

PSYCHOLOGICAL EMPOWERMENT AND PROFESSIONAL COMMITMENT OF TEACHERS IN PWINT PHYU TOWNSHIP

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Abstract

The main purpose of this study was to investigate psychological empowerment and professional commitment of teachers in Pwint Phyu Township. The quantitative research design and questionnaire survey method were used in this study. A total of 310 (male=68, female=242) teachers were randomly chosen from selected high schools in Pwint Phyu Township. In this study, psychological empowerment questionnaire developed by Singh and Kaur (2019) and professional commitment questionnaire developed by Meyer and Allen (1993) were applied. The result of independent samples *t*-test showed that there was no significant difference in psychological empowerment by gender. The results of ANOVA showed that there were no significant differences in both psychological empowerment and professional commitment by teaching experience and position. According to the result of this study, there was a significant difference in psychological empowerment of teachers by school. Female teachers were significantly higher in professional commitment than male teachers. The results showed that there was a significant difference in professional commitment by school. Moreover, there was significant positive relationship between psychological empowerment and professional commitment of teachers. Schools administrators should recognize the role of psychological empowerment and create a supportive environment to promote teachers' professional development, which, in turn, can increase schools' productivity.

Keywords: *Empowerment, Psychological Empowerment, Professional Commitment*

Introduction

The effective knowledgeable workforce is the most fundamental need of school organization with the expectations to promote human quality in all aspects of life. Educational organization, therefore, is upgrading environment to promote human qualities for the need of hours (Thoker, 2017).

Empowerment culture came as a turning point in many educational and learning institutions as it helps building human resources who are qualified for self-leadership which helps in improving and developing the educational process and achieving its goals efficiently and effectively (Othman & Barakat, 2016). Psychological empowerment has been emphasized as an important factor for employees' health (Zimmerman et al. 1994), satisfaction and loyalty (Spreitzer, 1995).

During and even after school hours, a committed teacher mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance (Bashir, 2017). Psychological empowered teachers received encouragement of their work ability that made them more committed. As empowerment was increased commitment moved to high level (Dee, Henkin & Singleton, 2006).

There was misfortune that teachers' psychological empowerment and professional commitment correlation has not been investigated at school level in Myanmar. Therefore, the major concern of the study was to investigate the relationship between psychological empowerment and professional commitment of teachers.

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Aim of the Study

The main aim of the study was to investigate psychological empowerment and professional commitment of teachers in Pwint Phyu Township. The specific objectives of the study were as follows:

- (i) To study the psychological empowerment of teachers.
- (ii) To explore the differences in psychological empowerment of teachers by gender, teaching experience, designation and school.
- (iii) To study the professional commitment of teachers.
- (iv) To explore the differences in professional commitment of teachers by gender, teaching experience, designation and school.
- (v) To find out the relationship between psychological empowerment and professional commitment of teachers.

Scope of the Study

The participants of this study were teachers from selected Basic Education High Schools in Pwint Phyu Township.

Definition of the Key Terms

Empowerment - Empowerment is the ability to enact, equip, or enable positive personal and professional change (Robbins & Frendendall, 2002).

Psychological Empowerment - Psychological empowerment is defined as “increased intrinsic task motivation manifested in asset of cognitions (task assessment) reflecting an individual’s orientation to his or her work role” (Thomas & Velthouse, 1990).

Professional Commitment - Mowday (1979) defined professional commitment as the extent to which one identifies with one’s profession and accepts its values.

Review of Related Literature

Thomas and Velthouse’s (1990) Cognitive Model of Empowerment

Psychological Empowerment – Meaning –sense of meaningfulness that work is important

- Competence- Competence to perform their tasks well
- Self- determination – freedom to choose how they carry out their tasks
- Impact- belief that their work has an impact on the effectiveness of the larger system

Meyer, Allen and Smith’s (1993) Three Components Model of Professional Commitment
 Professional Commitment- Affective Professional Commitment- Identification with, involvement in, and emotional attachment to the profession (affection for your job)
 Continuance Professional Commitment- Recognition of the costs associated with leaving their profession (fear of loss)
 Normative Professional Commitment-Sense of obligation to the profession.

Method

Sampling

In this study, 310 teachers (Male=68, Female=242) in Pwint Phyu Township were selected as the participants. In this study, simple random sampling method was used.

