Examining the Effect of Teachers' Perception of Psychological Empowerment on the Stress Level They Perceive

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Abstract

The aim of this study is to find out if there is a correlation and what kind of a correlation there is between how primary, secondary, and high school teachers perceive psychological empowerment provided for them and their perception of stress. The data for this study are based on the opinions of 680 teachers who wereselected by random sampling among the teachers lecturing in the city of Malatya, Turkey,during the 2017-2018 school year. The "Psychological Empowerment Scale" which was developed by Spreitzer (1995) and adapted into Turkish by Gümüşlüoğlu & Karakitapoğlu (2009), and the "Perceived Stress Scale" which was developed by Cohen, Kamarck & Mermelstein (1983), and adapted into Turkish by Eskin & Harlak, Demirkıran & Dereboy (2013) have been employed as data collection tools.

After analyzing the data obtained during the study, it has been revealed that the average of all the dimensions on the perceived stress scale corresponds to the 'moderate' level, or 'sometimes', while the average of all the dimensions on the psychological empowerment scale corresponds to the high level, or 'very often'. It has been found that there is a significant correlation between the 'gender' variable and the 'self-determination' dimension. Another significant correlation has been observed between 'seniority' variable and 'competence' dimension and psychological empowerment 'in general'. In additionto evaluating the values of the dimension of 'self-determination' on the empowerment scale based on the 'gender' variable, it has been found that the average of male teachers' perception is higher than of female teachers'. Finally, it has been concluded that the teachers' perception of 'impact' significantly predicts their perception of 'insufficient competence'.

Keywords: psychological empowerment, stress, teachers

1. Introduction

1.1 Psychological Empowerment

It can be claimed that psychological empowerment practices have a long history reference.The term employee empowerment was coined based on the opinions held by relationship theorists around the mid-twentieth century (Emet, 2006). In the experiments known as Hawthorne studies and carried out by Elten Mayo, it was claimed that allowing employees to participate in decision making process would do better in terms of financial and emotional benefits (Seçgin, 2007). Those studies overlap the fundamentals of employee empowerment. It can be seen in those studies that there is an emphasis on such ideas of the organizational empowerment as being people-oriented, encouraging teamwork, focusing on productivity both on individual and organizational levels (Hacımustafaoğlu, 2008).

The idea of psychological empowerment of employees has been adopted by those managers who, inthe 1990s, faced with the problem of how a control mechanism which applied to the structures of organizations could be developed, as there was a need for novelty and flexibility at that time (Özbek, 2008 & Sönmez, 2007). The idea of psychological empowerment of employees, or employee empowerment, is of high significance in today's business world in that it allows codetermination, and increases job satisfaction, as well as decreasing the speed of labor turnover (Hacımustafaoğlu, 2008). Organizational empowerment facilitates cooperation, collaboration, and also codetermination, which is basically a process where employees participate in decision-making, and the extent of which is determined based on mutual trust. It requires executives to lead the way for their staff. It also prioritizes motivating employees, raising their awareness, and helping them (Özgen & Türk, 1997). Ripley (1992), defines employee empowerment in three different categories: as a term, as a philosophy, and as a type of organizational behavior and program.To assist the reader our study used the following terms and definitions associated with employee empowerment:

Employee empowerment as a Term: Authorizing employees for certain administrative actions.

Employee empowerment as a Philosophy: Letting employees reach individual and organizational goals in accordance with the visions of an organization.

Employee empowerment as a Type of Organizational Behavior and Program:Banding employees together, and enabling them to know more and develop their skills in order to have a successful organization with successful individuals.

There are various definitions of the term psychological empowerment when it is evaluated considering organizational relationship and motivation issues (Şenel, 2006). Empowerment as a type of relationship means entrustment, a process whereby managers renounce from some of their power in favor of the staff who isrelatively inferior to them (Kanungo, 1992). Considering the above mentionedmotivation issue, empowerment can be defined as a psychological investment in reinforcing the affiliation and positive emotions that employees have of the job and workplace (Şenel, 2006; Çavuş, 2006 & Zencir, 2004).Psychological empowerment comprises any kind of practice which allows employees to do what they find suitable and important for the aims of an organization, and to do what they feel motivated doing (Çalışkan, 2006). Looking at the definitions of employee empowerment it can be seen that fundamentals of empowerment include letting employees participate inthe decision-making process, delegating to employees, and ensuring that the staff is trying to improve themselves. In this respect,it is possible to claim that the term psychological empowerment is quitedifferent from the task-oriented approaches.

In order to make a comprehensive definition of the term psychological empowerment it can be said that it is a process of preparing an environment in which employees feel confident and competent in terms of their responsibilities and personalities (encouragement), in which they think they can intellectually contribute to the organization in reaching its goals (codetermination, decision-making, problem solving), in which they consider themselves as the real doer (encouraging them to take ownership of their work), in which they feel proud of what they are doing in their off days, and in which they can constantly improve themselves in their work (education) (Şimşek, 2006). It can be said that the empowerment process will leadtosuccess when executives create a setting where there are information sharing, effective communication, a feeling of mutual trust, and effective feedbacks, as well as supporting the staff with education (Koç, 2008). Empowered employees would decide to put their ideas,throughwhich they believe they can do better, into practice. They become naturally liable for the consequences of the decisions made, as they are entitled to access information and sources to make those decisions (Arda, 2008).

