Female University Teacher's Workplace Empowerment and Job Satisfaction: The Moderating Role of Organizational Commitment

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Abstract

This research project was planned to investigate the link between different facets of workplace empowerment of university teachers and their job satisfaction, together with the moderating effect of organizational commitment. The size of the sample for the current study was 386 female university teachers. Workplace empowerment scale, organizational commitment questionnaire and teachers' job satisfaction questionnaire were used for data collection. Findings revealed that workplace empowerment was a good predictor of job satisfaction and it also confirmed the moderator role of organizational commitment between the relationship of job satisfaction and workplace empowerment.

Key words: *Workplace Empowerment, Organizational Commitment, Job Satisfaction,*

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Introduction

It is imperative for the organizations today to have an empowered work force to be more efficient and effective. In present competitive global world, the importance of empowerment in organizations is ever more recognized because this is a key factor for customers' satisfaction (Boshoff & Allen, 2000).

Workplace empowerment may be described as the process in which power is shared with employees. Bateman and Snell (2007) add that the sharing of power consequently increases their self-confidence with the feeling of being important member of the organization. It consequently motivates employees to come up with more ideas and they strive in achieving their targets. The word 'empowerment' has been used by both practitioners and academics (Mullins, 2007). Workplace empowerment comprised of five elements:

- *Access to Opportunities*: how much organization is concerned about professional development
- *Job Activity*: types of task performed by employees.
- *Information:* easy access to information.
- *Support:* interpersonal relationships and support of organization.
- *Resources:* access to financial resources

Workplace empowerment is linked with employee job satisfaction and commitment towards their organization when being studied from an academic perspective. Studies conducted with different samples concluded that empowered employees were more satisfied with their work and their work environment. Laschinger and his associates (2003) illuminate that empowering environment improves employee's commitment toward the organization and they engage in constructive activities.

Recent studies stated that successful organization relies on empowered employee especially in educational institutes because conducive environment is essential for quality services and products (Kruja & Oelfke, 2009).

Conger and Kanungo (1988) reviewed the employees' empowerment literature and highlighted that empowered employees were more productive for organization and their contribution ultimately enhanced their loyalty toward organization. It also generates positive emotional state in employees which is called as job satisfaction. It encompasses satisfaction with different facets such as nature of work, pay and other benefits, supervision, the opportunities for the promotion and relationship with co-workers (Khanka, 2000). According to Davis and Wilson (2000) job satisfaction reveals the level of peoples' liking of job. It is linked with the individual's actions at the work place. Optimistic people are expected to be more satisfied with their work and reverse is true for pessimistic people (Khanka, 2000). Brown and Peterson (1994) conclude that Job satisfaction creates productive workplace environment which consequently build up the organizational commitment as satisfied workers are more likely to be loyal with the organization. Laschinger et al., (2003) reported high correlation between job satisfactions and organizational commitment.

Commitment can further be subdivided into following three types:
Affective commitment: Employees' liking or feeling of being the part of an organization and his emotional attachment with the organization.
Continuance commitment: Employees are the part of the organization because of fear of loss of the job.
Normative commitment: An employee continues serving an organization out of a feeling of obligation.

Organizational commitment carries success as employees come up with new ideas and creativity. The role of managers is very important in this regard as they can endorse employees' commitment by keeping them educated through continuous professional development activities, by involving them in decision making, by facilitating them with desired resources and by treating them fairly and offering valuable rewards (Daft, 2008). Manager can help the employees in developing their commitment through practices that provide them support (Chelladurai, 2006). A study by Kim et al (2012) revealed that empowerment can support management trustworthiness, which is an important factor of organizational commitment.

Pelit and his colleagues (2011) investigated the effect of employee's empowerment on their job satisfaction. The result showed that employee's empowerment enhances job satisfaction and at the end it affects positively to the workers kind behavior and cooperation with their colleagues and managers.

Numbers of studies had reported on empowerment, job satisfaction and commitment in Pakistani context. Noor (2009) studied organizational citizenship behavior and organizational commitment. The result showed that opportunities and empowerment had significant positive relationship with organizational commitment.

Focus of the above mentioned studies was mainly on male dominating organizations. There is a need to conduct study in purely female organizations. This study intended to explore association between workplace empowerment elements (access to opportunities, job activity, information, support and resources) and job satisfaction as moderated by organizational commitment dimensions (normative. affective and continuance) of female teaching faculty in public sector universities of the Punjab.

