

Investigating the Relationship among Antecedents of Psychological Empowerment and Workplace Consequences: The Mediating Role of Psychological Empowerment

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DOI: 10.6007/IJARBSS/v7-i7/3085 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i7/3085>

Abstract

This study aimed to investigate the nature of relationship among the antecedents of psychological empowerment and workplace consequences. Moreover, the mediating role of psychological empowerment on the relationship among the culture of an organization, structural empowerment, and the consequences related to work has also been assessed. The data collection has been done through questionnaires, and quantitative research design was applied to generate the research outcomes. Faculty staff of private Jordanian universities was recruited for collecting data. It has been determined from the results that the structural and psychological empowerments are important predictors of the organizational commitment and job satisfaction. It has been concluded that in the context of higher education, the psychological empowerment seems to be a fundamental aspect in bringing enhancements in the attitudes of work outcomes of the faculty staff.

Keywords: Psychological empowerment, Workplace consequences, Mediating role, Antecedents, Jordan.

1. Introduction

The concept of empowerment seems to gain more popularity in the circumferences of the management and psychology during the last decade. As reported by Conger and Kanungo (1988), the essential significance of psychological empowerment was to encourage the self-efficacy, i.e. an impression of confidence in the skills of a person to accomplish the assigned responsibilities to a high standard, which would consecutively have an influence on both the persistence and initiation of the task behaviour of employees. Another study has been performed by Thomas and Velthouse (1990) in which they gave an extension to the work of Conger and Kanungo by considering the cognitive components of empowerment. Based on the approach of employees' experience, it has been suggested by Thomas and Velthouse that the empowerment experience comprised of four task determinations. The first point of evaluation is impact, the degree to which the employees recognize their behaviours and attitudes as

generating the required effects in their performance to accomplish the assigned task. The second determinant is competence, which specifies the feelings of individuals and enables them in efficient execution of the responsibilities of work (Conger and Kanungo's assumption regarding self-efficacy). The evaluation dimension of meaningfulness is related to the advantage associated with the assigned task or objective, the degree to which individuals feel that their work is independently compelling. The last point of evaluation for task is choice, which pertains to the causal responsibility concerning the behaviours of individuals or anticipated flexibility to take a decision on how to accomplish certain work responsibilities. The primary assumption is that the determinants additively are complex in nature to exhibit the feelings or awareness related to the empowerment, and thus stimulates the behaviours which are helpful in the intensification of work performance.

The attributes of personality and the variables associated with the circumstances of work have been specified to amplify the original nomological structure. Two personality attributes, which involves the sharing of knowledge are self-esteem and locus of control, have been considered as the antecedents of psychological empowerment. Self-esteem is a general feeling of self-image which is associated with empowerment (Brockner, 1988). Self-esteem enables the individuals to consider themselves as the valuable resources enduring the skills for making contribution to the work, and hence, they are more likely to ascertain an effective coordination regarding their work (Gist and Mitchell, 1992). Comparatively, the individuals having low self-esteem are not likely to regard themselves as being capable of making a distinction or influence their work and firms. As suggested by Thomas and Velthouse (1990), locus of control is most appropriate to the dimension of impact, and it determines the extent to which individuals consider that they demonstrate what happens in their lives, rather than some external forces. Usually, the individuals with an intrinsic locus of control with respect to life seem to have more capability of assembling their work tasks as well as the working circumstances, due to which they feel privileged. These individuals generally consider themselves as causal executors in terms of influencing the circumstances of their work instead of being restrained by the external forces of the organization. In comparison, the individuals having an external locus of control are expected to view their attitudes to be persuaded strongly by a prevalent system. In empowerment, an epidemic interest appears at a time when the organizational change and global competition have aroused an obligation for the workforce, who was capable of taking initiative, accommodate the risks, exhilarate the innovation, and survive with high contingency (Block, 1987). According to Bowen and Lawler (1992), psychological empowerment can be evaluated in alliance with the efficiency and modification in the complicated, uncertain, and little prescribed roles of the managers. In a managerial context, empowerment seems to have an immense capability to strengthen these outcomes, due to the reason that the procedures of work cannot be structured individually by precise rules and practices (Spreitzer, 1995).

