

Influence of Empowerment over Job Satisfaction, Organizational Commitment, and Performance: An Investigation of Private Sector Schools in Hyderabad Region

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Abstract

In today's competitive age, organizations strive for maintaining satisfied, committed, and well-performed employees. Employees' empowerment drives organizational and attitudinal outcomes including satisfaction, commitment, and performance. This is a quantitative cross-sectional research to investigate organizational outcomes in private schools in Hyderabad region. Data were collected from 387 school teachers through structured interview using survey questionnaire to make it easy for the understanding of teachers who teach in different grades in private schools. A structural equation modeling technique through Smart PLS-3 was applied to test study model. Finding revealed that employee empowerment drives job satisfaction and organizational commitment. Whereas employee empowerment does not have a significant and positive relationship with employee performance. Findings further revealed that the organizational commitment enhances employee performance. On the contrary, job satisfaction was not found to have a significant and positive relationship with employee performance. Implications for theory and practitioners have been discussed in the last section of the paper.

Keywords: Job Satisfaction, Employee Performance, Employee Empowerment, and Organizational Commitment

Introduction:

Teachers' role in improving education quality is most important in any country, therefore teachers' empowerment and performance of private secondary schools is an essential tactical initiative (Chebet R, 2013). To empower school teachers is the basic requirement and of importance for those organizations (Schools) that want to be successful and to possess a competitive advantage among the competitors. Bhatnagar, (2007) elaborated that when employees feel empowered, they perform their services proactively, remain satisfied, and show more commitment to their organizations and jobs. Likewise, the structural

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empowerment theory highlights those employees who are empowered use organizational resources efficiently, information properly, take chances, and arrange provisions to perform on their jobs are found more satisfied and committed to their assigned tasks. Comparatively to the employees who are not empowered, the un-empowered employees remained dissatisfied and do not perform accordingly (Kantar, 1997). In the same way, Spreitzer, (1995) highlighted that from psychological empowerment's perspective employees feel inspired based on their job experiences. Employee empowerment (EE) means giving authority and powers to employees about their occupations.

These days due to worldwide competitiveness employee's active role is desired by most organizations, every organization is trying to facilitate employee's standpoint by taking all necessary measures such as empowering employees or to up-leave them in organizations through employee autonomy by which, employees make decisions according to the authority and powers delegated to them. This leads to more organizational performance because empowered employees are more involved and motivated as a result their performance improves, which, ultimately increases the organizational performance and contributes to the goal attainment (Mohapatra and BK Sundaray, 2018). Employees who have complete control over work that they do for the organization with absolute awareness of power and authority make them responsible and accountable for actions taken for their individual and collective performance (Mohamad et al., 1998). Similarly, Hage and Lorenson, (2005) pointed out empowerment as a process that empowers employees for decision-making for the development of organizations.

Similarly, Job Satisfaction (JS) is a vital element that every organization desires to accomplish. Keskin and Ceylan, (2007) pointed out that it is a positive behavior from an employee to his/her job. JS is feelings of employees to the job, so it varies from employee to employee and from time to time. The employees who perform very well are more committed to the organization, therefore the performance of the employee can simply be foreseen by the commitment of the employee to the organization (Chung et al., 2003; Moris & Sherman, 1981 and Wallace, 1995). Performance means quality work by an employee for the organization that is based on standards and is measured at a particular time. Competence and to be useful for the organization are perceived raw materials that can produce the finished products in the form of employee performance which is the yield for the organization that it earns frequently at different intervals for sustenance and survival (Cooke, 2000).

Research Gap

In the light of bulk, literature reviewed it is identified that despite great emphasis laid on research in the field of EE worldwide there are a few studies undertaken on EE in the case of developing countries context (Mohapatra and BK Sundary, 2018). Likewise, there is a lack of an empirical study to be undertaken in the education sector of Pakistan. Since the domain of private schools is a vivid gap that must be bridged by empirical findings of this research. Therefore, this study was carried out in the domain of education of private schools based in Hyderabad Sindh, Pakistan region. A new variable is incorporated in this research i.e., Employee Performance (EP) to determine its relationship with employee empowerment. Thus, this study is undertaken to fill the contextual and knowledge gap specifically in private schools of the Hyderabad region and generally for private schools of the entire country.