Method

Four hundred female university teachers were the sample of the study. Three different tools had been used for data collection to measure the workplace empowerment, job satisfaction and organizational commitment of the female faculty members of public sector universities employing a survey design. *"Conditions for Work Effectiveness Questionnaire"* (CWEQ) by (Laschinger, 1996, n.d.) was adopted to measure four aspects of empowerment i.e. access to opportunity, information, support, and resources in work setting. The second tool was "Organizational Commitment Questionnaire" (Meyer & Allen, 1990) for measuring affective, normative and continuance commitment.
"Teacher Job Satisfaction Questionnaire" (TJSQ) by Lester (1982) measured
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perception of working environment, pay, supervision, colleagues, security responsibility, and acknowledgment. These questionnaires were pilot tested to ensure the validity and reliability of the instruments in Pakistani context. Out of four hundred questionnaires, 386 were received back after sending reminders and were analyzed through SPSS. Multiple Regressions analysis was used to explore the moderating effect of three aspects of commitment on the workplace empowerment (Predictor / Independent variable) and the job satisfaction (Criterion / Dependent variable).
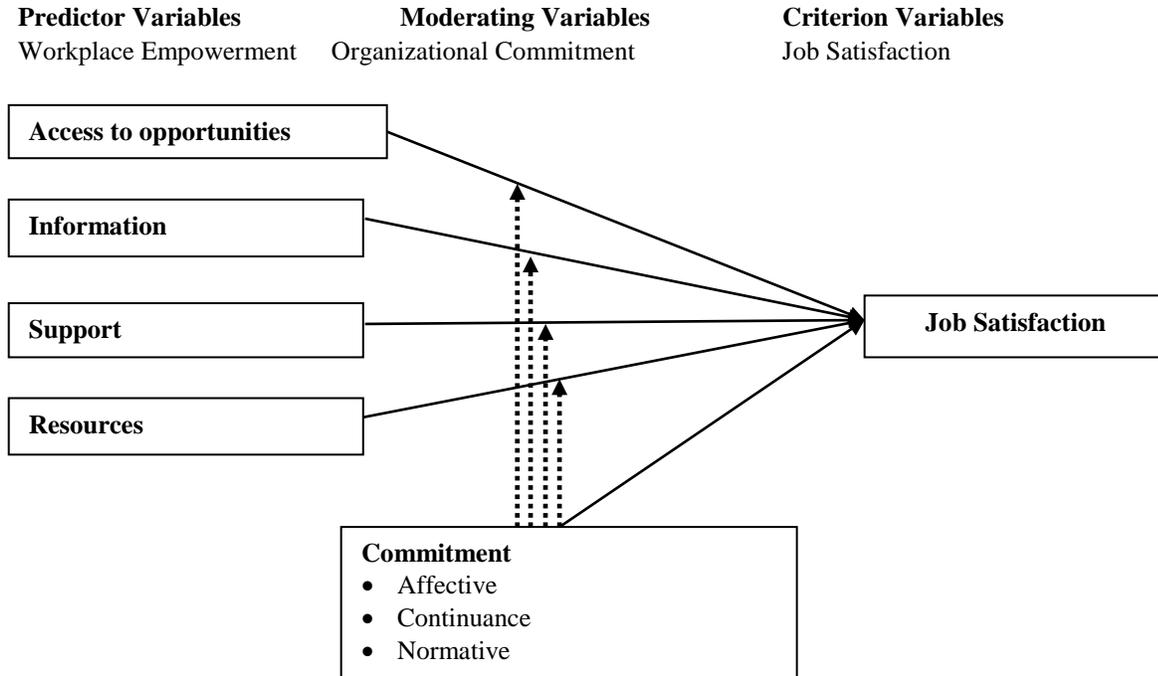
Predictor Variables　　　　**Moderating Variables**　　　　**Criterion Variables**
Workplace Empowerment　　Organizational Commitment　　Job Satisfaction

Figure 1: *Conceptual Frame work of the Study*

Results
Table: 1
Effect of opportunity on job satisfaction as moderated by commitment

Predictors	Job Satisfaction	
	Effect (beta)	P
Opportunity	-.990	0.020*
Affective commitment	-.220	0.405
Opportunity x Affective	-.150	0.020*
R^2	0.44　　44%	
changed R^2	-008	
opportunity	-.980	0.018*
continuance commitment	1.360	0.000***
opportunity X continuance	0.240	0.000***
R^2	0.490　　49%	
changed R^2	.0196	
opportunity	-1.04	0.015*
normative commitment	1.300	0.000***
opp X normative	0.087	0.210
R^2	.470　　47%	
changed R^2	0.002	

The above table indicates that the direct effect of normative commitment (β=1.30, p=.000) and continuance commitment on job satisfaction (β=1.36, p=.000) is significant. The three way interaction of opportunity, affective and continuance commitment (β= -.149, p=0.02), (β=.24), p=.0003) with job satisfaction is significant respectively, which means that these two variables are good moderators.

Table: 2

Effect of information on job satisfaction as moderated by commitment

Predictors	Job Satisfaction	
	Effect (beta)	P
Information	0.420	0.082
Normative commitment	1.340	0.000***
Information x normative commitment	.088	0.14
R^2	0.47	47%
changed R^2	.003	
Information	0.890	0.0005***
Continuance commitment	1.380	0.000***
Information x Continuance commitment	0.224	0.000***
R^2	0.600	.60%
changed R^2	.035	
Information	0.860	0.004**
Affective commitment	-.180	0.482
Information x affective commitment	-.0837	0.009**
R^2	0.43	43%
changed R^2	.0114	

The above table shows that the direct effects of all three dimensions of commitment on job satisfaction are significant. Normative commitment fails to moderate (β=.0885, p=.14) whereas continuance and affective commitment (β=224, p=.000), (β=0837, p=.009) are good moderators.