Different scholars have long contemplated the degree to which the genuine and explicit outcomes of empowerment established beyond the settings and circumstances (Spreitzer, 2008). The distinctions across various contexts seem to have significant implications for the theory of empowerment and practice (Johns, 2006; Bamberger, 2008). The psychological empowerment can form a concept of an integrated compound which is usually comprised of

four distinct sub-dimensions. The awareness regarding psychological empowerment is likely to be devised by circumstantial antecedents and personal attributes and can be advantageous for the individuals as well as for the organizations across a variety of contexts (Seibert et al., 2011).

Taking into consideration the scenario of academics, the perception of empowerment has been observed to enter into the context of higher education from the last decade as a matter to bring some betterment in the capabilities, and also to enhance the professional growth in the academics of colleges and universities. In terms of the educational institution, the academics seem to comprehend a substantial proportion. They are the ones who attain the mission and make an effort in achievement of the institutional aims and objectives. In general, the academics perform and prevail within their universe of principles, norms, and prospects (Mountjoy, 2001; Bartell, 2003; Fralinger et al., 2010). Similar to the other workplaces, the universities assumed usually that for an outstanding accomplishment, it is essential to place an emphasis on the ways through which they can empower their human resources. It has been expected that this research should support to introduce the empowerment in the domain of academics, enabling the universities to amplify the accomplishment of their mission as well as to enhance their overall organizational environment. Very little research work has been performed regarding the empowerment in the context of education, particularly in universities (Laschinger et al., 2001; Schneider et al., 2007). In an authoritative organization of educational sector, academics can be observed as capable of participating in the process of decision making, achieving challenging tasks. They strengthen the initiative; perform on individual basis as well as with the team members due to which, they have been given reward for participation, have the opportunity to take the risks, and have support for work-life assimilation. The empowerment of academics has been considered to be one of the most advantageous procedures in the enhancement of motivation, commitment of the organization, and job satisfaction (Henkin and Marchiori 2003; Wang and Lee 2009).

In the institutional settings particularly in the universities, it is a fundamental aspect that academics should be given the freedom of choice to make decisions regarding the styles of teaching. This freedom provides a feeling of dominance to the faculty staff. The top management should place more emphasis on this concept in the context of universities. As a consequence, the academics having this authority within their departments seem to have more dominance in their workplace (Womack and Loyd 2004).

The relationship among the job satisfaction and accelerating empowerment, commitment of the organization and potency of the output has been documented very well, and now it has been stimulated within the business and industry (Logan and Ganster 2007; Biron and Bamberger 2010). For an approximate of fifteen years, the concept of empowerment has been generally recognized through the whole of literature related to the education (Short and Johnson, 1994; Perkins, 2006). According to most of the researchers, different aspects of empowerment serve as the predictors of the outcomes generated through work, which include the assurance and satisfaction of job within the context of higher education (Manojlovich and Laschinger 2002; Lambert 2006; Gordon and Whitchurch 2007). It has been believed by Rinehart and Short (1994) that intensifying the empowerment seems to be resulted in the enhancement of organizational commitment and job satisfaction regarding academics, and the

enhancement of empowerment is likely to be considered as a mechanism to substantiate the job performance for academic faculty in the universities.

Throughout time, the structural empowerment and organizational culture have been evaluated generally as the antecedents of psychological empowerment (Siegall and Gardner 2000; Carless 2004; Bailey 2009). However, still there is a need of research to recognize the mediating impact of psychological empowerment among the consequences arouse from job performance and the organizational culture in the private universities of Jordan. Psychological empowerment is likely to expedite as a technique because of which the organizational culture and structural empowerment have an impact on the outcomes of workplace. It appears that the leaders in the frame of reference of higher education should concentrate on differentiating the procedures and systems of association between the environmental aspects and the outcomes of workplace in the universities, due to the reason that very few work has been done on empowerment of academics by considering this context. Hence, the primary objective to conduct this research was the determination of the mediating performance of psychological empowerment among the structural empowerment, job satisfaction, culture of an organization, and the organizational commitment by taking into consideration the context of Jordan universities.

