices as skill development (Aryee & Tan, 1992), job performance (Aryee & Tan, 1992; Somers & Birnbaum, 1998; 2000), job involvement (Goulet & Singh, 2002), career success (Day & Allen, 2004), career satisfaction (Carson, Carson, Roe, Birkenmeier & Phillips, 1999), and organizational commitment (Cohen, 1996; Weiner & Vardi, 1980) but negatively related to job withdrawal cognitions and actual turnover (Bedeian, Kemery, & Pizzolatto, 1991). In a meta-analysis, career commitment was found to strongly relate with job involvement, organizational commitment, job satisfaction, burnout, and career satisfaction. Moderate relationship was noted with stress, role ambiguity, role conflict, supervisor support, co-worker support, job autonomy, participation, and locus of control. However, weak or no relationship were observed between career commitment and variables as age, gender, occupational tenure, organizational tenure, education, marital status, number dependents, and income (Lee, Carswell, & Allen, 2000).

Career commitment would be influenced by having a mentor (Colarelli & Bishop, 1990), potential for greater income and higher self-esteem (Kalbers & Forgarty, 1995), career satisfaction (Aryee & Tan, 1992; Fu, 2011). Career commitment also predicts such variables like learning motivation and learning transfer (Cheng & Ho, 2001), career success (Kidd & Green, 2006; Poon, 2004) and career satisfaction through self-efficacy (Ballout, 2009).

The construct of work-related basic needs satisfaction has been mostly studied within organisational rather than educational settings. Psychological needs are defined as the nutrients or conditions that are essential to an entity's growth and integrity (Ryan, 1995; Van den Broeck, Vansteenkiste, DeWitte & Lens, 2008). Basic to Self-Determination Theory (SDT) is the notion that the satisfaction of the basic psychological needs is fundamental to promoting the internalization of cultural norms and values into a coherent self-structure (Wilson, Longley, Muon, Rodgers, & Murray, 2006). The self-determination theory classified basic needs as autonomy, competence and relatedness (Deci & Ryan, 1985; 2000; Ryan & Deci, 2000). The need for autonomy represents individuals' inherent desire to act with a sense of choice and volition, that is, to be the author of one's actions and to feel psychologically free (Van den Broeck, Vansteenkiste, & De Witte, 2008). The need for competence is defined as individuals' inherent desire to feel effective in interacting with the environment (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010). The need for relatedness is defined as individuals' inherent propensity to feel connected to others, that is, to be a member of a group, to love and care and be loved and cared for (Baumeister & Leary, 1995; Van den Broeck *et al.*, 2008).

The satisfaction of the basic psychological needs is therefore innate, universal and exert positive influence on well-being (Deci & Ryan, 2002; Harris & Hagger, 2007; Wilson *et al.*, 2006). Individuals have basic needs which must be satisfied if they are to function effectively and be happy. Within work context, the satisfaction of the basic psychological needs correlate positively with favorable work outcomes (Baard, Deci, & Ryan, 2004). Particularly, basic psychological needs correlate positively with job satisfaction (Ilardi, Leone, Kasser, & Ryan, 1993; Mayer, Bardes, & Piccolo, 2008), employee well-being (Lynch, Plant & Ryan, 2005), performance evaluations (Baard *et al.*, 2004), vigor (Van den Broeck *et al.*, 2008), dedication (Vansteenkiste *et al.*, 2007), and affective organizational commitment (Greguras & Diefendorff, 2009). However, basic needs satisfaction relates negatively with emotional exhaustion (Van den Broeck *et al.*, 2008). The satisfaction of basic needs predicts work engagement; as in vigour and dedication (Van den Broeck *et al.*, 2008), job satisfaction (Ilard *et al.*, 1993) and job performance (Baard *et al.*, 2004). The satisfaction of the basic work needs of teachers would be expected to play important role in their career commitment.

Overtime, there has been two complementary perspectives on work empowerment. The first was the focus on the socio-structural conditions which permits empowerment whereas the second was on the psychological experience of empowerment at work (Liden & Arad, 1996). This study focuses on psychological empowerment. Psychological empowerment has been described as individual subjective feeling of competence, responsibility and greater control over one's life (Bracht, 1999; Mabekoje *et al.*, 2016; Rissel, 1994; Wallerstein, 1992). This in essence means that the individual moves towards autonomy and being able to decide owns plan (Mabekoje *et al.*, 2016; Tengland, 2007).