The required things to do in a successful organization are as follows (Koçel, 2003)

- Establishing aelliptic structure should be favored. Steep or pyramid-like structures should be avoided, and the use of ranks should be minimised. In other words, removing hierarchy should be the target.
- There should be a participatory atmosphere to activate the workers' ability to address both their own and the company's problems, and to let them demonstrate their skills in developing things.
- The mission and vision statements of the company, and the job descriptions and requirements in the company should be clearly specified and shared with the staff.
- There should be multidirectional communication, so that the flow of information is ensured.
- In order to have effective empowerment, employees should be rendered competent. Necessary educational activities should be planned and carried out to achieve this goal.

Organisational empowerment can hardly work when it is planned only by top management, and when the employees' expectations and ideas are not considered. There should be a negotiation between the parties, and the infrastructure which the staff will need should be constructed.

The qualities that ofthe staff to be empowered should have are as follows (Koçel, 2003):

- Being aware of his or her responsibilities for achieving the goals of the business.
- Being aware of his or her strengths and weaknesses.
- Being in need of and willing to be empowered.
- Having a tendency to learn and improve.
- Having the ability to communicate with the management and his or her environment.
- Being self-confident and having a dynamic personality.
- Openness to diversity, creativity, and novelty.

1.2 Stress

Stressis derived from the Latin word "estrictia". In the 17th century the word would be used to mean trouble, catastrophe, sorrow, etc. In the 18th and 19th centuries, on the other hand, the term underwent a change in meaning, and would be used to mean difficulty or pressure, and objects, humans, organs or psychological state used to be referred by the term (Pehlivan, 2002).

Stress implies an interaction between stress stimulus and response. The word stress, then, signifies the interaction between a person and his or her environment, in which the person experiences hardship and challenge which results in damaging his or her well-being, decreasing his or her power (Akbağ, 2000; Ünal & Ümmet, 2005).

Some researchers point out the peripheral aspects of stress, especially in occupational life, and nearby social groups (Swick, 1987). The main impacts of stress on the life of an individual are as follows:

- Damage in psychological state which is associated with chronic depression and extreme irritability,
- Developing a feeling of despair and inferiority,
- An observable decline in physical and psychological energy,
- Psychosomatic diseases resulting from facing facts.

Individual differences in perceptions of stress and reactions towards stress result in intensity and diversity of physical symptoms. Some of the common symptoms of stress in individuals are feeling constantly tired, insomnia, frequent headaches, idiopathic weight loss, stomach disorders, and sometimes eruption on the skin, which are relatively less affected. However, such serious disorders as high blood pressure, cardiovascular disorders, ulcer, dyspnea or shortness of breath, and abdominal injuries are likely to occur, and these disorders can necessitate urgent and long-term medical treatment (Cardinell, 1980 & Maples, 1980).

Teacher stress can be defined as a teachers' experience of unpleasant, negative emotions resulting from some aspects of their work. (Kyriacou, 2001). According to Veldhoven (1996); teacher stress consists of two components: (1) stress causes and (2) stress responses. Stress causes are the collection of aspects of the work content and the work situation influencing employees at cognitive, motivational and emotional levels. Stress responses are the employees' mental interpretations when experiencing stress causes. The stress level in teachers are most likely to reach the top during interpersonal relationships. These relationships include interactions with principals, colleagues, and students (Gupta, 1981). Another finding has clearly revealed that role ambiguity, poor relations with boss, work overload are the main sources of stress among teachers (Manabete, John, Makinde & Duwa, 2016). The first step towards tackling stress is to acknowledge its existence. So there is a need to provide proper conducive environment and support to teachers to maintain individual stress at their workplace. Teachers may alter the way to things in optimistic manner which will facilitate them in improving their functional skills and reduce stress. This will ultimately help for higher satisfaction from the profession. (Parrav et al., 2016)

A headmaster, or principal, is a critical stress factor in teachers. The following are the situations that are considered to be most probably leading to stress and teachers' feeling of being hindered:

1- Principals do not support and back the teacher.
2- Principals frequently criticize the teacher.
3- Principals behave towards the teacher in a too formal way.
4- Principals are interested only in how the teacher is doing at work and do not deal with his or her socio-emotional needs (Gupta, 1981).

The educational programs addressing theprofessional development of teachers are only one corner of the polygon of solutions inreducing or relieving the stress. The following list contains the suggestions put forward by Kossack & Woods (1980) and Wendt (1980).

1- Maintaining a good physical and emotional state through a balanced diet, exercising regularly, and taking up new hobbies and areas of interest.
2- Avoiding those colleagues who constantly complain about the educational programs.
3- Establishing personal and professional relationships in which there is interaction through effective brainstorming.
4- Learning how to be more sensitive and honest when interacting with students, parents, colleagues, and principals.
5- Learning how to be frank and intimate in discussions, and being eager to convey the conversation to positive ends.
6- Participating in interesting professional activities, projects, and research studies
7- Joining, or enrolling, in organisations which appeal to you, and are relevant to your job. Such organisations can support their members in understanding their basic problems.

Healthy teachers positively affect others with whom the teachers interact. The biggest effect would probably be on students. The health of teachers could be seriously affected by stress (Wiley, 2000). Moreover, apart from teachers themselves, work stress suffered by them can also adversely affect their students and the learning environment (Chan & Hui, 1995). The students would feel discomfort, when their teachers are down hearted. At schools as educational organisations, there are

many things that can negatively affect the psychology of the students. Unless those negative effects are eliminated, psychological problems and stress in students will be inevitable. In societies, which are in a rapid process of change, and consequently getting complicated day by day, it becomes very difficult to raise the youth in a way that is appropriate for their future lives, and the instructional part of education falls short of meeting this demand (Kılıççı, 2000). Considering only this fact, it becomes really important for teachers to do their job of education in a less stressful environment.