Objectives of the Study

1. To identify the influence of employee empowerment over job satisfaction.
2. To identify the influence of employee empowerment over organizational commitment.
3. To identify the influence of employee empowerment over employee performance.
4. To identify the influence of organizational commitment over employee performance.
5. To identify the influence of job satisfaction on employee performance.

Literature Review

Employee Empowerment (EE)

Lashley, (1999) elaborated EE as one of the modern tools to accomplish employee satisfaction at jobs, delegating authority or empowering employees to make decisions, to properly use information while performing their jobs is an interesting process at workplaces. Likewise, Eccles, (1993) discussed it as a process to properly utilize skills (interpersonal) and experience of employees at their workplaces. A process of providing authority in the hierarchy of an organization from its top to bottom is empowerment (Menon, 2001). Similarly, Klagge, (1998) talked about empowerment as a process carried out in organizations to transform authority and powers to the workforce as they use their skills and necessary knowledge to perform assigned tasks diligently. Because empowered employees contribute to their individual and collective performance with better results. In the same way, empowered employees use their interpersonal skills in the best interest of the organization and they remain responsible and accountable at their workplaces (Mohammad et al, 1998).

Henceforth, EE is not only mandatory to motivate and satisfy employees at the workplace but it is also an essential element to accomplish improved performance and better work outcomes at organizations. Hage & Lorensen, (2005); Perks & Zimmerman, (1995) pointed out that employees who are empowered use authority to select jobs according to their skills, abilities, and expertise such decisions help them achieve predetermined goals of organizations in a better way. The participation of employees (empowered) in training, decision making, rewards, freedom, and information related to the jobs results in more effective performance for the organizations (Copp & Pfiffer, 2003). Furthermore, various studies confirmed that EE has a positive and significant relationship with employee performance (Robert, et al, 2000; Greasley et al, 2008; Copp & Pfeiffer, 2003; J Otero, R). Because empowered employees feel a sense of ownership, responsibility, and satisfaction, consequently their senses cause improved organizational performance and display a win-win situation at the workplace. Therefore, for better performance of employees at their workplaces, it is important to give them ample powers, authority, so they develop a sense of personal ownership and remain productive and satisfied at jobs.

Job Satisfaction (JS)

Being an important aspect of research around the globe JS has been elaborated by various authors differently. Spector, (2000) highlighted JS as a positive mental state for the job and the features of the job. JS has various essential aspects for example autonomy, feedback, job skills, job significance, and so on... (Hackman & Oldham, 1975). Employee's satisfaction at job varies such as one can either be satisfied to high levels or can be dis-satisfied high levels on account of feelings about the job (George & Jones, 2008). According to Robbins & Judge, (2009), JS is an employee's positive belief about the job, its features, and the workplace. When an employee is feeling positive and happy at his job this shows his/her satisfaction with the job (Nelson and Quick, 2009). JS is either classified as objective and subjective if employees are satisfied on the job (Hamermesh, 2001). Whereas, Hirschfield, (2000) on the contrary pointed out intrinsic and extrinsic JS classifications. The JS category in which employees feel about the job itself and its nature is termed intrinsic classification, while when employees think of their co-employees and workplace environments it is classified as extrinsic JS. It is the interconnection between working conditions and workforce interpersonal abilities or skills (Pinikahana & Happel, 2004).

Likewise, White and Barriball, (2005) discussed that employee satisfaction and dissatisfaction about the job is not only affected by the nature of the job itself, rather it may

be influenced by the standards of an employee about the job as per his/her expectations. Therefore, the elements which satisfy an individual at the job may not be satisfactory for another person at the organization, due to the difference of values, beliefs, and opinions based on set standards (Robbins, 2003). Similarly, an employee who trusts in teamwork, coworkers, and supervisors, possess better working environment concepts mostly feel satisfied, self-motivated, and happy while performing their jobs at duty stations (Hausknecht et al, 2008). In the meanwhile, the extrinsic JS comes from the encouraging, pleasing working environment conditions, timely promotion, appropriate salary packages, and so on... (Tsourela et al., 2008). Employees who are provided with the basic resources required for the work and are provided with pleasant working conditions i.e., where help is extended by their co-workers and supervisors whenever it is mandatory will lead to quality performance and a satisfied workforce (Zangaro & Johantgen, 2009).

