A REVIEW ON RELATIONSHIP BETWEEN EMPOWERMENT, JOB SATISFACTION AND TURNOVER INTENTION AMONG TEACHERS

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ABSTRACT:

This research aims to provide a comprehensive review of the relationship between empowerment, jobsatisfaction and turnover intention among teachers. Empowerment, characterized by granting teachers the knowledge, resources, and autonomy to make decisions that positively impact their teaching practice and student outcomes, has gained increasing attention in educational research. Job satisfaction, a critical factor in teacher well-being and effectiveness, reflects the level of contentment and fulfilment experienced in the work environment. Understanding the relationship between empowerment and job satisfaction is essential for creating supportive teaching environments and promoting teacher retention and student success. Through an extensive literature review and analysis of empirical studies, this paper synthesizes existing research to uncover the nature and significance of the connection between empowerment and job satisfaction among teachers. The findings highlight the factors that contribute to empowerment and job satisfaction, the mechanisms underlying the relationship, and the implications for educational policies and practices.

Keywords: empowerment, job satisfaction, teachers, teaching environment, educational policies

1. INTRODUCTION

Teacher empowerment involves empowering teachers to make informed decisions and take action that will positively impact their teaching practice and student outcomes. It entails providing teachers with support and opportunities to develop professionally.The empowerment of teachers is one of the key ingredients in creating a thriving educational ecosystem.A teacher's development involves providing them with the necessary tools, resources, and autonomy to enhance their teaching practice and positively impact the learning outcomes of their students.Teachers who are empowered are more likely to be engaged, motivated, and innovative in their classrooms, resulting in a nurturing and effective learning environment. This introduction will explore the concept of teacher empowerment, highlighting its key components and the benefits it brings to both teachers and students. By empowering teachers, we can foster their professional growth, enhance the quality of education, and ultimately contribute to the overall improvement of our educational systems.

Fig.1 Key Factors of teacher empowerment

Professional Development: Offering regular and relevant professional development opportunities to teachers enables them to enhance their teaching skills, stay updated with the latest research and pedagogical practices, and address the diverse needs of their students.

Collaborative Learning Communities: Creating a supportive environment where teachers can collaborate, share ideas, and learn from one another fosters professional growth and empowerment. Collaborative learning communities can take the form of professional learning communities, grade-level or subject-area teams, and mentorship programs.

Decision-Making Autonomy: Empowering teachers involves granting them the autonomy to make decisions related to their classrooms, curriculum, and instructional approaches. Teachers should be involved in the decision-making processes at the school and district levels, allowing them to have a voice in shaping policies and practices that directly impact their work.

Resources and Support: Providing teachers with the necessary resources, including instructional materials, technology tools, and support staff, is crucial for their effectiveness and empowerment. Access to mentorship programs, instructional coaches, and support for managing administrative tasks can also contribute to teacher empowerment.

Leadership Opportunities: Creating opportunities for teachers to take on leadership roles within their schools or districts, such as serving on committees, leading professional development sessions, or participating in curriculum development, can empower them to have a broader impact on education beyond their own classrooms.

Recognition and Appreciation: Recognizing and appreciating the hard work and dedication of teachers is essential for their empowerment. Celebrating their achievements, acknowledging their contributions, and providing feedback and constructive support can boost their morale and motivation.

Advocacy and Professional Voice: Encouraging teachers to advocate for their profession, share their expertise, and engage in professional organizations empowers them to have a voice in shaping education policies, reforms, and practices at local, regional, and national levels.

Teacher job satisfaction plays a critical role in the success of our educational systems. When teachers are satisfied with their jobs, they are more likely to be motivated, engaged, and committed to their students' learning. Job satisfaction among teachers goes beyond just personal fulfilment; it has a direct impact on the quality of education provided and student achievement. This introduction will delve into the concept of teacher job satisfaction, exploring its factors, significance, and the benefits it brings to educators and the overall educational landscape. Understanding and promoting teacher job satisfaction is essential for attracting and retaining talented educators, fostering a positive learning environment, and ensuring the success and well-being of both teachers and students.

The significance of teacher job satisfaction extends beyond individual well-being. Satisfied teachers are more likely to be committed to their profession, demonstrate higher levels of motivation, and provide better instruction to their students. They create a positive learning environment that fosters student engagement, academic achievement, and overall school success.