1.3 The Aim of the Study

The aim of this study is to determine what kind of a correlation there is, if any, between primary, secondary, and high school teachers' perception of psychological empowerment and their perception of stress. The correlation between how teachers perceive psychological empowerment and the variables of age, gender, seniority, subject matter, the time of working at the same school, and school type are established based on the following questions:

1- What are the levels of teachers' perception of psychological empowerment and of the stress scale?
2- Does teachers' perception of psychological empowerment vary according to marital status, gender, school type, subject matter, time of service at school, and age variables?
3- Is there a significant correlation between teachers' perception of psychological empowerment and ~~of~~ stress scale?
4- Given that teachers' perception of 'impact' predicts their perception of 'insufficient competence', can someone claim that the variables of age, seniority, gender, and marital status also predict a significant relationship?

2. Method

2.1 Study Group

The study group consists of 680 teachers selected by random sampling method among those who lecture on different subject matters in state schools in Malatya, Turkey, in the 2017 - 2018 school year. These state schools include primary, secondary, and high schools. Probability or random sampling means that every item in the population has an equal chance of being included in sample. One way to undertake random sampling would be if researcher was to construct a sampling frame first and then used a random number generation computer program to pick a sample from the sampling frame (Zikmund, 2002). Probability or random sampling has the greatest freedom from bias but may represent the most costly sample in terms of time and energy for a given level of sampling error (Brown, 1947).

The other defining information about the teachers who participated in this study is presented in Table 1.

Table 1. Demographic information about the teachers who have participated in this research

Variables	Categories	N	%
Gender	Male	397	58.4
	Female	283	41.6
	Total	680	100.0
Marital Status	Married	546	80.3
	Single	134	19.7
	Total	680	100.0
	20 – 30 years old	142	20.9
	31 - 40 years old	303	44.6
Age	41 - 50 years old	187	27.5
	51 - 60 years old	46	6.8
	Over 61 years old	2	.3
	Total	680	100.0
	1 - 10 years	264	38.8
	11 - 20 years	284	41.8
Years of teaching	21 - 30 years	115	16.9
	+31 years	17	2.5
	Total	680	100.0
	1 - 5 years	487	71.6
	6 - 10 years	134	19.7
Time of Service at the Same School	11- 15 years	36	5.3
	16 - 20 years	14	2.1
	+21 years	9	1.3
	Total	680	100.0
Subject Matter	Primary School Teacher	142	20.9
	Other Fields	538	79.1
	Total	680	100.0
School Type	Primary School	163	24.0
	Secondary School	190	27.9
	High School	327	48.1
	Total	680	100.0

Gender variable showed that the number of male teachers is 397, and the number of female teachers is 283 which correspond to the percentages of 58.4% and 41.6% respectively. But in Turkey about 55% of teachers are and female 45% teachers are male. Marital status variable indicates that 546 of the teachers are married, while 134 of them are single, which equal to 80.3% and 19.7% respectively. Anage variable suggests that 142 (20.9%) of the teachers are at the age 20-30, 303 (44.6%) of them are at the age 31-40, 187 (27.5%) of them 41-50 years old, 46 (6.8%) of them 51-60, and 2 (0.3%) of them are over 61 years old. Seniority variable implies that 264 (38.8%) of them have been working for 1-10 years, 284 (41.8%) of them for 11-20 years, 115 (16.9%) of them in21-30years, and the remaining 17 (2.5%) of them have been working for more than 31 years. The time of service at the same school variable shows that 487 (71.6%) of them have been lecturing at the same school for 1-5 years, 134 (19.7%) of them for 6-10 years, 36 (5.3%) of them for 11-15 years, 14 (2.1%) of them for 16-20 years, and 9 (1.3%) of them have been lecturing at the same school for more than 21 years. Subject matter variable indicates that 142 (20.9%) of the teachers studied are primary school teachers, while the remaining 538 (79.1%) of them have their areas of expertise. Finally, school type variable shows that 163 (24%) of the teachers studied are primary school teachers, 190 (27.9%) of them are secondary, and 327 (48.1%) of them are high school teachers.

2.2 Data Collection Tools

Information Gathering Form: The form has been developed by the researchers in this study to collect the demographic information about the teachers who participated in the study. It was in Turkish and includes questions about age, gender, time of total service, or seniority, marital status, time of service at the same school, and school type.

Psychological Empowerment Scale: The scale was developed by Spreitzer in 1995. It was designed in four dimensions, namely meaning, competence, self-determination, and impact, and it includes 12 questions. The statements made by teachers are classified under the five-point Likert-type Scale in which the number 1 corresponds to 'Strongly Disagree', while the number 5 corresponds to 'Strongly Agree'. The reliability of the questions in the question form of the scale has was determined by Cronbach's Alpha, which measured 0.895. This is an appropriate value for the internal consistency of the scale.

Perceived Stress Scale (PSS): The scale was developed by Cohen, Kamarck, and Mermelstein (1983), and adapted into Turkish by Eskin, Harlak, Demirkıran, and Dereboy (2013). The Perceived Stress Scale which consists of 14 items was designed to measure how stressful some situations in an individual's life are. The participants chose the best option among the ones ranging from 0 (never) to 4 (very often) on a five-point Likert-type scale. The reliability of the questions in the question form of the scale had been determined by Cronbach's Alpha, which measured 0.84. This value is statistically a reliable value. (Lin, Liang, & Tsai, 2015) points on the Likert-type scale are presented in Table 2.