Organizational Commitment (EC)

Porter & Steers, (2002) talked about OC as the willingness to work for the attainment of organizational predetermined objectives and a desire of employees to remain at the organization for a long period. OC has three major categories or dimensions e.g., continuance, affective and normative. When employees at an organization sense they are offered or provided more benefits, perks, and privileges comparatively to another organization as result employees develop and demonstrate behavior that is called continuance commitment. Similarly, affective commitment is employees' understanding (feelings) as an emotional affiliation or association (attachment) to the organization. Likewise, when workers (employees) feel grateful and prefer to remain part of an organization they have been working with is known as the normative commitment of employees (Meyer et al, 1993). Furthermore, Meyer et al, (2002) elaborated EC as a multidimensional factor having interconnection with values of commitment from a low level to a very high level. OC is an understanding through which workers (employees) are committed as loyal workers and prefer to remain part of the organization for a longer period and extend their best services to the organization (Robbins, 2003). Such commitment and loyalty of employees which they demonstrate through hard work and through delivering their levels best for the betterment of the organization by rendering valuable services result in organization development and growth (Luthans, 2005). Westwood et al, (2005) highlighted that to understand the OC of employees the best way is to understand the relationship of the attitude of employees to the organization because it is a process to identify the loyalty and experience of employees to an organization. OC is a state

of mind of an employee that shows sustenance and employee involvement with the affairs of an organization (Salanick, 2005).

Employee Performance (EP)

The EP refers to the overall skills, abilities of an employee to perform a particular task effectively as identified by supervisors or managers responsible to fix the tasks in organizations for a specific period. (Lee et al, 2011). So it is the primary responsibility of a manager to focus and evaluate the performance of an employee (Kelidbari et al, 2011). EP is the presentation of an employees' understanding, beliefs, and behavior towards the contribution and fulfillment of organizational goals (Ahmed and Khuram, 2011). EP refers to the performance of all roles that a job contains, including safety and creativity (Thomas & Feldman, 2010). Employees who are motivated and perform efficiently at their jobs which is a sign of employee performance (Medina, 2002). Therefore satisfaction of employees is a vital element to understand the performance of employees, satisfied employees are found happy at their jobs their ratio of job performance is often high compared to unsatisfied employees (Landy, 1985). Employees who perform well on jobs are easily traced and identified by their supervisor (managers) on depicting high performances they can be assigned distinct roles which help the organization to increase its performance with the efforts and inputs of its best and brightest employees who know the importance of their work activities and value of their organizations (Kinicki and Kreitner, 2007).

Conceptual Framework and Hypotheses

Figure No. 01: The conceptual framework



Hypotheses

Through the lenses of literature reviewed following hypotheses were identified for current research.

- H₁:** Employee empowerment and job satisfaction have a positive and significant relationship.
- H₂:** Employee empowerment and organizational commitment have a positive and significant relationship.
- H₃:** Employee empowerment and employee performance have a positive and significant relationship.
- H₄:** Job satisfaction and employee performance have a positive and significant relationship.
- H₅:** Organizational commitment and employee performance have a positive and significant relationship.

Methodology

Research Design

Research design is the overall map of the study, it consists of details about the research methodology adopted to carry out the study (where, when, and how), data collection methods, sampling techniques adopted, data processing, and analysis information, in nutshell it is an imaginary structure as a blueprint to conduct any study (Kothari, 2004). The current study used a quantitative technique and was a cross-sectional study in nature. The data were collected from the various teaching staff of private schools of the Hyderabad region, Sindh, Pakistan. A structured questionnaire consisting seven-point Likert-type scale was used to collect the data. The questionnaire contained 33 questions (items) measuring the variables i.e., employee empowerment, job satisfaction, organizational commitment, and employee performance. Collected data were initially punched and processed in IBM SPSS version 22 to calculate the descriptive statistics. Whereas, hypotheses testing and model verification were carried out in SEM-SmartPLS-3.

Population, Sample, and Sample Size

The target population for current research was teachers of private schools of the Hyderabad region, Sindh Pakistan. This study used convenience and snowball sampling techniques for data collection from the teaching staff of private schools in the Hyderabad region. The sample size of this study was 387 teaching staff who have filled the questionnaires which were processed for further data analysis and interpretation.

Measurement

This study used a structured questionnaire as a tool to collect primary data, the questionnaire was arranged into two sections. The first section contained questions about the demographic information of the respondents such as age, gender, experience, education. While the second section contained questions (items) measuring responses of the respondents with a seven-point Likert-type scale i.e., 1 strongly disagree up to 7 strongly agree. At the preliminary stage of primary data collection, the proper procedure regarding the reliability and validity of the questionnaire was followed and pilot testing of 70 questionnaires was performed to fine-tune and make necessary adjustments & incorporations in the questionnaire.