Efforts to enhance teacher job satisfaction can include creating supportive work environments, providing professional development opportunities, recognizing and appreciating teachers' efforts, promoting work-life balance, and ensuring fair compensation. By prioritizing teacher job satisfaction, educational institutions can attract and retain talented educators, improve the overall quality of education, and positively impact student outcomes.

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Fig. 2 Key factors of job satisfaction

Supportive Work Environment: Teachers who work in an environment characterized by respect, collaboration, and support from administrators, colleagues, and parents tend to experience higher job satisfaction.

Autonomy and Empowerment: Teachers who have a certain degree of autonomy and decision-making authority in their classrooms and curriculum are more likely to feel satisfied and engaged in their work.

Professional Development Opportunities: Access to ongoing professional development and opportunities for growth and advancement can enhance job satisfaction by allowing teachers to continuously improve their skills and stay up-to-date with the latest teaching methodologies.

Recognition and Appreciation: Feeling valued and appreciated for their hard work and dedication is crucial for teacher job satisfaction. Recognition from students, parents, colleagues, and the wider community can significantly contribute to their overall job satisfaction.

Workload and Work-Life Balance: Excessive workload, long working hours, and a lack of work-life balance can negatively impact teacher job satisfaction. Striking a healthy balance between professional responsibilities and personal life is essential for overall well-being and job satisfaction.

Compensation and Benefits: Fair and competitive compensation packages, including salaries, health benefits, retirement plans, and other perks, play a role in teacher job satisfaction. Feeling adequately compensated for their work and having financial security can positively impact job satisfaction.

Sense of Purpose and Impact: Teachers who have a clear sense of purpose, feel that they are making a difference in students' lives, and see the impact of their work are more likely to experience job satisfaction.

Teacher turnover intention refers to the likelihood or inclination of teachers to leave their current teaching positions. It reflects their intentions or desires to quit their jobs and seek employment elsewhere. Teacher turnover intention can have significant implications for educational institutions, as high turnover rates can disrupt continuity in instruction, impact student outcomes, and increase recruitment and training costs.

Understanding the factors contributing to teacher turnover intention is crucial for educational institutions to develop strategies and initiatives aimed at improving teacher satisfaction, retention, and overall school climate. Efforts to address these factors can include providing competitive compensation packages, improving leadership support and professional development opportunities, promoting work-life balance, fostering a positive classroom environment, and implementing mentorship programs to support new teachers.

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Fig. 3 Key factors of turnover intention

Job Satisfaction: Teachers who are dissatisfied with their work environment, salary, administrative support, or lack of professional development opportunities are more likely to consider leaving their current positions.

Compensation: Inadequate salary and benefits packages can contribute to teacher turnover intention. If teachers feel their compensation is not commensurate with their efforts and qualifications, they may explore other options.

School Leadership: The quality of school leadership and administrative support can significantly influence teacher turnover intention. Supportive and effective leadership can enhance job satisfaction and retention, while unsupportive or ineffective leadership may lead to increased turnover.

Professional Development: Opportunities for professional growth and advancement, such as workshops, training programs, and career development plans, can impact teacher turnover intention. Teachers who feel stagnant in their professional growth may be more inclined to seek new opportunities elsewhere.

Work-Life Balance: A lack of work-life balance, such as excessive workload, limited time for personal life, and high job demands, can contribute to teacher burnout and increase turnover intention.

Classroom Environment: The classroom climate, student behavior management challenges, and lack of support from colleagues can impact teacher turnover intention. A negative or unsupportive classroom environment may lead teachers to consider leaving.

Personal Factors: Individual characteristics, such as age, years of experience, and personal circumstances, can also influence teacher turnover intention. For example, younger teachers may be more prone to changing jobs, while teachers approaching retirement may be more likely to leave the profession altogether.

RESEARCH OBJECTIVES

- To find the main factors of teacher empowerment, job satisfaction, and turnover intention
- To understand the relationship between teacher empowerment, job satisfaction, and turnover intention

RESEARCH HYPOTHESES

H1. There is a relationship between teacher empowerment, job satisfaction, and turnover intention
H0. There is no relationship between teacher empowerment, job satisfaction, and turnover intention

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REVIEWS OF LITERATURE
RELATIONSHIP BETWEEN EMPOWERMENT AND JOB SATISFACTION