Table 2. The criteria of the evaluation of the items in the questionnaire

Value	Option	Range	Level
1	Never	1.00 -1.80	Very Low
2	Rarely	1.81-2.60	Below Average
3	Sometimes	2.61-3.40	Average
4	Very Often	3.41-4.20	Above Average
5	Always	4.21-5.00	Very High

The scale used is based on the Likert-type five-point scale. When the differential, which is 5-1=4, is divided by the standard judgment, which is 5, a value of 0.80 is obtained, which determines the range in between the values. The dimensions of the Psychological Empowerment Scale in Table 4, and of the Perceived Stress Scale in Table 5 will be interpreted in accordance with the criteria presented in Table 2.

Pearson's Correlation Coefficient is used to determine the correlation between variables. The correlations between scales are assessed based on the following criteria (Kalaycı, 2006).

Table 3. The level of correlation between variables

r	Level of Correlation
0.00 - 0.25	Very Low
0.26 - 0.49	Low
0.50 – 0.69	Moderate
0.70 – 0.89	High
0.90 – 1.00	Very High

The findings have been interpreted based on 95% confidence interval and 5% significance level. Before moving on to analyses, the data were purified from Type I and Type II errors, reverse scoring, and extreme values.

2.3 Data Analysis Techniques Used in the Research

As for statistically analysing the data, SPSS 22.0 package software was used for descriptive analysis, t-test was used for independent variables, in addition to one-way analysis of variance (ANOVA), Pearson's Product-Moment Correlation Coefficient, and Multiple Linear Regression Analysis.

3. Findings

This section shows the findings obtained from analysis of the data obtained through scales which are used to answer the research problem of this study. Explanations and interpretations have been made based on the findings obtained.

The values from the analysis of the answers to the question of "What are the levels of teachers' perception of the dimensions of psychological empowerment and of stress scale?" have been presented in Tables 4 and 5.

Table 4. The values of the dimensions of psychological empowerment scale

Variable	X	Standard Error	Standard Derivation
Meaning	4.1423	.02667	.69546
Competence	3.9865	.02679	.69862
Self-determination	3.7964	.02704	.70521
Impact	3.9579	.02598	.67749
Psychological empowerment (in general)	3.9708	.02330	.60755

Table 4 indicates that the averages of the dimensions of the psychological empowerment scale range from 3.41 to 4.20 (Very often). In this regard, it can be said that the level of participants' perception of empowerment is 'above average'.

Table 5. The values of the dimensions of perceived stress scale

Variables	X	Standard Error	Standard Derivation
Perception of Insufficient Competence	3.1542	.01102	.28726
Perception of Stress/Disorder	2.9188	.00957	.24943
Stress (in general)	3.0365	.00676	.17638

Table 5 implies that the averages of the dimensions of the stress scale range from 2.61 to 3.40 (Sometimes). In this respect, it can be said that the level of participants' passion for work is 'average'. Results of the analysis of the answers to the question of "Does teachers' perception of psychological empowerment vary according to marital status, gender, school type, subject matter, time of service at school, and age variables?" show that there is no significant variation between the dimensions of empowerment scale and the variables marital status (p=0.248>0.05), subject matter (p=0.68>0.05), school type (p=0.418>0.05), time of service at the same school (p=0.70>0.05), and age (p=0.66>0.05).

However, the same results demonstrate a significant correlation between the gender variable and the dimension of 'self-determination' (p=0.006<0.05); between the seniority variable and the dimensions of 'meaning' (p=0.002<0.05), 'competence' (p=0.013<0.05) and 'in general' (p=0.021<0.05) on the empowerment scale. The findings of these correlations are presented in Tables 6, 7, and 8.

Table 6. The comparison of the values of the dimension 'self-determination' on the psychological empowerment scale and of the variable 'gender'

Gender	N	X̄	Standard Derivation	Self-determination	T	p
Male	397	3.8593	.70363	678	2.772	0.006**
Female	283	3.7080	.69914			
Total	680					

*p<0.05 **p<0.01 ***p<0.001

Looking at the values of the dimension of 'self-determination' in Table 6, it can be seen that the average of male teachers' perception is higher than of female teachers'. The questions in the dimension of 'self-determination' are about to what extent employees make decisions about activities in a workplace, and the answers in this study suggest that

male teachers have more freedom of making decisions about what is to be done at schools than female teachers.

Table 7. The values of the psychological empowerment scale with respect to meaning, competence, and psychological empowerment in general

Meaning	N	$\overline{X}$	St. Der.
1 - 10 years	264	4.1479	.67464
11 - 20 years	284	4.0602	.75004
21 - 30 years	115	4.3552	.52456
More than 31 years	17	3.9847	.81289
Total	680	4.1423	.69546
Competence	N	$\overline{X}$	St. Der.
1 - 10 years	264	3.9842	.68421
11 - 20 years	284	3.9273	.73941
21 - 30 years	115	4.1798	.56760
More than 31 years	17	3.7059	.79828
Total	680	3.9865	.69862
Psychological empowerment (in general)	N	$\overline{\overline{X}}$	St. Der.
1 - 10 years	264	3.9649	.58968
11 - 20 years	284	3.9181	.66267
21 - 30 years	115	4.1274	.47179
More than 31 years	17	3.8827	.60122
Total	680	3.9708	.60755

Table 8. The One Way Analysis of Variance (ANOVA) results of the values of the dimensions 'meaning', 'competence', and 'psychological empowerment in general' on the empowerment scale with respect to the 'seniority' variable

Source of the Variance		Sum of Squares	Self-Det.	Average of Squares	F	p	Significant Variation
Meaning	Intergroup	7.557	3	2.519	5.30	.001**	(between 11-20 years and 21-30 years)
	Intra-group	320.850	676	.475			
	Total	328.407	679				
Competence	Intergroup	6.630	3	2.210	4.60	.003**	(between 11-20 years and 21-30 years)
	Intra-group	324.767	676	.480			
	Total	331.398	679				
Psychological Empowerment in general	Intergroup	3.750	3	1.250	3.42	.017*	(between 11-20 years and 21-30 years)
	Intra-group	246.882	676	.365			
	Total	250.632	679				