Results and Discussion

The descriptive analysis was performed to identify the mean and standard deviation of each item measuring a given variable. The supporting literature suggests that the items with mean values equal to or greater than the value of 3.5 should be deemed fit and considered for further analysis (Zikmund, 1997). In the case of current research, all 33 items were found to fit as measured equal or above the cutoff (threshold) values. So, all items were considered for further exploratory and confirmatory analysis. The exploratory analysis is done to further purify the items of the variables given in the study (Churchill, 1979). The basic purpose of measuring items and analysis is to select those items which are above the threshold value levels of the variables under investigation (Kumar & Beyerein, 1991). The cutoff or threshold value for the item analysis is 0.19, its items are measured with the given threshold value or above are considered fit and feasible to perform further analysis. The items having values below the threshold are removed from the constructs for further analysis (Coper & Schindler, 2001).

Table No.01: Questionnaire Reliability

Variable	No of Items	Cronbach's Alpha Value
Employee Empowerment (E.E)	10 items	0.875
Job Satisfaction (J.S)	06 items	0.930
Organizational Commitment (O.C)	09 items	0.782
Employee Performance (E.P)	08 items	0.887
Aggregate reliability	33 items	0.955

To test the reliability of the questionnaire as shown in Table No. 01 above Cronbach's alpha was applied to measure the reliability. The results as displayed in Table No.1 show inter-item consistency among the items measuring a given construct. The supporting literature suggests that Cronbach's alpha values should be greater than the value of 0.70 then the scale is set to be valid. In the case of current research, all constructs were measured above the threshold value of 0.70, which confirms constructs for further analysis. The demographic findings of current research are presented in Table No. 02 given as following:

Table No. 02: Demographic Information of the respondents

Characteristics	Category	Frequency	Percentage %
Gender	Male	139	35.9
	Female	248	64.1
Marital status	Married	141	36.4
	Single	246	63.6
Age group	20-29	274	70.8
	30-39	81	20.9
	40-49	32	8.3
	50 or above	00	00
Education/Degree	Intermediate	00	00
	Bachelor degree	129	33.3
	Master degree	197	50.8
	M.Phil./PhD degree	61	15.8
Experience	Less than 1 year	70	18.1
	2 to 10 years	289	74.7
	11 to 20 years	19	4.9
	21 to 30 years	09	2.3

As displayed in Table No.02 the demographic information about the respondent of the current study majority of the respondent from demographic character "gender" were female i.e., 248 with 64.1%. Similarly, 246 were the single respondents from the "Marital status" perspective with a percentage of 63.6%. In the same way, 274 respondents were from the age character, having 70.8 percentage. Furthermore, 197 respondents were Masters degree holders and 129

had Bachelor degree with 50.8 % and 33.3 percentage respectively. Likewise, 289 respondents possessed experience from 2 to 10 years having 74.7 percent.

Table No. 03: Factors cross Loadings

Variables	Items	Loadings
Employee Empowerment	E.E_10	0.947
	E.E_2	0.979
	E.E_3	0.775
	E.E_5	0.751
	E.E_6	0.961
	E.E_7	0.906
	E.E_8	0.955
	E.E_9	0.923
	E.P_1	0.704
	E.P_2	0.823
	E.P_3	0.751
	E.P_4	0.805
	E.P_5	0.797
	E.P_6	0.707
	E.P_7	0.706
	E.P_8	0.737
Job Satisfaction	J.S_2	0.881
	J.S_3	0.950
	J.S_4	0.910
	J.S_5	0.921
	J.S_6	0.943
Organizational Commitment	O.C_1	0.949
	O.C_2	0.943
	O.C_5	0.813
	O.C_6	0.971
	O.C_7	0.948
	O.C_9	0.947

Table No.03 above shows items that were loaded into their own constructs in the factor analysis. The supporting literature guides that at the factor loadings items loading value with 0.70 or above should be considered fit for analysis in case of quantitative research (Hair et al, 2010). Therefore, all of the items under the threshold value of 0.70 were removed and items above the cutoff value were process for further analysis. The removed items included E.E-4, J.S-1, O.C-3, and O.C-4.

Table No 04: Average Variance Extracted, Composite Reliability, R-Square, and Cronbach's Alpha.