Method

Descriptive research design and questionnaire survey method were used in this study.

Instrumentation

Psychological Empowerment questionnaire developed by Singh and Kaur (2019) was used to measure teachers' empowerment. This questionnaire classified four psychological empowerments; meaningfulness, competence, self-determination and impact. Professional Commitment questionnaire developed by Meyer and Allen (1993) was used to measure teachers' Professional commitment. This questionnaire classified three professional commitments; affective professional commitment, continuance professional commitment and normative professional commitment. Each item of these two questionnaires was scored according to the following categories, "1" strongly disagree, "2" disagree, "3" no opinion, "4" agree, and "5" strongly agree. In professional commitment questionnaire, item no. 2, 4, 5, 11 and 14 were reverse items.

After translating these questions to Myanmar Version, the experts review was conducted for the content validity. Then, after preparing the instruments, pilot study was conducted with 51 teachers in Mawlamyine Township. The Cronbach's alpha were 0.897 for psychological empowerment questionnaire and 0.776 for professional commitment questionnaire respectively.

Findings

The findings and results of this study were discussed in this section. In order to compare the mean scores of teachers' psychological empowerment, the descriptive statistics was conducted (see in Table 1).

Table 1 Descriptive Statistics for Psychological Empowerment of Teachers

Variables	No. of items	Minimum	Maximum	Mean	Mean%	SD
Meaningfulness	14	44	70	61.33	87.61%	4.976
Competence	6	17	30	26.40	88%	2.443
Self-determination	3	9	15	13.15	87.66%	1.371
Impact	4	11	20	15.76	78.8%	2.710
Psychological Empowerment	27	87	135	116.63		9496

According to the Table 1, the mean percent of meaningfulness, competence, self-determination and impact were 87.61 %, 88 %, 87.66 %, and 78.8 %. Among them, the mean percent of competence was the highest. For psychological empowerment, the highest possible score was 135 and the lowest possible score was 27. The mean score of psychological

empowerment of teachers in this study was 116.63. Therefore, it can be said that the psychological empowerment of teachers in Pwint Phyu Township was satisfactory.

To find out the gender differences in psychological empowerment of teachers, descriptive statistics and independent samples *t*-test were conducted. The results were reported in Table 2.

Table 2 Results of Descriptive Statistics and Independent Samples *t*-test for Psychological Empowerment by Gender

Variables	Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Meaningfulness	Male	68	61.54	5.996	.409	308	.683
	Female	242	61.26	4.662			
Competence	Male	68	26.04	3.064	-1.349	308	.178
	Female	242	26.50	2.236			
Self-determination	Male	68	12.96	1.606	-1.290	308	.198
	Female	242	13.20	1.296			
Impact	Male	68	16.22	2.916	1.597	308	.111
	Female	242	15.63	2.641			
Psychological Empowerment	Male	68	116.76	11.948	.136	308	.892
	Female	242	116.59	8.713			

According to the Table 2, there was no significant difference in psychological empowerment by gender. This result was consistent with the finding of Khin Thuzar Myint (2017).

To find out the differences in psychological empowerment of teachers by teaching experience, descriptive statistics and One Way ANOVA were conducted. The results were reported in Table 3 and 4.

Table 3 Mean and Standard Deviation for Psychological Empowerment of Teachers by Teaching Experience

Variable	Teaching Experience	<i>N</i>	Mean	<i>SD</i>
Psychological Empowerment	under 10 years	99	115.48	9.285
	10 to 20 years	115	117.73	9.819
	over 20 years	96	116.48	9.263

Table 3 displayed mean and standard deviation for professional commitment of teachers according to teaching experience.

Table 4 ANOVA Results for Psychological Empowerment of Teachers by Teaching Experience

Variable		Sum of Squares	df	Mean Square	F	p
Psychological Empowerment	Between Group	271.264	2	135.632	1.509	.223
	Within Group	27591.329	307	89.874		
	Total	27862.594	309			

According to the result of Table 4, there was no significant difference in psychological empowerment by teaching experience. This result was consistent with the finding of Sanli (2019).

To find out the differences in psychological empowerment of teachers by position, the descriptive statistics and One Way ANOVA were conducted. The results were reported in Table 5 and 6.