*p<0.05 **p<0.01 ***p<0.001

Table 8 shows that there is a significant variation in 'meaning' dimension between 11-20 years ($\overline{X}_{11\text{-}20 \text{ yrs}}$=4.0602) and 21-30 years of seniority ($\overline{X}_{21\text{-}30 \text{ yrs}}$=4.3552) based on the one way analysis of variance and post-hocScheffe test ($F_{(3\text{-}679)}$=5.307, p<0.01). Looking at the average values of the groups, it can be seen that the values of teachers' perception of 'meaning' are significantly high. There is a significant correlation between the teachers of 11-20 years of seniority and the teachers of 21-30 years of seniority. It can be inferred that the latter group of teachers' perception of 'meaning' is higher than the former group.

As for the dimension of '**competence**', it has been found that there is a significant correlation between the teachers of 11-20 years of seniority ($\overline{X}_{11\text{-}20 \text{ yrs}}$=3.9273) and the teachers of 21-30 years of seniority ($\overline{X}_{21\text{-}30 \text{ yrs}}$=4.1798) ($F_{(3\text{-}679)}$= 4.600, p<0.01). Those who have 21-30 years of seniority have been found to have a higher level of 'competence'.

Finally, regarding the dimension of 'in general' on the empowerment scale, it has been found that there is a significant correlation between the teachers of 11-20 years of seniority ($\overline{X}_{11\text{-}20 \text{ yrs}}$=3.9181) and the teachers of 21-30 years of seniority ($\overline{X}_{21\text{-}30 \text{ yrs}}$=4.1274) ($F_{(3\text{-}679)}$= 3.423, p<0.01). Those who have 21-30 years of seniority have been found to have a higher level of the dimension 'in general' on the empowerment scale.

All in all, it can be inferred that the teachers of 21-30 years of seniority have higher levels of the dimensions of 'meaning', of 'competence', and of 'in general' on the psychological empowerment scale than the teachers in the other groups of seniority. It can be deduced that the teachers of 21-30 years of seniority find the activities related to their job more meaningful, that they are more confident of their own abilities, that they feel more independent in doing things about their job, that they take more care about their job, and that they feel stronger, in general.

Table 9. The correlation table of the dimensions of psychological empowerment (ee) and passion for work scales

	Ee. Meaning	Ee. Competence	Ee. Self-Determination	Ee. Impact	Ee.In General	Stress Insufficient Competence	Stress Disorder	Stress In General
Ee.Meaning	1							
Ee.Competence	.753***	1						
Ee.Self-determination	.591***	.688***	1					
Ee.Impact	.644***	.754***	.699***	1				
Ee.In general	.854***	.913***	.852***	.883***	1			
S.Insufficient Competence	.207***	.184***	.104**	.176***	.192**	1		
S. Disorder	-.126***	-.088*	-.068*	-.121**	-.115**	-.142***	1	
Stress In general	.080*	.088*	.037**	.058*	.075*	.714***	.592***	1

*p<0.05 **p<0.01 ***p<0.001

The results of the correlation analysis, as are shown in Table 9, suggest that there is a positive correlation between the 'meaning' dimension on the psychological empowerment scale and all the other dimensions on the same scale. This positive relationship also applies to all of the dimensions on the stress scale, except for the 'disorder' dimension, which has a negative relationship with the other dimensions. There is a 'high' level of correlation between the dimensions of 'meaning' and 'competence' (r=0.753; r²=0.567). 56% of the 'meaning' behaviors can be explained by the 'competence' behaviors. There is a 'moderate' level of correlation between the behaviors of 'meaning' and 'self-determination' (r=0.591; r²=0.349). 34.9% of the 'meaning' behaviors can be explained by the 'self-determination' behaviors. There is a 'moderate' level of correlation between the behaviors of 'meaning' and 'impact' (r=0.644; r²=0.414). 41.4% of the 'meaning' behaviors can be explained by the 'impact' behaviors. There is a 'high' level of correlation between the behavior of 'meaning' and empowerment 'in general' (r=0.854; r²=0.729). 72.9% of the 'meaning' behaviors can be explained by the empowerment 'in general'. There is a 'very low' level of correlation between the behavior of 'meaning' and the dimension of 'insufficient competence' (r=0.207; r²=0.042). Only 4.2% of the 'meaning' behaviors can be explained by the 'insufficient competence' behaviors. There is a 'very low' level of correlation between the behavior of 'meaning' and perceived stress 'in general' (r=0.080; r²=0.006).

There is a positive relationship between the 'competence' dimension on the psychological empowerment scale and all the other dimensions on the same scale. This positive relationship also applies to all of the dimensions on the stress scale, except for the 'disorder' dimension, which has a negative relationship with the other dimensions. There is a 'moderate' level of correlation between the behaviors of 'competence' and 'self-determination' (r=0.688; r²=0.473). 47.3% of the 'competence' behaviors can be explained by the 'self-determination' behaviors. There is a 'high' level of correlation between the behaviors of 'competence' and 'impact' (r=0.754; r²=0.568). 56.8% of the 'competence' behaviors can be explained by the 'impact' behaviors. There is a 'very high' level of correlation between the behavior of 'competence' and the psychological empowerment 'in general' (r=0.913; r²=0.833). 83.3% of the 'competence' behaviors can be explained by the psychological empowerment 'in general'. There is a 'very low' level of correlation between the behavior of 'competence' and the dimension of 'insufficient competence' on the stress scale (r=0.184; r²=0.033). Only 3.3% of the 'competence' behavior can be explained by the 'insufficient competence' behaviors. There is a 'very low' level relationship between the behavior of 'competence' and the stress 'in general' on the perceived stress scale (r=0.088; r²=0.007).