2. Literature Review

Sotirofski (2014) conducted a research to scrutinize the influence of organizational culture on the psychological empowerment of employees in the context of universities. According to the researcher, psychological empowerment can be used as a mechanism in motivating the academicians to bring an enhancement in their performance level in teaching. The model of psychological empowerment within the context of an organization as proposed by Spreitzer (1996), illustrates empowerment as an outcome of the viewpoints of employees concerning their personal prestige or interpersonal relations. With respect to the organizational culture, Lincoln (2010) devised, that the culture of an organization seems to play an imperative role in the successful expansion of the procedure of modification as well as a fundamental aspect of practical decision making in the universities. The culture of universities is very complicated as the practices and assumptions of the administrators, senior executives, faculty staff, community representatives of the campus, society, and competitors work collectively to shape the effectiveness of university. It has been observed through the research outcomes that the culture of an organization has a strong influence on the psychological empowerment of academic staff. The hierarchy culture has been appeared as a predominant culture, whereas, the clan culture was a substantial predictor regarding the psychological empowerment.

Jiang and Fu (2011) performed a research to analyze the relationship among the organizational culture of universities, the psychological empowerment of faculty staff and the organizational citizenship behaviour in China. From the outcomes of study, it has been revealed that the organizational culture of university strongly influences the empowerment of academicians and organizational citizenship behaviour. On one hand, the market-oriented as well as the hierarchy-oriented culture of organization in the context of university shall lead to disintegrate the significance of the psychological empowerment of academic staff. On the

contrary, both the organizational culture of university as well as the psychological empowerment of employees is capable of exerting a valuable prediction regarding the organizational citizenship behaviour, and the culture of an organization can have a direct and indirect impact on the organizational citizenship behaviour of faculty staff because of the psychology. Hence, it is of great importance in the development of university and reformation to ascertain the organizational culture, which demonstrates the logic and nature of the university, acknowledge the subject status of faculty, and respect their academic rights.

Safari et al. (2011) investigated the association among the organizational learning and psychological empowerment, which includes self-efficacy, impact, meaningfulness, trust, and self-determination. The researchers have considered a sample size of 350 participants who belongs to Physical Education Department. The technique of cluster sampling has been selected to choose the research participants and a structured questionnaire was designed as a tool for the data collection. It has been determined through the results that the factors of meaningfulness, self-determination, impact, and self-efficacy possess more capability to anticipate the organizational learning among the aspects of psychological empowerment. The outcomes also showed that no compelling relationship exists between the trust and organizational learning.

Joo and Shim (2010) evaluated the ways through which the organizational commitment can be influenced by the psychological empowerment, as well as the regulating impact of organizational learning culture on its relationship. It has been recommended through the results that the organizational learning culture, psychological empowerment, and the variables of demographics had a compelling effect on the organizational commitment for staff members in the Korean public sector. When the employees recognized a high learning culture of the organization and high psychological empowerment, they showed higher commitment towards the organization. Moreover, the mediating impact of organizational learning culture on the association among the organizational commitment and psychological empowerment has been observed to be of greater importance. On the contrary, with respect to the demographic variables, only the level of education emerged to be significantly important.

Seibert, Silver, and Randolph (2004) scrutinized a multiple-level model of empowerment, performance, and level of satisfaction. The researchers have proposed the environment of empowerment and tested a varied-level model which consolidates the micro and macro approaches to empowerment. The empowerment climate was observed to be analytically different from the psychological empowerment and associated positively with the ratings of managers concerning the performance of work-unit. An analysis of cross-level mediation along with a stratified linear modelling has been used which demonstrates that the association among the empowerment climate and the performance of employees and job satisfaction is mediated by the psychological empowerment.

Siegall and Gardner (2000) conducted a study to determine the relationship among the four aspects of psychological empowerment and the four dependent factors of empowerment. The factors of psychological empowerment are impact, meaning, competence, and self-determination, whereas, the aspects of empowerment comprised of teamwork, interaction with the supervisor, performance related concerns, and the general relationship with the

organization. The survey technique has been used by the researchers on a sample size of 203 employees, who were associated with a manufacturing firm. The study was performed by taking into consideration some new as well as established dimensions of contextual aspects and the measures of empowerment aspects as proposed by Spreitzer. The results of study demonstrated a distinctive association among the components of psychological empowerment and the contextual factors. The general relationship with the firm and interaction with managers were observed as significantly related with the aspects of empowerment, such as self-determination, meaning, and impact. However, it was not found to be associated significantly with the competence factor.