Psychological empowerment therefore is a motivational construct (Dewettinck, Singh, & Buyens, 2003; Nel, Stander, & Latif, 2015; Spreitzer, 1995a; Spreitzer, Kizilos, & Nason, 1997; Thomas & Velthouse, 1990) that includes the degree of meaning, competence, self-determination and impact (Keller, 2005). Meaning involves congruence between the needs of one's work roles and one's personal beliefs, values and behaviours. Competence on the other hand refers to self-efficacy which is specific to one's work. That is one's belief in his/her capacity to perform work activities with skills. Self-determination involves initiating and regulation of one's actions (Spreitzer, 1995b). Impact however is the degree to which a person can influence strategic, administrative or operating outcomes at work (Ashforth, 1989; Fields, 2002; Spreitzer, 1995b; 1996).

Relationships have been observed between feeling of psychological empowerment and such personal variables as level of education (Koberg, Senjem, & Goodman, 1999; Spreitzer, 1996), gender (Boudrias, Gaudrean, & Laschinger, 2004), age (Ozaralli, 2003), status/position or rank (Ergeneli, Ari, & Metin, 2007; Koberg *et al.*, 1999) and organizational variables such as job strain (Parker, 1993; Spreitzer *et al.*, 1997; Straw, 1984; Thomas & Tymon, 1994), organisational citizenship behaviour (Najafi, Noruzy, Azar, Nazari-Shirkouhi, & Dalvand, 2011; Shapira-Lishchinsky & Tsemach, 2014), job involvement (Saeidi & Asgari, 2016), job satisfaction (Hackman & Oldham, 1980; Liden, Wayne & Sparrowe, 2000; Thomas & Velthouse, 1990), managerial effectiveness, productivity or job performance (Liden *et al.*, 2000; Liden, Wayne, & Stilwell, 1993; Spreitzer, 1995a; Thomas & Velthouse, 1990). For theory and practice alike, the premise of empowerment has been to have satisfied, committed and highly performing employees (Dewettinck & Buyens, 2006; Dewettinck *et al.*, 2003).

There are enormous benefits therefore why workers' empowerment should be taken seriously by organizations. Psychological empowerment has been found to predict job performance (Kimolo, 2013; Seibert, Silver, & Randolph, 2004), job satisfaction and productivity (Carless, 2004; Greasley *et al.*, 2005), employee engagement (Jose & Mampilly, 2014; Kosar & Mehdi Raza Naqvi, 2016; Stander & Rothmann, 2010) and organisational identity (Prati & Zani, 2013).

Emerging research demonstrates that teacher empowerment along with other work variables are critical to increasing student achievement and retaining teachers (Hirsch & Emerick, 2006). It is however unfortunate that despite decades of academic and practitioner attention on the construct of empowerment, the received wisdom is scepticism (Dewettinck *et al.*, 2003). For teachers to be truly empowered, they need a supporting environment in which they are cared for, not isolated and are given the opportunity to participate regularly in decision making that affects them as teachers (Mabekoje *et al.*, 2016; Wenzlaff & Wieseman, 2004). The satisfaction of the basic psychological needs therefore stands as the foundation for the feeling of psychological empowerment.

This study was therefore determined whether there are predictive and incremental effects of psychological empowerment dimensions on teachers' career commitment, over and beyond the satisfaction of autonomy, competence and relatedness. It was therefore hypothesised that there would be a significant predictive and add-on effect of psychological empowerment dimensions on teachers' career commitment over the satisfaction of autonomy, competence and relatedness.

2. Method

2.1 Participants

The participants for this study include 212 teachers selected through a stratified random sampling process. A list of all secondary schools in Ijebu North Educational Zone of Ogun State, Nigeria was

made. Out of the existing 36 schools, 24 were selected by random sampling method. Twelve schools each were selected from each of the two political sections of the educational zone. Teachers who gave verbal consent were sampled to participate in the study.

Table 1 presents the demographic distribution of the study participants by sex, age, highest qualification and work experience.

Table 1: Respondents by the demographic factors.