Table 5 Mean and Standard Deviation for Psychological Empowerment of Teachers by Designation

Variable	Position	N	Mean	SD
Psychological Empowerment	SAT	113	115.98	9.209
	JAT	143	116.92	9.591
	PAT	54	117.20	9.931

Table 5 displayed mean and standard deviation for professional commitment of teachers according to designation (SAT= Senior Assistant Teacher, JAT=Junior Assistant Teachers and PAT= Primary Assistant Teachers).

Table 6 ANOVA Results for Psychological Empowerment of Teachers by designation

Variable		Sum of Squares	df	Mean Square	F	p
Psychological Empowerment	Between Groups	76.877	2	38.438	.425	.654
	Within Groups	27785.717	307	90.507		
	Total	27862.594	309			

According to ANOVA results, there was no significant difference in psychological empowerment of teachers according to designation.

To find out the differences in psychological empowerment of teachers by school, the descriptive statistics and One Way ANOVA were conducted. The results were reported in Table 7 and 8.

Table 7 Descriptive Statistics for Psychological Empowerment of Teachers by School

Variable	School	N	Mean	SD
Psychological Empowerment	School 1	31	122.19	8.236
	School 2	23	118.09	8.544
	School 3	35	123.97	11.876

Variable	School	N	Mean	SD
	School 4	29	115.21	10.718
	School 5	31	111.10	5.268
	School 6	69	112.59	6.424
	School 7	24	126.13	9.081
	School 8	34	114.71	4.476
	School 9	34	112.65	8.086

The mean score of teachers from School 7 had the highest mean score 126.13. The mean score of teachers from School 5 had the lowest mean score 111.10.

Table 8 ANOVA Results for Psychological Empowerment of Teachers by School

Variable		Sum of Squares	df	Mean Square	F	p
Psychological Empowerment	Between Groups	7855.403	8	981.925	14.773	.000
	Within Groups	20007.191	301	66.469		
	Total	27862.594	309			

According to ANOVA results, there was a significant difference in psychological empowerment according to school at the 0.001 level.

Table 9 Results of Game-Howell Multiple Comparison for Psychological Empowerment by School

Variable	School (I)	School (J)	Mean Difference (I-J)	p
Psychological Empowerment	School 1	School 5	11.097***	.000
		School 6	9.599***	.000
		School 8	7.488**	.001
		School 9	9.546***	.000
	School 2	School 5	6.990*	.034
	School 3	School 5	12.875***	.000
		School 6	11.377***	.000
		School 8	9.266**	.003
		School 9	11.324**	.001
	School 7	School 4	10.9188**	.006
		School 5	15.028***	.000
		School 6	13.531***	.000
		School 8	11.419***	.000
		School 9	13.478***	.000

Note * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to the Table 9, teachers from School 1 and School 3 were higher in psychological empowerment than teachers from School 5, School 6, School 8 and School 9. Teachers from School 2 were higher in psychological empowerment than teachers from School 5. Teachers from School 7 were higher in psychological empowerment than teachers from School 4, School 5, School 6, School 8 and School 9. This result was consistent with the finding of Khin Thuzar Myint (2017).

In order to compare the mean scores of teachers' professional commitment, the descriptive statistics was conducted (see in Table 10).

Table 10 Description Statistics for the Professional Commitment of Teachers

Variables	No. of items	Minimum	Maximum	Mean	SD
Affective Professional Commitment	6	18	30	25.32	2.420
Continuance Professional Commitment	6	14	30	24.09	2.752
Normative Professional Commitment	6	13	30	23.78	2.259
Professional Commitment	18	49	86	73.19	5.727

In Table 10, the mean scores of affective professional commitment, continuance professional commitment and normative professional commitment were 25.32, 24.09 and 23.78. Among them, the mean of affective professional commitment was the highest. Therefore, it can be concluded that most of the teachers in this study had emotional attachment to the profession. For professional commitment, the highest possible score was 86 and the lowest possible score was 18. The mean score of professional commitment was 73.19. Therefore, it can be said that the professional commitment of teachers were satisfactory.

To find out the gender differences in professional commitment of teachers, descriptive statistics and independent samples *t*-test were conducted. The results were reported in Table 11.