There is a positive correlation between the 'self-determination' dimension on the psychological empowerment scale and

all the other dimensions on the same scale. This positive relationship also applies to all of the dimensions on the stress scale, except for the 'disorder' dimension, which has a negative relationship with the other dimensions. There is a 'moderate' level of correlation between the behaviors of 'self-determination' and 'impact' (r=0.699; r²=0.488). 48.8% of the 'self-determination' behaviors can be explained by the 'impact' behaviors. There is a 'high' level of correlation between the behavior of 'self-determination' and the empowerment scale 'in general' (r=0.852; r²=0.725). 72.5% of the 'self-determination' behaviors can be explained by the empowerment scale 'in general'. There is a 'very low' level of correlation between the behavior of 'self-determination' and the dimension of 'insufficient competence' on the stress scale (r=0.104; r²=0.010). Only 1% of the 'competence' behaviors can be explained by the 'insufficient competence' behaviors. There is a 'very low' level of correlation between the behavior of 'self-determination' and the stress 'in general' on the perceived stress scale (r=0.037; r²=0.001).

There is a 'high' level of correlation between the behavior of 'impact' and the empowerment scale 'in general' (r=0.883; r²=0.779). 77.9% of the 'impact' behaviors can be explained by the empowerment scale 'in general'. There is a 'very low' level of correlation between the behavior of 'impact' and the dimension of 'insufficient competence' on the perceived stress scale (r=0.176; r²=0.030). Only 3% of the 'impact' behaviors can be explained by the 'insufficient competence' behaviors. There is a 'very low' level of correlation between the behavior of 'impact' and the stress 'in general' on the perceived stress scale (r=0.058; r²=0.003).

There is a 'very low' level of correlation between the behavior of 'in general' on the psychological empowerment scale and the dimension of 'insufficient competence' on the stress scale (r=0.192; r²=0.036). Only 3.6% of the behaviors of 'in general' on the empowerment scale can be explained by the 'insufficient competence' behavior. There is a 'very low' level of correlation between the behavior of 'in general' on the empowerment scale and the behavior of 'in general' on the perceived stress scale (r=0.075; r²=0.005).

There is a 'high' level of correlation between the behavior of 'insufficient competence' on the stress scale and the behavior of 'in general' on the same scale (r=0.714; r²=0.509). 50.9% of the behaviors of 'insufficient competence' on the stress scale can be explained by the behavior of 'in general' on the same scale.

Finally, there is a 'moderate' level of correlation between the behavior of 'disorder' and the behavior of 'in general' on the perceived stress scale (r=0.592; r²=0.350). 35% of the behaviors of 'disorder' can be explained by the behavior of 'in general' on the perceived stress scale.

The values extracted from multiple linear regression analysis of the answers given to the question of "Given that teachers' perception of 'impact' predicts their perception of 'insufficient competence', can someone claim that the variables of age, seniority, gender, and marital status also predict a significant relationship?" are presented in Table 10.

Table 10. The results of multiple regression analysis of the gender, age, seniority, and marital status variables

	Model	B	Std. Error	β	t	p
Step 1	Constant	3.277	.106		30.923	.000
	Gender (Dummy)	-.034	.023	-.059	-1.492	.136
	Age	-.004	.004	-.106	-1.012	.312
	Seniority	.007	.004	.195	1.882	.060
	Marital status	-.047	.030	-.066	-1.597	.111
Step 2	Constant	2.985	.123		24.304	.000
	Gender (Dummy)	-.038	.023	-.065	-1.673	.095
	Age	-.003	.004	-.092	-.894	.371
	Seniority	.006	.004	.173	1.688	.092
	Marital status	-.047	.029	-.065	-1.593	.112
	Psychological empowerment 'Impact'	**.072**	**.016**	**.171**	**4.526**	**.000**

Dependent Variable: Insufficient Competence
ΔR^2= 0.049 *** (*p<0.05 **p<0.01 ***p<0.001)

Table 10 shows the results of the analysis of the answers given to the question of "Given that teachers' perception of 'impact' predicts their perception of 'insufficient competence', can someone claim that the variables of age, seniority,

gender, and marital status also predict a significant relationship?". As the table suggests, gender, age, seniority, and marital status variables have been made to control variables in Step 1 to determine the level of correlation between the behaviors of 'impact' and 'insufficient competence'. Then, it has been found in Step 2 that the behavior of 'impact' in teachers significantly predicts the function of the organizational structure ($\beta= 0.171$; $p< 0.001$). This equation tells that one unit of increase in 'impact' behavior causes 0.171 unit of an increase in 'insufficient competence' behavior at an organisational level. As for the variance provided, it can be seen that 4.9% of 'insufficient competence' behaviors can be explained by 'impact' behavior ($\Delta R^2= 0.049$; $p< 0.001$).
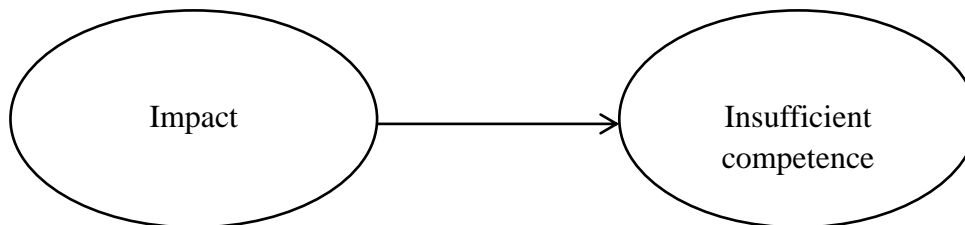
Figure 1. The effect of teachers' level of 'impact' on their level of 'insufficient competence'

(*p<0.05 **p<0.01 ***p<0.001)

Examining the participant teachers' answers to the fourth question of "Given that teachers' perception of 'impact' predicts their perception of 'insufficient competence', can someone claim that the variables of age, seniority, gender, and marital status also predict a significant relationship?", it can be seen that the answer to the question is 'yes' ($\beta=0.171$; $p< 0.001$).