Table: 3

Effect of support on job satisfaction as moderated by commitment

Predictors	Job Satisfaction	
	Effect (beta)	P
Support	0.610	0.017*
Affective commitment	-.250	0.331
Support X affective commitment	-.0813	0.028*
R^2	0.43	43%
Changed R^2	.0079	
Support	0.620	0.009**
Continuance commitment	1.430	0.000***
Support X continuance commitment	.1695	0.000***

R^2	0.510	51%
Changed R^2	.0358	
Support	0.650	0.009**
Normative commitment	1.380	0.000***
Support X normative commitment	.0856	0.015*
R^2	.48	48%
Changed R^2	.0089	

The above table reveals that the direct effect of continuance and normative commitment (β=1.43, p=.000), (β=1.38, p=.000) on job satisfaction is significant. The three-way interaction of support and affective commitment (β=-.0813, p=0283), continuance commitment (β =.1695,

p=.0000), and normative commitment (β=.085, p=0.015) with job satisfaction is significant which means that all three dimensions of commitment are good moderators.

Table 4

Effect of resources on job satisfaction as moderated by commitment

Predictors	Job Satisfaction	
	Effect (beta)	P
Resource	0.013	0.966
Normative commitment	1.380	0.000***
Resource x normative commitment	.078	0.109
R^2	.47	47%
Changed R^2	.004	
Resource	0.04	0.896
Continuance commitment	1.420	0.000***
Resource x continuance commitment	.249	0.000***
R^2	0.51	51%
Changed R^2	.037	
Resource	0.250	0.447
Affective commitment	-.280	0.270
Resource x affective commitment	-.160	0.002**
R^2	0.44	44%
Changed R^2	.015	

Table 4 specifies that the direct effect of normative commitment on job satisfaction (β=1.3814, p=.000), and continuance commitment on job satisfaction (β=1.4186, p=.000) is significant. The interaction effect of resources and

continuance commitment (β=.249, p=.000) and affective commitment (β =.160, p=.002) is significant which means that these two dimensions of commitment are good moderators.

Discussion

The findings of this study confirms Stander and Rothmann (2009) that teachers' workplace empowerment correlates

positively with organizational commitment and job satisfaction. Female teachers feel more satisfied with their job and are committed with the sense and feeling of empowerment on workplace. It is therefore

important to create a congenial working environment that empowers teachers to complete their work effectively.

The results revealed relationship between workplace empowerment and overall organizational commitment. This finding confirms Hanaysha (2016) Sahoo and Das (2011) and also endorses Jamal (1990) who asserts that more committed individuals are highly motivated and are experiencing less emotional fatigue. Results of regression analysis recommended that all the components of commitment are good predictors of workplace empowerment (Chegini,and Kheradmand, 2013; Scott, 2006; Mogheli, Hasanpour, & Hasanpour, 2009). Decision making and problem solving abilities can be enhanced through rigorous training which enhances their empowerment. Employee's commitment is directly influenced by empowerment (Scott, 2006). This commitment towards organization results in the workers to be emotionally attached to it and they willingly contribute towards organizational success and it also improves their overall job performance.

Another significant result of this study was that workplace empowerment was the main cause of job satisfaction. Findings of the study endorse assumptions of two factor theory that considers absence of good working conditions and pay as dissatisfiers and presence of these factors enhance job satisfaction of the employees (Daft, 2008). These findings confirm the notion usually described in literature that employees are more satisfied and work efficiently when they personally manage their tasks. According to Laschinger and his associates (2003; 1999) "an empowered worker experiences enhanced job satisfaction, promote better relationships with personals and organization, which correspondingly reduces complaints and grievances and produce a higher quality service" (p. 412).

All three dimensions of commitment significantly moderated the relationship between workplace empowerment and job satisfaction. Stander and Rothmann, (2009, p. 34) gave the same findings in their research indicating that "leaders' empowering behavior successfully predicted job satisfaction, which, in turn, predicted organizational commitment". Humborstad and Perry (2011) obtained significant results for mediating effect of satisfaction with the job, on the relationship between empowerment practices and commitment. These results are also consistent with Ahmed, Salih and Khan (2011, p.9) that "job satisfaction and commitment within the institution are attained by encouraging creativity, solving problems, and an open and truthful exchange of ideas among all the workers in a non-frightening environment". Empowered employees feel satisfied and seek pleasure in their work. Higher degree of organizational commitment contribute to maximize the job activity and motivation level (Camp, 1993). These findings also support conclusion by Laschinger and his colleagues in a study conducted in 1999, which explained that "access to information, support, resources and opportunity create the psychological state that employees must experience for managerial interventions to be successful" (p. 31).

Concluding Remarks

Findings of this study help in concluding that employee involvement and commitment may be enhanced by providing employees necessary trainings for participative decision making and complete understanding of the task and job, for feeling more empowered and hence more efficient.

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