3. Research Methodology

Quantitative design of co-relational research has been carried out to identify the association among the variables of study. The design of co-relational research is established on the presumptions that the real phenomenon can be principally characterized as a procedure of interaction and mutually causal associations (Brewerton and Millward 2001).

The mediating role of psychological empowerment has been illustrated by the hypotheses of study, as a latent variable in association among the four categories of the structural empowerment and culture of organization with the consequences of workplace (organizational commitment and job satisfaction). Taking into consideration the job satisfaction and structural empowerment, the hypotheses which have been generated includes determining whether there is a positive association between the structural empowerment and psychological empowerment, a positive relationship between the job satisfaction and psychological empowerment. Another hypothesis of the study includes determining the existence of a positive relationship between the psychological empowerment and organizational commitment. Considering the relationship among the satisfaction of job and the culture of an organization, the hypotheses consist of evaluating whether there is an existence of a positive association among the psychological empowerment and organizational culture. The last hypothesis is to examine a positive relationship among the culture and commitment of the organization.

3.1 Sample Size and Sampling Technique

The respondents of research have been selected from 5 different private universities of Jordan. These universities are Applied Science University, Al-Zaytoonah University, Al-Isra University, Philadelphia University, and Irbid University. As the total sample size is 210 research participants, the researcher has approached 42 academic staff from each university. In survey research, the technique of random sampling is used frequently in which the data collection has been done through interviewing the participants of the study or questionnaires. In this technique, every unit of population gets an equal opportunity to be included in the research (Johnson and Christensen, 2010).

4. Results and Discussion

The techniques which have been used to generate the results include Descriptive statistics and Regression analysis to examine the impact of psychological empowerment on the independent variables. The descriptive statistics is useful in measurement of the variability, central tendency, and relationships, as well as to conclude the data which has been collected from the population of study (Goodwin, 2009). Regression analysis is a mechanism which is used to evaluate the existence of relationship between the variables (Montgomery et al., 2012).

4.1 Descriptive Statistics

A total of 210 faculty staff has been approached to get the questionnaires for the collection of data. The entire data has been analyzed through SPSS version 20. From the results of demographic data, it can be observed that there were 139 male respondents and 71 female respondents.

Table 1: Descriptive Statistics of Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	139	66.2	66.2	66.2
	2	71	33.8	33.8	100.0
	Total	210	100.0	100.0	

The respondents were also asked to provide some additional information concerning their age groups. It has been observed through the outcomes that the age of majority of the respondents lies between the range of 41-45 years and the age group of above 45 years. However, 28 participants of the study belongs to an age group of 30-35 years, and the age of just 15 research participants is between the range of 30-35 years. Table 2 demonstrates the descriptive statistics for age group of the study participants.

Table 2: Descriptive Statistics of Age Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-35	28	13.3	13.3	13.3
	36-40	15	7.1	7.1	20.5
	41-45	97	46.2	46.2	66.7
	Above 45	58	27.6	27.6	94.3
	5	10	4.8	4.8	99.0
	33	2	1.0	1.0	100.0
	Total	210	100.0	100.0	

A total of five different private universities of Jordan have been taken as the sample of research, which include Applied Science University, Al-Zaytoonah University, Al-Isra University, Philadelphia University, and Irbid University. As the research comprises of 210 respondents, the researcher has considered 42 faculty staff from each university through random sampling.

Table 3: Descriptive Statistics of Jordan Universities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Applied Science University	42	20.0	20.0	20.0
	Al-Zaytoonah University	42	20.0	20.0	40.0
	Al-Isra University	42	20.0	20.0	60.0
	Philadelphia University	42	20.0	20.0	80.0
	Irbid University	42	20.0	20.0	100.0
	Total	210	100.0	100.0	

The respondents were also asked regarding their experience of teaching in universities. Moreover, the respondents also provided information about their academic ranks. The academic ranks in Jordan universities are classified into five types, which include Lecturer, Assistant Lecturer, Professor, Associate Professor, and Assistant Professor. The descriptive statistics for the teaching experience and academic ranks of the research participants can be observed from table 4 and 5.