4. Results and Discussion

It is recommended that the human resources at hand be used as reasonably as possible in order to maintain an organizational efficiency (Siegall & Gardner, 2000). It has been found that employees should be delegated in order for the organisation to be effective and successful. One of the methods of making employees in an organisation participate in the decision-making process is empowering them, since empowerment is a fundamental component of organizational and administrative effectiveness, and it plays a central part in maintaining and developing collective consciousness (Conger & Kanungo, 1988).

It has been deduced that the averages of the dimension on the psychological empowerment scale are at the level of 'very often'. In this sense, it can be claimed that the participants' perception of the empowerment scale is at a 'high' level. In his work Doğan (2006), concluded that the ones who were appreciated and cared about were more likely to feel stronger.

Also, it has can be seen that the averages of the dimension on the perceived stress scale are at the level of 'sometimes'. In this respect, it can be said that the participants regard their stress level 'moderate'. Aslan (1995), concluded that teachers assumed their job a bit stressful and that they could not do well for that reason. This conclusion supports our findings.

It has been found that there is a significant correlation between the 'gender' variable and the 'self-determination' dimension. Another significant correlation has been observed between the 'seniority' variable and 'competence' dimension and psychological empowerment 'in general'.

Looking at the values of the dimension of 'self-determination' on the empowerment scale, it can be seen that the average of male teachers' perception is higher than female teachers'. The questions in the dimension of 'self-determination' are about to what extent employees make decisions about activities in a workplace, and the answers in this study suggest that male teachers have more freedom of making decisions about what is to be done at schools than female teachers.

Based on the one-way analysis of variance and post-hocScheffe test it can be claimed that in 'meaning' dimension of the empowerment scale, there is a significant variation between 11-20 years and 21-30 years of seniority. Looking at the average values of the groups, it can be seen that the values of the teachers' perception of 'meaning' are significantly high. There is a significant correlation between the teachers having 11-20 years of seniority and the teachers having 21-30 years of seniority. It can be inferred that the latter group of teachers' perception of 'meaning' is higher than the former group.

It has also been found out that there is a significant relationship between the 'competence' dimension and 'seniority' variable. The teachers having 21-30 years of seniority have a higher level of 'competence' than the ones having 11-20 years of seniority.

This significant correlation applies also to the relationship between 'seniority' and empowerment scale 'in general'. The teachers of 21-30 of seniority have a higher level of perception of 'in general' dimension on the empowerment scale than the ones of 11-20 years of seniority. When the values obtained from the findings are examined in depth, it can be inferred that the teachers of 21-30 years of seniority have higher levels of the dimensions of 'meaning', of 'competence', and of 'in general' on the psychological empowerment scale than the teachers in the other groups of seniority. Furthermore, it can be deduced that the teachers of 21-30 years of seniority find the activities related to their job more meaningful, that they are more confident of their own abilities, that they feel more independent in doing things about their job, that they take more care about their job, and that they feel stronger, in general.

The results of the correlation analysis suggest that there is a positive correlation between the 'meaning' dimension on the psychological empowerment scale and all the other dimensions on the same scale. This positive relationship also applies to all of the dimensions on the stress scale, except for the 'disorder' dimension, which has a negative relationship with the other dimensions. There is a 'high' level of correlation between the dimensions of 'meaning' and 'competence'. 56% of the 'meaning' behaviors can be explained by the 'competence' behaviors. There is a 'moderate' level of correlation between the behaviors of 'meaning' and 'self-determination'. 34.9% of the 'meaning' behaviors can be explained by the 'self-determination' behaviors. There is a 'moderate' level of correlation between the behaviors of 'meaning' and 'impact'. 41.4% of the 'meaning' behaviors can be explained by the 'impact' behaviors. There is a 'high' level of correlation between the behavior of 'meaning' and empowerment 'in general'. 72.9% of the 'meaning' behaviors can be explained by the empowerment 'in general'. There is a 'very low' level of correlation between the behavior of 'meaning' and the dimension of 'insufficient competence'. Only 4.2% of the 'meaning' behaviors can be explained by the 'insufficient competence' behaviors. There is a 'very low' level of correlation between the behavior of 'meaning' and perceived stress 'in general'. Only 0.6% of the 'meaning' behaviors can be explained by the 'in general' behaviors on the perceived stress scale. It is noteworthy that the 'meaning' dimension is mostly influenced by the 'in general' behavior on the empowerment scale by a rate of 72.9%, which is followed by the 'competence' dimension by a rate of 56.7%. In a research done by Fulford & Enz (1995),it was discovered that there was a positive relationship between the dimensions of 'satisfaction', 'employee performance', 'loyalty', 'service delivery' and the dimensions of 'meaning', 'competence', 'impact' (Hançer & Georger, 2003).