Variables	N	%
Sex		
Male	58	27.4
Female	154	72.6
Age		
Below 35 years	153	72.2
35 to 45 years	52	24.5
46 to 55 years	4	1.9
Above 55 years	3	1.4
Highest Qualification		
NCE	86	40.6
Bachelor's Degree	106	50.0
Master's Degree	12	5.7
Others	8	3.8
Work Experience		
Below 5 years	122	57.5
6 - 10 years	55	25.9
11 - 15 years	18	8.5
16 - 20 years	8	3.8
Above 20 years	9	4.2

2.2 Measures

2.2.1 Career Commitment Measure.

We measured career commitment using the Career Commitment Measure (CCM) developed by Carson and Bedeian (1994). The scale is a 12-item self-report instrument which measures three-dimensional factors of career identity (4 items e.g. *I strongly identify with my chosen line of work/career field*), career planning (3 items e.g. *I do not identify specific goals for my development in this line of work/career field*) and career resilience (5 items: e.g. *The cost associated with my line of work/career field sometimes seems too great*). The scale was anchored on a 5-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. Reliability coefficients for the three factors ranged from 0.79 to 0.85 (Carson & Bedeian, 1994; Mabekoje *et al.*, 2016).

2.2.2 Basic Psychological Needs at Work Scale.

We assessed psychological needs satisfaction using the Basic Psychological Needs at Work Scale developed by Deci *et al.* (2001). The scale is a 21-item questionnaire designed to assess the extent to which employees experience satisfaction on their job along three intrinsic needs of autonomy (7 items e. g. "I feel like I can pretty much be myself at work"), competence (6 items e. g. "Most days I feel a sense of accomplishment from working") and relatedness (8 items e. g. People at work are pretty friendly towards me"). The participants responded on 7-point Likert-type format ranging from 1 = *not at all true* to 7 = *very true*. The Cronbach's alpha ranging from .62 to .79 for autonomy, .73 to .81 for competence, and .57 to .84 for relatedness. Alpha coefficients from .83 to .89 has been reported for the total need-satisfaction. Intrinsic need satisfaction have been found to correlate positively with work performance ratings and with psychological adjustment (Baard *et al.*, 2000).

2.2.3 Psychological Empowerment Instrument.

We assessed psychological empowerment using the Psychological Empowerment Instrument designed by Spreitzer (1995a) to measure Thomas and Velthouse's (1990) four-dimensional definition of psychological empowerment of meaning (e.g. "The work I do is meaningful"), competence (e.g. "I have mastered the skills necessary to do my job"), self-determination (e.g. "I can decide on my own how to go about doing my work"), and impact (e.g. "I have a great deal of control over what happens in my department"). The 12 items (three items per dimension) self-report questionnaire was anchored on a 7-point Likert Scale with responses ranging from 1 = very strongly disagree to 7 = very strongly agree.

Evidence of criterion-related validity shows that subscale scores were significantly but moderately related to career intentions and organizational commitment. Also, internal consistency ranges from .79 to .85 for the subscales and from .62 to .74 for the total scale (Mabekoje et al., 2016). Higher score indicates higher perception of empowerment.

2.3 Procedure

The researchers personally administered the research instruments to the participants in their various schools. Permission was sought from the Principals of the sampled schools for the conduct of the study. Participants were met at their staff rooms and addressed on the purpose of the study. Participants were also acquainted with the fact that their responses would be kept confidential and used strictly for the purpose of the research. Data obtained from the instruments were analysed using both descriptive and inferential statistics. Mean and standard deviation as well as Pearson Product Moment Correlation Coefficient were done to present the nature of data on study variables. Independent t-test and Analysis of Variance were also used to determine differences in study variables along demographic factors. The research hypothesis was analysed using the Moderated Hierarchical Multiple Regression Analysis.

3. Results

3.1 Preliminary Analysis

Table 2 presents the minimum and maximum scores as well as the mean scores and standard deviation for each of the variables of the study.

Table 2: Descriptive statistics including the minimum and maximum scores, mean scores and standard deviation among study variables (N = 212)

	Min. – Max	Mean	SD
1 Career commitment	12.00 - 60.00	43.033	7.572
2 Autonomy	15.00 - 47.00	32.693	6.556
3 Competence (BPN)	16.00 - 42.00	33.269	6.291
4 Relatedness	22.00 - 56.00	40.797	6.511
5 Meaning	3.00 - 21.00	18.547	4.273
6 Competence (PE)	3.00 - 21.00	17.995	4.431
7 Self determination	3.00 - 21.00	14.915	4.651
8 Impact	3.00 - 21.00	14.156	4.916

Table 3 presents the Pearson Product Moment Correlation Coefficients of Interrelationship of study variables.