Table 11 Results of Descriptive Statistics and Independent Samples *t*-test for Professional Commitment by Gender

Variables	Gender	N	Mean	SD	<i>t</i>	df	<i>p</i>
Affective Professional Commitment	Male	68	24.79	2.894	-2.024*	308	.044
	Female	242	25.46	2.254			
Continuance Professional Commitment	Male	68	23.35	3.450	-2.511*	308	.013
	Female	242	24.29	2.492			
Normative Professional Commitment	Male	68	23.21	2.713	-2.407*	308	.017
	Female	242	23.95	2.092			
Professional Commitment	Male	68	71.35	7.399	-3.028**	308	.003
	Female	242	73.70	5.062			

Note * $p < 0.05$, ** $p < 0.01$

According to Table 11, the result of independent samples *t* test showed that there were significant differences in affective professional commitment, continuance professional

commitment and normative professional commitment by gender at 0.05 and 0.01 level. Moreover, the female teachers were significantly higher in overall professional commitment than the male teachers. This result was consistent with the findings of Ambrish and Azkiya (2016).

To find out the differences in professional commitment of teachers by teaching experience, descriptive statistics and One Way ANOVA were conducted. The results were reported in Table 12 and 13.

Table 12 Mean and Standard Deviation for Professional Commitment of Teachers by Teaching Experience

Variable	Teaching Experience	N	Mean	SD
Professional Commitment	under10 years	99	73.04	5.336
	between 10 to 20 years	115	73.24	6.101
	over 20 years	96	73.27	5.711

According to Table 12, teachers whose teaching experiences was over 20 years had the highest mean score (73.27) in professional commitment. The teachers whose teaching experience was under 10 years had the lowest mean score (73.04) in professional commitment.

Table 13 ANOVA Results for Professional Commitment of Teachers by Teaching Experience

Variable		Sum of Squares	df	Mean Square	F	p
Professional Commitment	Between Groups	3.169	2	1.585	.048	.953
	Within Groups	10131.979	307	33.003		
	Total	10135.148	309			

According to the result of Table 13, there was no significant difference in professional commitment by teaching experience.

To find out the differences in professional commitment of teachers by position, descriptive statistics and One Way ANOVA were conducted. The results were reported in Table 14 and 15.

Table 14 Descriptive Statistics for Professional Commitment of Teachers by Designation

Variable	Position	N	Mean	SD
Professional Commitment	SAT	113	74.01	4.997
	JAT	143	72.88	6.346
	PAT	54	72.28	5.293

The SAT teachers had the highest mean scores (74.01) and the PAT teachers had lowest mean score (72.28).

Table 15 ANOVA Results for Professional Commitment of Teachers by Designation

Variable		Sum of Squares	df	Mean Square	F	p
Professional Commitment	Between Groups	134.345	2	67.172	2.062	.129
	Within Groups	10000.804	307	32.576		
	Total	10135.148	309			

According to ANOVA results, there were no significant differences in professional commitment of teachers according to designation.

To find out the differences in professional commitment of teachers by school, descriptive statistics and One Way ANOVA were conducted. The results were reported in Table 16 and 17.

Table 16 Descriptive Statistics for Professional Commitment of Teachers by School

Variable	School	N	Mean	SD
Professional Commitment	School 1	31	74.68	4.166
	School 2	23	74.57	5.719
	School 3	35	75.89	5.427
	School 4	29	73.31	5.086
	School 5	31	71.23	6.746
	School 6	69	69.84	4.877
	School 7	24	75.50	4.881
	School 8	34	74.71	3.614
	School 9	34	73.44	7.258

The mean score of teachers from School 3 had the highest mean score (75.89) and the mean score of teachers from School 6 had the lowest mean score (69.84).

Table 17 ANOVA Results for Professional Commitment among of Teachers by School

Variable		Sum of Squares	df	Mean Square	F	p
Professional Commitment	Between Groups	1468.865	8	183.608	6.377***	.000
	Within Groups	8666.283	301	28.792		
	Total	10135.148	309			

Note *** $p < 0.001$

There was a significant difference in professional commitment by school. To obtain the more detailed information about this, Post Hoc Test was executed by Games-Howell method.