Table 4: Descriptive Statistics of Years of Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 Years	17	8.1	8.1	8.1
	2-4 Years	55	26.2	26.2	34.3
	4-5 Years	114	54.3	54.3	88.6
	Above 10 Years	24	11.4	11.4	100.0
	Total	210	100.0	100.0	

Table 5: Descriptive Statistics of Academic Ranks in Jordan Universities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professor	78	37.1	37.1	37.1
	Associate Professor	63	30.0	30.0	67.1
	Assistant Professor	44	20.9	20.9	88.1
	Lecturer	31	14.8	14.8	100.0
	Total	210	100.0	100.0	

4.2 Regression Analysis

In regression analysis, the relationship among the dependent and independent variable has been tested to identify the significance of association among the two variables. The regression of all independent variables has been determined individually with the dependent variable. While determining the association between psychological empowerment and structural empowerment, it has been observed that the p-value is less than the significance level (p-value = 0.010), which shows that there is a statistical significant relationship among the psychological empowerment and structural empowerment.

Table 6: Relationship among the Psychological Empowerment and Structural Empowerment ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	80.601	1	80.601	72.684	.000 ^b
	Residual	230.656	208	1.109		
	Total	311.257	209			

a. Dependent Variable: Psychological empowerment

b. Predictors: (Constant), Structural empowerment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.075	.163		6.615	.000
	Structural empowerment	.520	.061	.509	8.525	.010

a. Dependent Variable: Psychological empowerment

It can also be observed from the results that the p-value is 0.018 while determining the relationship between the psychological empowerment and organizational culture. Hence, a statistical significant association is present among the culture of an organization and the psychological empowerment.

Table 7: Relationship among the Psychological Empowerment and Organizational Culture
ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	101.997	1	101.997	101.383	.000 ^b
	Residual	209.260	208	1.006		
	Total	311.257	209			

a. Dependent Variable: Psychological empowerment

b. Predictors: (Constant), Organizational Culture

Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.026	.145		7.055	.000
	Organizational Culture	.557	.055	.572	10.069	.018

a. Dependent Variable: Psychological empowerment

Another hypothesis of the study was to examine the significance of relationship among the psychological empowerment and job satisfaction. By conducting regression analysis, it has been determined that the p-value is less than the significance level (p-value = 0.038), which means that there is a significant relationship between the psychological empowerment and job satisfaction.

Table 8: Relationship among the Psychological Empowerment and Job Satisfaction
ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96.222	1	96.222	93.074	.000 ^b
	Residual	215.035	208	1.034		
	Total	311.257	209			

a. Dependent Variable: Psychological empowerment

b. Predictors: (Constant), Job satisfaction

Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.024	.151		6.782	.000
	Job satisfaction	.563	.058	.556	9.648	.038

a. Dependent Variable: Psychological empowerment

The relationship among organizational commitment and psychological empowerment has also been tested to determine whether there is a significant association between these two. After applying the regression analysis, it has been observed through the outcomes that the p-value is 0.022, which is below the level of significance. Henceforth, a significant association was observed to exist between the psychological empowerment and job satisfaction.

Table 9: Relationship among the Psychological Empowerment and Organizational Commitment
ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	87.939	1	87.939	81.908	.000 ^b
	Residual	223.318	208	1.074		
	Total	311.257	209			

a. Dependent Variable: Psychological empowerment

b. Predictors: (Constant), Organizational Commitment

Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.133	.149		7.614	.000
	Organizational Commitment	.530	.059	.532	9.050	.022