Table 3: Bivariate Correlations of variables of the study

	1	2	3	4	5	6	7	8
1 Career commitment	1	.302***	.455***	.273***	.310***	.342***	.093	.255***
2 Autonomy		1	.334***	.423***	.246***	.279***	.264***	.242***
3 Competence (BPN)			1	.450***	.269***	.428***	.140	.192***
4 Relatedness				1	.270***	.418***	.192***	.157***
5 Meaning					1	.671***	.320***	.305***
6 Competence (PE)						1	.389***	.334***
7 Self determination							1	.475***
8 Impact								1

p < .05; *p* < .01; *p* < .001

The results in Table 3 showed significant relationships among the study variables. Career commitment correlated with all the dimensions of psychological needs satisfaction; autonomy, competence, and relatedness as well as with most of the factors of psychological empowerment but for self-determination. Dimensions of psychological needs satisfaction and the factors of psychological empowerment were also positively correlated.

Analyses were carried out to determine differences in the study variables along demographic factors. Table 4 presents the results of the Independent t-test and Analysis of Variance.

Table 4: Independent t-test and Analysis of Variance of demographic differences in study variables

	Career Commitment		Basic Need Satisfaction		Psychological Empowerment	
	M	SD	M	SD	M	SD
Sex						
Male (n = 58)	42.569	7.153	108.103	13.748	67.466	12.891
Female (n = 154)	43.208	7.740	106.253	15.480	64.916	13.933
Statistics	t (210) = .547; <i>p</i> = .585		t (210) = .779; <i>p</i> = .425		t (210) = 1.212; <i>p</i> = .227	
Age						
below 35 years (n = 153)	42.902	7.460	106.595	15.128	64.863	14.487
35 to 45 years (n = 52)	43.442	7.996	108.403	14.857	68.000	10.356
46 to 55 years (n = 4)	47.000	6.976	105.500	8.266	73.500	7.326
above 55 years (n = 3)	37.333	5.508	88.333	9.074	52.000	19.079
Statistics	F(3,208) = .998; <i>p</i> = .395		F(3,208) = 1.747; <i>p</i> = .158		F(3,208) = 2.151; <i>p</i> = .095	
Qualification						
NCE (n = 86)	43.605	8.126	107.000	14.819	66.442	12.606
Bachelor's Degree (n = 106)	43.076	6.951	106.821	15.216	65.151	14.443
Master's Degree (n = 12)	39.917	8.522	103.417	15.906	58.833	14.154
Others (n = 8)	41.000	7.892	108.375	15.408	73.000	10.447
Statistics	F(3,208) = 1.035; <i>p</i> = .378		F(3,208) = .234; <i>p</i> = .872		F(3,208) = 1.933; <i>p</i> = .125	
Work Experience						
below 5 years (n = 122)	42.328	6.934	106.131	15.553	64.959	12.206
5 - 10 years (n = 55)	45.000	7.535	107.618	14.355	66.309	16.631
11 - 15 years (n = 18)	41.500	9.326	106.778	12.360	68.889	10.632
16 - 20 years (n = 8)	42.875	8.114	110.375	14.803	68.500	10.268
above 20 years (n = 9)	43.778	10.929	106.778	18.919	61.111	20.319
Statistics	F(4,207) = 1.410; <i>p</i> = .232		F(4,207) = .211; <i>p</i> = .932		F(4,207) = .693; <i>p</i> = .598	

The results presented in Table 4 showed that no significant differences existed in teachers' career commitment, psychological empowerment, and basic needs satisfaction along gender, age, qualification and work experience. This in effect implies that teachers' career commitment, basic needs satisfaction, and psychological empowerment are similar, irrespective of their sex, age, qualification and work experience.

3.2 Moderated Hierarchical Multiple Regression Analysis

Data were analysed using the Moderated Hierarchical Multiple Regression Analysis in order to determine the combined and separate contributions of the independent (predictor) variables to the prediction of the dependent (criterion) variable. Table 5 presents the results of data analysis.