Construct	AVE	Composite reliability	R square	Cronbach's Alpha
Employee Empowerment	0.836	0.976	0	0.971
Job Satisfaction	0.627	0.930	0.351	0.966
Organizational Commitment	0.879	0.973	0.944	0.973
Employee Performance	0.887	0.979	0.317	0.914

The above Table No.04 presents the Average Variance Extracted (AVE), Composite Reliability-Square, and Cronbach's Alpha values for the EE, JS, OC, and EP respectively. The supporting literature suggests that the AVE value should be greater than the cutoff value of 0.50, and Composite Reliability, Cronbach's Alpha values should be greater than the 0.70 thresholds (Fornell & Larcker, 1981; Hair et al, 2006). Furthermore, the R-Square was used to identify how much variability is described by independent variables.

Table No. 05: Latent Variables Convergent, and Discriminant Validity

Constructs	Employee Empowerment	Employee Performance	Job Satisfaction	Organizational commitment
Employee Empowerment	0.904			
Job Satisfaction	0.536	0.512	0.921	
Organizational Commitment	0.563	0.522	0.528	0.930
Employee Performance	0.524	0.755		

Table No.05 displays the convergent, and discriminant validity, which is used to find the correlation of the proposed constructs. Researchers should calculate such validity as it is highly recommended by the supporting literature (Gopal & Newstand, 2002). It portrays that all the constructs are correctly operationalized and are relatively distinct from each other.

Table No. 06: Path Coefficient (Total Effects)

Hypotheses	Beta	Sample Mean	Standard Deviation	T Statistics	P Values
E.E -> E.P	0.495	0.495	0.054	9.170	0.000
E.E -> J.S	0.943	0.944	0.011	88.476	0.000
E.E -> O.C	0.549	0.549	0.048	11.543	0.000
J.S -> E.P	0.146	0.146	0.135	1.079	0.281
O.C -> E.P	0.318	0.315	0.058	5.495	0.000

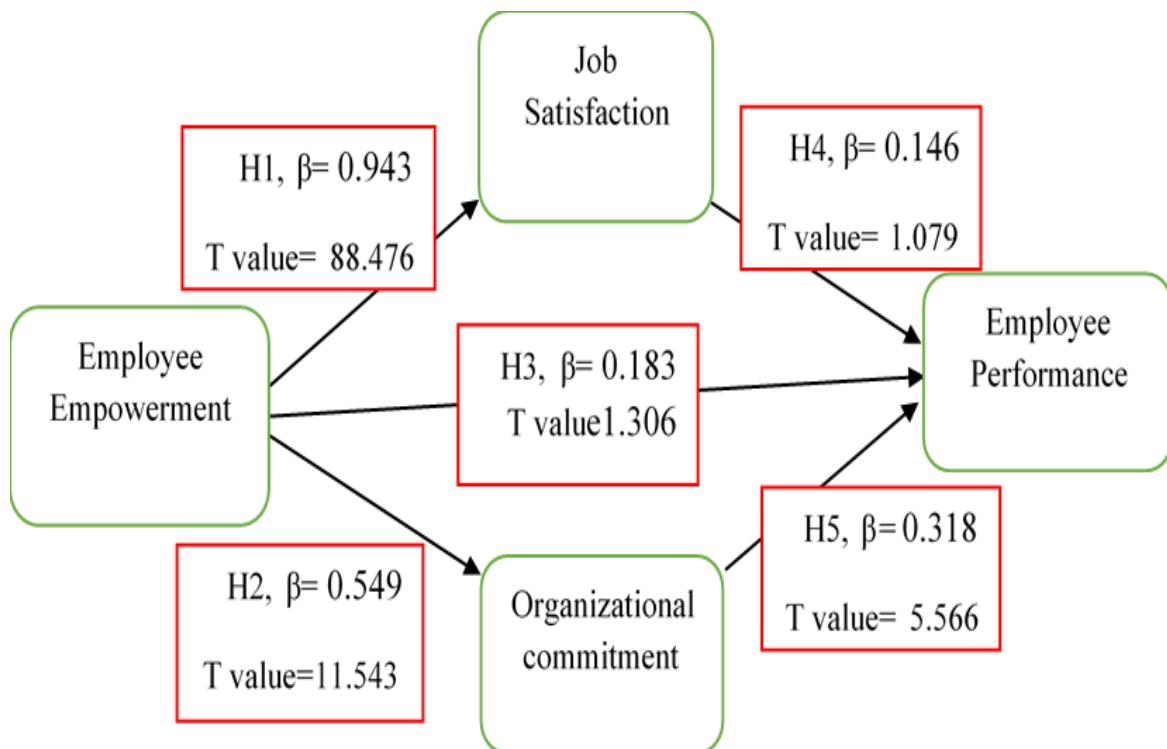
Table No.06 presents the structural model of this research, as displayed in the table all of the hypotheses except **H₄** were accepted. T-Test was carried out for the verification of model and