Table 18 Results of Game-Howell Multiple Comparisons for Professional Commitment of Teachers by School

Variable	School (I)	School (J)	Mean-Difference (I-J)	p
Professional Commitment	School-6	School 1	-4.837***	.000
		School 2	-4.725*	.028
		School 3	-6.045***	.000
		School 7	-5.659**	.001
		School 8	-4.865***	.000

Note * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to the results of Table 18, teachers from School 6 were significantly lower than those from School 1, School 2, School 3, School 7 and School 8.

In order to investigate whether there was any significant relationship between psychological empowerment and professional commitment of teachers, Pearson Product-Moment Correlation Coefficient was calculated. The result was shown in Table 19.

Table 19 Relationship between Psychological Empowerment and Professional Commitment of Teachers

Variable	Professional Commitment (PC)
Psychological Empowerment (PE)	377**

Note ** $p < 0.01$

By the result of Table 19, there was significant positive relationship between psychological empowerment and professional commitment of teachers. This result was consistent with the finding of Aghaei and Savari (2014).

Conclusion

The aim of the present study was to study psychological empowerment and professional commitment of teachers in Pwint Phyu Township. The total of 310 basic education high school teachers from Pwint Phyu Township were participated in this study. Psychological Empowerment Questionnaire developed by Singh and Kaur (2019) and Professional Commitment Questionnaire developed by Meyer and Allen (1993) were used.

According to descriptive statistics, the results revealed that the psychological empowerment of teachers in Pwint Phyu Township was satisfactory and the state of professional commitment of teachers was satisfactory.

In examining the gender differences of teachers' psychological empowerment, there was no significant difference in psychological empowerment by gender. This result was consistent with the finding of Khin Thuzar Myint (2017). This may be due to the fact that both male and female teachers may have power and control of internal work act as the stimuli of an individual, which eventually increases conviction about his effectiveness at work and have intrinsically motivated for work and finish assigned duties more effectively.

The result revealed that there was no significant difference in psychological empowerment by teaching experience. This result was consistent with the finding of Onder Sanli (2019). This may be due to the facts that teachers in all level of teaching experience may have similar perception that their work is very beneficial or meaningful and they may believe that they have competence to perform their duties which impact on their work performance and organizational outcomes, which leads active behavior of the individual in their work situations.

According to ANOVA results, there was no significant difference in professional commitment of teachers according to position.

According to ANOVA results, it showed that there was a significant difference in psychological empowerment of teachers by school. Teachers from School 1 and School 3 were higher in psychological empowerment than teachers from School 5, School 6, School 8 and School 9. Teachers from School 2 were higher in psychological empowerment than teachers from

School 5. Teachers from School 7 were higher in psychological empowerment than teachers from School 4, School 5, School 6, School 8 and School 9. This result was consistent with the finding of Khin Thuzar Myint (2017). This may be due to the fact that teachers in School 1, School 2, School 3 and School 7 may have more autonomy or self-determination about how to do their job and complete their assigned duties than teachers in other school.

The result found that the female teachers were significantly higher in professional commitment than the male teachers. This result was consistent with the finding of Ambrish and Azkiya (2016). The possible reason for this result may be that female teachers may perceive teaching profession as the most suitable and comfortable wherein they work hard for their professional own growth and handle the professional responsibilities in effective manner.

According to ANOVA result, there was no significant difference in professional commitment by teaching experience. This may be due to the fact that every teacher in all teaching experience level may be equally accepted the aims of the profession with full efforts resulting in strong desire to participate in job.

According to ANOVA results, there was no significant difference in professional commitment of teachers according to position. This may be due to the fact that teachers in all position may be devoted their personal time, established the affective bond of agreement related to professional behavior and dedicated towards their profession.

According to ANOVA results, there was a significant difference in professional commitment according to school. The results of Post Hoc test by Game-Howell Multiple Comparison showed that the teachers from School 6 were significantly lower than teachers from School 1, School 2, School 3, School 7 and School 8. This may be due to the fact that teachers from School 1, School 2, School 3, School 7 and School 8 may have more supportive and attractive work environment for the development skills and experience, means for improved knowledge transfer and professional development opportunities to become efficient and effective in achieving a high level of commitment and professionalism.

According to the results, there was a statistically significant correlation between psychological empowerment and professional commitment of teachers. This result was in line with the finding of Aghaei and Savari (2014). Therefore, the higher the psychological empowerment of teachers was, the more committed towards the profession.

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