

The Moderation Effect of the Teachers' Anxiety on the Relationship Between Empowerment and Organizational Commitment

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ABSTRACT This study aims to determine the moderation effect of anxiety competencies of teachers on the relationship between primary empowerment and organizational commitment. The target population of this research, which is in causal-comparative model, consists of school administrators and teachers working in primary schools in the city center of Kahramanmaraş in 2012-2013 academic year. The sampling of the research consists of 165 teachers who were selected randomly from the target population. Data were analyzed by hierarchical multiple linear regression method. As a result, empowerment competencies of teachers and anxiety competencies of teachers significantly predict Organizational Commitment levels. The results of the moderation tests show that teachers' anxiety is moderator of the relationship between empowerment and organizational commitment levels.