There is a positive relationship between the 'competence' dimension on the psychological empowerment scale and all the other dimensions on the same scale. This positive relationship also applies to all of the dimensions on the stress scale, except for the 'disorder' dimension, which has a negative relationship with the other dimensions. There is a 'moderate' level of correlation between the behaviors of 'competence' and 'self-determination'. 47.3% of the 'competence' behaviors can be explained by the 'self-determination' behaviors. There is a 'high' level of correlation between the behaviors of 'competence' and 'impact'. 56.8% of the 'competence' behaviors can be explained by the 'impact' behaviors. There is a 'very high' level of correlation between the behavior of 'competence' and the psychological empowerment 'in general'. 83.3% of the 'competence' behaviors can be explained by the psychological empowerment 'in general'. There is a 'very low' level of correlation between the behavior of 'competence' and the dimension of 'insufficient competence' on the stress scale. Only 3.3% of the 'competence' behavior can be explained by the 'insufficient competence' behaviors. There is a 'very low' level relationship between the behavior of 'competence' and the stress 'in general' on the perceived stress scale. Only 0.7% of 'competence' behaviors can be explained by the behavior of 'in general' on the empowerment scale. It becomes remarkable then that the dimension of 'competence' is mostly affected by the 'in general' behavior on the empowerment scale by a rate of 83.3%, which is followed by the 'impact' dimension by a rate of 56.8%.

There is a positive correlation between the 'self-determination' dimension on the psychological empowerment scale and all the other dimensions on the same scale. This positive relationship also applies to all of the dimensions on the stress scale, except for the 'disorder' dimension, which has a negative relationship with the other dimensions. There is a 'moderate' level of correlation between the behaviors of 'self-determination' and 'impact'. 48.8% of the 'self-determination' behaviors can be explained by the 'impact' behaviors. There is a 'high' level of correlation between the behavior of 'self-determination' and the empowerment scale 'in general'. 72.5% of the 'self-determination' behaviors can be explained by the empowerment scale 'in general'. There is a 'very low' level of correlation between the behavior of 'self-determination' and the dimension of 'insufficient competence' on the stress scale. Only 1% of the 'competence' behaviors can be explained by the 'insufficient competence' behaviors. There is a 'very low' level of correlation between the behavior of 'self-determination' and the stress 'in general' on the perceived stress scale. Only 0.1% of the 'self-determination' behaviors can be explained by the stress 'in general' on the perceived stress scale. It can be claimed then that the 'self-determination' dimension is most highly impacted by the 'in general' behavior on the empowerment scale with a rate of 72.5%, and the second highest impact comes from the 'impact' dimension with a rate of 48.8%.

There is a 'high' level of correlation between the behavior of 'impact' and the empowerment scale 'in general'. 77.9% of the 'impact' behaviors can be explained by the empowerment scale 'in general'. There is a 'very low' level of correlation between the behavior of 'impact' and the dimension of 'insufficient competence' on the perceived stress scale. Only 3% of the 'impact' behaviors can be explained by the 'insufficient competence' behaviors. There is a 'very low' level of correlation between the behavior of 'impact' and the stress 'in general' on the perceived stress scale. Only 0.3% of the impact behaviors can be explained by the stress 'in general' on the perceived stress scale. These findings show us that the 'impact' dimension is mostly affected by the empowerment scale 'in general' with a rate of 77.9%, and second secondly by 'insufficient competence' with a rate of 3%. In their research Doğan & Demiral (2009) found that there was a significant correlation in the dimensions of 'impact' and 'meaning', which supports the findings in this study.

There is a 'very low' level of correlation between the behavior of 'in general' on the psychological empowerment scale and the dimension of 'insufficient competence' on the stress scale. Only 3.6% of the behaviors of 'in general' on the empowerment scale can be explained by the 'insufficient competence' behavior. There is a 'very low' level of correlation between the behavior of 'in general' on the empowerment scale and the behavior of 'in general' on the perceived stress scale. Only 0.5% of the behaviors of 'in general' on the empowerment scale can be explained by the behaviors of 'in general' on the perceived stress scale. Therefore, it can be inferred that the behavior of 'in general' is mostly influenced by the behavior of 'insufficient competence' at a rate of 3.6%.

There is a 'high' level of correlation between the behavior of 'insufficient competence' on the stress scale and the behavior of 'in general' on the same scale. 50.9% of the behaviors of 'insufficient competence' on the stress scale can be explained by the behavior of 'in general' on the same scale.

There is a 'moderate' level of correlation between the behavior of 'disorder' and the behavior of 'in general' on the perceived stress scale. 35% of the behaviors of 'disorder' can be explained by the behavior of 'in general' on the perceived stress scale.

Finally, we would like to mention about the answers given to the question of "Given that teachers' perception of 'impact' predicts their perception of 'insufficient competence', can someone claim that the variables of age, seniority, gender, and marital status also predict a significant relationship?" As it can be seen on Table 10; gender, age, seniority, and marital status variables have been made control variables in Step 1 to determine the level of correlation between the behaviors of 'impact' and 'insufficient competence'. Then, it has been found in Step 2 that the behavior of 'impact' in teachers significantly predicts the function of the organizational structure. This equation tells that one unit of increase in 'impact' behavior causes 0.171 unit of increase in 'insufficient competence' behavior at an organizational level. As for the variance provided, it can be seen that 4.9% of 'insufficient competence' behaviors can be explained by 'impact' behavior.

Limitations of the study

The limitation of this study is to find out if there is a correlation and what kind of a correlation there is between how primary, secondary, and high school teachers perceive psychological empowerment provided for them and their perception of stress.

Recommendations

- In service trainings can be given to improve the teachers' perception of psychological empowerment during their carriers.
- Simillar studies can be conducted to private schools and the results can be compared with this study.
- Studies for bringing into open the reasons for the stress of teachers can be done.
- What kinds of psychological empowerment studies should be done for the teachers to improve their perception of psychological empowerment during their carriers can also be done.

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