to test hypotheses. According to the literature if the value of T-test score is above the value of 1.96 that suggest the hypothesis is accepted, whereas if the value of T-test is under the threshold value of 1.96 that reveals the hypothesis is rejected (Hair et al, 2010). Henceforth in the light of literature the following values of four hypotheses i.e., **H₁**, **H₂**, **H₃** and **H₅** were accepted for current study. Because the T-test values for these hypotheses are greater than the cutoff values of 1.96 or the results of T-test for hypotheses are significant. However, **H₄** was rejected as the T-test value of this hypothesis were under the threshold values.

Table No.07: Research Hypotheses Test Results/Findings

S. No	Research Hypotheses	Results/ Findings
1	H₁: Employee empowerment and job satisfaction have a positive and significant relationship.	Accepted
2	H₂: Employee empowerment and organizational commitment have a positive and significant relationship.	Accepted
3	H₃: Employee empowerment and employee performance have a positive and significant relationship.	Accepted
4	H₄: Job satisfaction and employee performance have a positive and significant relationship.	Rejected
5	H₅: Organizational commitment and employee performance have a positive and significant relationship.	Accepted

Figure No.02: Structural model results



Conclusions

The fundamental objectives to carry out current research was to investigate the influence of empowered employees over the performance of their jobs e.g., how employee empowerment impacts over the job satisfaction, and to analyze what is the impact of committed employees (organizational commitment) on the performance of employees. This study was conducted in the private schools of Hyderabad region in Sindh province of Pakistan. In its achievements this research identified that there is vital role of Job Satisfaction, Organizational Commitment on the performance of employees (employee performance), in other words this study revealed that there is a significant impact of Organizational Commitment and Job Satisfaction over the employee performance. Furthermore, the obtained results of current study informed that there is a positive relationship of empowered employees over the job satisfaction and their commitment over the teaching staff of the private schools in Hyderabad region in Sindh province Pakistan. Moreover, there was a negative impact of employee empowerment over the increased performance of employees. Similarly, organizational commitment increases the employee performance but at the same time job satisfaction has a negative impact on the employee performance. Current research identified job satisfaction as an important issue for teaching staff of the private schools at Hyderabad region, if any employee is not satisfied at his/ her jobs due to some problems this results in laziness in the work activities of employees, henceforth this adversely affects the performance of employees. Furthermore, many employees feel they are not empowered, therefore this causes problems in the performance of employees (school teaches in case of this study), due to these employees are compelled to demonstrate no performance at all, rather they move to the stage of job burnout and such shift further increases the problems of employees (school teachers) at private schools.

Suggestions and Recommendations

The findings of this research are guiding suggestions for the management and individuals, groups who own private schools. Current research identified that teaching staff of private schools at Hyderabad region are mostly unhappy with the pay packages being offered to them. So many of them being less paid strive and pay their all attentions to avail better opportunity for their career development such as an opportunity that gives them more salaries comparatively to their current job. Due to such feelings in teaching staff consequently job dis-satisfaction increase. Therefore, it is suggested that to satisfy teaching staff at private schools, school administration, or the owners must offer ample pay packages to the teaching staff of the private schools at Hyderabad region. Moreover, I was identified that teaching staff

at private schools is not empowered to, school teachers are not being made part of decision making at school, rather they are being dictated by the school administration or school owners. As teachers are the mentors of students henceforth, it is suggested that they must be given authority by involving in decision making to get more focused attention of teaching staff and get better performance. Last but not least, it was observed that private school teaching staff has very low job security, since they feel their job is not secured so this makes them feel in-comfortable at their schools. Therefore, their stay for long run at schools becomes difficult, they mostly look for alternate jobs with more incentives and salary packages. So, this study recommends that either the private school administration (management) or the owners of schools offers job security to the teaching staff of private schools while appointing them at jobs. This shall motivate teaching staff and will increase their commitment to perform their jobs more diligently and professionally.

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