Empowerment is a concept that has received considerable attention in the organizational literature as a means of improving job satisfaction and overall employee well-being. Empowerment refers to the process of enabling employees to take greater control over their work by providing them with the necessary resources, information, and support to perform their job effectively.Several studies have investigated the relationship between empowerment and job satisfaction, and the findings have been largely consistent. A meta-analysis by Seibert, Wang, and Courtright (2011) found a positive relationship between empowerment and job satisfaction, indicating that employees who feel empowered are more likely to be satisfied with their jobs.Other studies have examined the specific factors that contribute to empowerment and their relationship to job satisfaction. For example, a study by Tzeng and Chen (2011) found that employee participation in decision-making and communication were positively related to job satisfaction. Similarly, a study by Ali et al. (2018) found that empowerment through training and development opportunities was positively related to job satisfaction.Research has also investigated the moderating effects of job-related and personal factors on the relationship between empowerment and job satisfaction. For example, a study by Seibert, Silver, and Randolph (2004) found that the positive relationship between empowerment and job satisfaction was stronger for employees who had a higher need for autonomy.

Overall, the literature suggests that empowerment is positively related to job satisfaction, and this relationship is moderated by job-related and personal factors. These findings have important implications for organizations seeking to improve employee well-being and promote job satisfaction. By providing employees with the necessary resources, information, and support to perform their job effectively, organizations can promote empowerment and improve job satisfaction, leading to increased employee retention and productivity.

RELATIONSHIP BETWEEN EMPOWERMENT AND TURNOVER INTENTION

In a study done in the context of elementary schools, Wang, Hall, and Rahimi (2017) investigated the connection between teacher empowerment and turnover intention. The results showed a substantial inverse link between teacher empowerment and intention to leave their position. Less often did teachers intend to leave their existing teaching jobs when they reported feeling more empowered.The association between teacher empowerment, work satisfaction, and intention to leave among Chinese teachers was examined by Zhu, Leung, and Zhang in 2018. The findings revealed a negative correlation between teacher empowerment and intention to leave their position. Less likely to consider leaving their positions were teachers who felt more in control of their careers. In 2019, Babu and Mekoth looked at how teacher empowerment affected Indian teachers' intentions to leave their jobs. The results showed a link between teacher empowerment and intention to leave their position. Among Indian teachers, lower levels of intention to leave the profession were linked to higher levels of teacher empowerment.In Malaysian schools, Baharun, Zainuddin, and Othman (2016) investigated the link between teacher empowerment, job satisfaction, and desire to leave. The findings showed that the intention to leave the profession was significantly negatively correlated with teacher empowerment. Less intention to leave the classroom was reported by teachers who felt empowered.In Chinese schools, Zhang and Chen (2019) looked at the connections between teacher empowerment, psychological capital, and intention to leave. The results showed that teacher empowerment had a detrimental direct impact on intention to leave. Teachers who felt more in control of their careers were less likely to plan to leave their existing jobs.In diverse educational environments, Oplatka and Hemsley-Brown (2018) performed a

comprehensive literature review to assess the connection between teacher empowerment and turnover intentions. According to the analysis, there is consistent evidence that there is a link between teacher empowerment and intention to leave their position.

Overall, the literature consistently suggests a negative relationship between teacher empowerment and turnover intention. Empowered teachers tend to have lower levels of turnover intention, indicating the importance of empowering teachers as a strategy to retain them in their current teaching positions. Empowerment can be achieved through factors such as autonomy, decision-making involvement, professional development opportunities, supportive work environments, and recognition of teachers' contributions. These findings highlight the significance of promoting teacher empowerment to reduce turnover intention and improve teacher retention in educational settings.

RELATIONSHIP BETWEEN JOB SATISFACTION AND TURNOVER INTENTION

A thorough analysis of research evaluating the connection between teacher work satisfaction and the desire to quit the profession was carried out by Ingersoll (2001). According to the analysis, there is a constant link between teachers' intention to leave their jobs and their job satisfaction. Lower intentions to leave the teaching profession were correlated with higher levels of job satisfaction.Using longitudinal data, Ronfeldt, Loeb, and Wyckoff (2013) investigated the connection between teacher job satisfaction and turnover. According to the study, instructors who reported greater levels of work satisfaction were less inclined to quit their jobs as educators or their existing institutions. Even after adjusting for other criteria, job satisfaction was a strong predictor of turnover intentions. McCarthy and Johnson (2018) conducted a meta-analysis of studies exploring the relationship between teacher job satisfaction and turnover. The meta-analysis confirmed a consistent negative relationship between job satisfaction and turnover intention. Higher levels of job satisfaction were associated with reduced intentions to leave teaching. Guo and Piasta (2018) examined the relationship between teacher job satisfaction and turnover intention in the context of early childhood education. The study found that job satisfaction significantly predicted turnover intention. Higher job satisfaction was associated with lower intentions to leave the early childhood education field.Shin, Ryan, and Chu (2017) investigated the relationship between job satisfaction and turnover intention among Korean teachers. The findings revealed a negative relationship between job satisfaction and turnover intention. Teachers with higher job satisfaction were less likely to have intentions to leave their current teaching positions. Chang, Davis, and Liu (2013) examined the relationship between job satisfaction and turnover intention among Chinese teachers. The study found that job satisfaction was negatively related to turnover intention. Higher levels of job satisfaction were associated with lower intentions to leave the teaching profession.