Table 5: Effects of psychological empowerment dimensions on overall career commitment of teachers beyond autonomy, competence and relatedness

	Step 1			Step 2			Collinearity Statistics	
	B	SEB	β	B	SEB	β	Tolerance	VIF
Autonomy	.184	.079	.160 [*]	.156	.079	.135 [*]	.752	1.330
Competence (BPN)	.467	.083	.388 ^{***}	.399	.085	.331 ^{***}	.704	1.421
Relatedness	.035	.084	.030	.001	.084	.001	.669	1.495
Meaning				.236	.143	.133	.537	1.861
Competence (PE)				.123	.154	.072	.433	2.310
Self determination				-.219	.115	-.135	.697	1.435
Impact				.243	.107	.158 ^{**}	.731	1.368
	R ² = .233; F(3,208) = 21.105 ^{***}			R ² = .286; Δ R ² = .053; F(7,204) = 11.664 ^{***}				

a. Dependent Variable: Career commitment

b. Predictors: (Constant), Relatedness, Autonomy, Competence (BPN)

c. Predictors: (Constant), Relatedness, Autonomy, Competence (BPN), Impact, Meaning, Self determination, Competence (PE)

^{*}p < .05; ^{**}p < .01; ^{***}p < .001

The results presented in Table 5 revealed that basic work needs satisfaction significantly contributed to teachers' career commitment ($R^2 = .233$; $F_{(3,208)} = 21.105$; $p < .001$). Basic work psychological needs accounted for 23.3 % of the variance in teachers' career commitment. Specifically, autonomy ($\beta = .160$; $p < .05$) and competence ($\beta = .388$; $p < .001$) were potent contributors to teachers' career commitment while relatedness ($\beta = .030$; $p > .05$) was not.

The introduction of psychological empowerment to the model indicated its significant predictive and additive effect on teachers' career commitment over and above the effect of basic work needs satisfaction ($R^2 = .286$; $\Delta R^2 = .153$; $F_{(7,204)} = 11.664$; $p < .001$). Psychological empowerment together with basic work needs satisfaction contributed 28.6% to the variance in teachers' career commitment. In effect, psychological empowerment accounted for an addition of 5.3% to the variance in teachers' career commitment over and beyond the effect of basic work needs satisfaction. Specifically, autonomy ($\beta = .135$; $p < .05$), work needs competence ($\beta = .331$; $p < .001$) and impact ($\beta = .158$; $p < .05$) were factors of basic work psychological needs satisfaction and psychological empowerment that are potent in the prediction of teachers' career commitment.

The tolerance values are all higher than .10 while the Variance Inflation Factors (VIF) are lower than 10. This indicates the absence of multicollinearity in the study data.

4. Discussion

The predictive and incremental effects of psychological empowerment dimensions on teachers' career commitment over and above the effect of autonomy, competence and relatedness were investigated in this study. Foremost, the relationships among career commitment, the dimensions of basic psychological needs satisfaction and that of psychological empowerment were examined. Except for self-determination which does not significantly correlate with career commitment, other factors of psychological needs satisfaction and the dimensions of psychological empowerment correlated significantly and positively with career commitment.

The observed relationships are not surprising. First, psychological needs satisfaction and psychological empowerment could be considered as positive constructs which, by characterization, should be positively correlated. It will not be astonishing too, that they both correlated positively with

career commitment.

Dimensions of basic psychological needs; autonomy, competence and relatedness significantly but moderately correlated among each other which are indications that they are distinct but separate factors of the same construct. These inter-correlations are not unexpected. In fact, it supports the theoretical underpinnings of scale development that factors of the same construct must not relate significantly too high among themselves. Whereas Sheldon and Filka (2008) have reported low inter-dimensional correlations between .22 and .33, Brien *et al.* (2012) reported moderate inter-factor correlation of between .40 and .47. Silman (2014) however found a wide range of between .28 and .64. In all, findings of the present study corroborate those of previous studies in the nature of inter-relationship among the factors of basic psychological needs.

Factors of psychological empowerment were also well correlated. This is as expected. The development of the Psychological Empowerment Instrument (Spreitzer, 1995a) revealed similar directions reporting low to moderate correlations between .21 and .62 for time 1 and between .24 and .53 for time 2 in the case of insurance sample. In fact, various studies utilising the scale have reported between correlation .34 and .76 (Stander & Rothmann, 2010), between .13 and .52 for nurses and between .25 and .42 for physicians (Uner & Turan, 2010), and between .29 and .45 (Albar, García-Ramírez, Jiménez, & Garrido, 2012).

It would not be out of place to note that employees who have high level of autonomy would also experience meaningfulness in the assigned task, and be self-determined to succeed. Such employee would also feel high in making significant impact and contribution to the organisation. The same goes to employees who have their psychological need of competence satisfied.

Results of the moderated hierarchical multiple regression analysis revealed that satisfaction of basic psychological needs had significant effects on teachers' career commitment, contributing 23.3 percent to the variance in teachers' career commitment. Also, the addition of psychological empowerment to psychological needs satisfaction also accounted for 28.6 percent of the variance in teachers' career commitment with psychological empowerment contributing a significant additional 5.3 percent to the variance in teachers' career commitment.

These findings are revealing. Foremost, the results sustained the potency of psychological needs satisfaction in enhancing career commitment of teachers. Teachers who have their basic work psychological needs fulfilled are liable to be further committed to their career. Although no specific literature could be found to support this assertion, indications from similar studies employing other variants of commitment lend credence to these findings.

However, the results were found to be amazing in that not all dimensions of either psychological needs satisfaction and that of psychological empowerment were good and potent contributors to the variance in teachers' career commitment, leaving a great breach in the findings. The satisfaction of the need for autonomy as observed in this study did not come as a surprise. Autonomy has been observed to involve volition and choice. Individuals with such feelings are expected to relate significantly to psychological empowerment dimensions of impact, meaning, self-determination, and competence

The satisfaction of the basic need for competence was also observed in this study to contribute significantly to career commitment. First, as a factor of basic work psychological needs at the first step of the model and later in the second step of the model when factors of psychological empowerment were introduced to the model. The potency of competence satisfaction to engender career commitment can not be underplayed. Competence as a basic need involves feeling effective in one's interactions with the environment (Bialis-White, 2013; Skinner, Furrer, Marchand, & Kindermann, 2008).

Surprising though, it would have been expected that the satisfaction of relatedness would have effect on career commitment. The insignificant contribution of relatedness to the variance in teachers' career commitment as indicated in this study may be revealing and raises questions demanding answers. Relatedness has to do with feeling securely connected with others (Baumesiter & Leary, 1995).

The significant contribution of impact as a psychological empowerment factor to career commitment of teachers is revealing. Teachers as observed in this study feel committed to their career when they are empowered to make impact on the school and the students than to other

empowerment dimensions of meaning, competence, and self-determination.

The insignificant contribution of psychological empowerment dimensions of meaning, competence and self-determination might be surprising when the total effect of psychological empowerment as a positive organisational construct, is viewed from the perspective that it should enhance other positive organisational attitudes like job satisfaction, organisational commitment, and work engagement. Whereas few studies (e.g. Mabekoje *et al.*, 2016) have been conducted on the effect of psychological empowerment on career commitment in general, none could be observed to have specifically examined the effects of psychological empowerment dimensions on teachers' career commitment. Literature have proved that psychological empowerment in totality can enhance organisational commitment and job satisfaction (Dehkordi, Kamarani, Ardestani, & Abdolmanafi, 2011).

In general, psychological empowerment is a significant predictor of, and also contributed incrementally to the effect of basic psychological needs satisfaction on teachers' career commitment. As observed however, it seems that the single factor of psychological empowerment that made this significance was impact empowerment.

5. Conclusion

Beyond the satisfaction of work basic psychological needs of autonomy, competence and relatedness, psychological empowerment accounted for significant variance in teachers' career commitment. By this finding, psychological empowerment has predictive and add-on effects on teachers' career commitment beyond the contribution of satisfaction of work basic psychological needs. Specifically, the satisfaction of autonomy and competence as basic psychological needs and impact empowerment factors are compelling in enhancing teachers' career commitment.

6. Recommendations

Supported by the findings of the present study, we recommend that basic psychological needs of teachers should be satisfied. School administration should ensure that policies and decisions that would make teachers to be autonomous and have the feeling of competence be enforced. Aside from this, teachers should be psychologically empowered. Activities that would enable teachers to make meaningful impact on students and school organisation should be encouraged.

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