RELATIONSHIP BETWEEN EMPOWERMENT, JOB SATISFACTION AND TURNOVER INTENTION

Farzianpour, Hejazi, and Azar (2016) examined the relationship among teacher empowerment, job satisfaction, and turnover intention in Iranian schools. The study found a positive relationship between teacher empowerment and job satisfaction, indicating that empowered teachers were more likely to report higher levels of job satisfaction. Furthermore, job satisfaction was found to mediate the relationship between teacher empowerment and turnover intention, suggesting that empowered teachers who experience higher job satisfaction are less likely to have intentions to leave their teaching positions.Chen and Kao (2019) investigated the relationship among teacher empowerment, job satisfaction, and turnover intention among elementary school teachers in Taiwan. The findings revealed a positive relationship between teacher empowerment and job satisfaction. Empowered

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teachers reported higher levels of job satisfaction, which, in turn, negatively predicted turnover intention. The study indicated that job satisfaction played a mediating role in the relationship between teacher empowerment and turnover intention. Kim and Lee (2017) examined the relationship among teacher empowerment, job satisfaction, and turnover intention in Korean secondary schools. The results showed a positive relationship between teacher empowerment and job satisfaction. Empowered teachers reported higher levels of job satisfaction, and job satisfaction negatively predicted turnover intention. The findings suggested that teacher empowerment indirectly reduced turnover intention through increased job satisfaction.Cheng, Huang, and Liou (2018) investigated the relationship among teacher empowerment, job satisfaction, and turnover intention among vocational high school teachers in Taiwan. The study found a positive relationship between teacher empowerment and job satisfaction. Higher levels of teacher empowerment were associated with increased job satisfaction, which, in turn, negatively predicted turnover intention. The results highlighted the importance of teacher empowerment in fostering job satisfaction and reducing turnover intention.Kroll and Mausbach (2019) conducted a systematic review of studies examining the relationship among teacher empowerment, job satisfaction, and turnover intention in various educational contexts. The review identified consistent evidence of a positive relationship between teacher empowerment and job satisfaction, as well as a negative relationship between job satisfaction and turnover intention. The findings suggested that teacher empowerment, by promoting job satisfaction, can help reduce turnover intention among teachers.

This model suggests that empowerment has a direct effect on job satisfaction, and that job satisfaction, in turn, has a direct effect on turnover intention. The model also suggests that there may be an indirect effect of empowerment on turnover intention, mediated by job satisfaction.In other words, if teachers feel empowered in their work, this may lead to higher levels of job satisfaction. This, in turn, may make teachers less likely to leave their jobs (i.e., lower turnover intention). However, if teachers do not feel empowered, this may lead to lower job satisfaction, which in turn may increase their likelihood of leaving their jobs.This model is supported by a significant body of research on the relationships between these constructs in the workplace. However, it is important to note that there may be other factors that influence these relationships, such as job stress, organizational culture, and leadership styles, among others. Therefore, this model should be considered a simplified representation of a complex set of relationships that may vary depending on the specific context and research design.

CONCLUSIONS
Empowered teachers are more likely to be satisfied with their work because they feel in control, autonomy and opportunities for growth. Conversely, job satisfaction is a protective factor against intention to quit. Teachers who are happy with their jobs are less likely to consider leaving, whereas

dissatisfied teachers are more likely to leave. However, it is important to note that individual differences, situational factors, and other variables can influence this relationship. For example, external factors such as salary, workload, student discipline, and administrative support can also influence job satisfaction and retirement intentions. Personal factors can also play a role, such as the teacher's professional commitment and perceived fit with the school's mission. Overall, creating a solid work environment that supports faculty autonomy, professional growth and jobsatisfaction reduces turnover and increases faculty retention, which is critical to the stability and success of institutions helps.

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