a. Dependent Variable: Psychological empowerment

4.3 Mediating Role of Psychological Empowerment

The fundamental objective for which the research has been carried out was the identification and testing of the mediating role of psychological empowerment on the commitment towards the organization, culture of an organization, structural empowerment and job satisfaction. While testing the mediation influence of psychological empowerment on the relationship among the commitment of organization and structural empowerment, the outcomes demonstrated that the structural empowerment as a dependent variable has a significant as well as positive influence on the commitment of an organization with a p-value of 0.022. Considering the psychological empowerment as a mediator, it has a positive and compelling impact on the organizational commitment as a dependent variable, showing a p-value of 0.000, i.e. it is less than the significance level. This study has followed the approach of Baron and Kenny (1986), who proposed that once the mediator has been controlled, it resulted in the influences of an independent variable on the dependent variable, which is known as an absolute mediation. In the case of partial mediation, the path from an independent variable to the dependent variable has been diminished; however, it remains to be significant once the mediator has been established. By taking into consideration this criterion, it can be observed from the results that there is a reduction in the influence of structural empowerment on the commitment of organization (p-value is 0.000). However, this impact remains to be significant by introducing the mediating variable, i.e. the psychological empowerment. The outcomes of the research show that the relationship between the commitment of an organization and the structural empowerment has been mediated by the psychological empowerment.

When the mediation influence of psychological empowerment has been tested in the relationship among the culture of an organization and job satisfaction, it has been observed that the organizational culture have a positive as well as a compelling impact on the satisfaction level of job. Taking the psychological empowerment as a mediator, a significant impact of it has been found on the job satisfaction as a dependent variable (p-value = 0.009). Considering the criteria as proposed by Baron and Kenny (1986), the impact of the culture of an organization seems to be reduced on the satisfaction level of the job, showing a p-value of 0.038. However, still it is of significant importance after the mediator is introduced. Hence, the psychological empowerment has been observed as a partial mediation of the relationship among the job satisfaction and the culture of an organization.

Considering the approach of Baron and Kenny (1986), the relationship among the culture of an organization and organizational commitment has been tested. It can be observed through the results that the culture of an organization seems to positively influence the commitment of organization as the dependent variable, having a p-value of 0.018. According to the approach of Baron and Kenny (1986), the psychological empowerment while acting as a mediator, seems to have a positive and compelling influence on the commitment of organization as the dependent variable (p-value = 0.085). A reduction has been observed when the organizational culture impacts on the organizational commitment; however, still it is of greater significance after the psychological empowerment has been introduced as a mediator. From the outcomes, the association among the culture of an organization and the organizational commitment seems to be partially mediated by the psychological empowerment.

The mediation influence of psychological empowerment has been tested on the relationship among the satisfaction level of job and structural empowerment. From the results, it has been determined that the p-value is 0.038, which show that the structural empowerment has a significant and positive impact on the satisfaction level of job. Following the approach of Baron and Kenny (1986), being a mediator, the psychological empowerment has a compelling and positive influence on the job satisfaction as the dependent variable (p-value = 0.009). Furthermore, it has been observed that there is a reduction in the influence of structural empowerment on the job satisfaction, but still it is significant after the psychological empowerment has been introduced. The outcomes have demonstrated that the psychological empowerment partly mediated the relationship among the job satisfaction and the structural empowerment.

From the research outcomes, it can be observed that the variable of structural empowerment seems to have a significant statistical relationship with the psychological empowerment. Empirically, it has been supported through the findings of this study that the psychological empowerment examined the structural empowerment as one of its antecedents, especially in the context of higher education. It has been supported through this outcome that the structural empowerment is a fundamental aspect to amplify the psychological empowerment in higher education, which has also been recognized and endorsed by other educational organizations. In terms of the culture of an organization, it has been approved from the research findings that an increased psychological empowerment seems to be highly associated with the culture of an organization. The variable of culture has been evaluated to determine its association with empowerment due to the reason that it is pertinent to the efficient and innovative organizations (Dickson, 1992). Moreover, it is also helpful in illustrating the process of decision making at the primary level of a university, in a friendly organizational structure, which also resulted in the enhancement of the psychological empowerment in the domain of academics. Through this study, it has been recommended that the culture of an organization determined the psychological empowerment of the faculty staff.

The study also assessed the structural empowerment in association with the satisfaction level of job. Numerous studies have been conducted in the past, which showed the significant relationship among the job satisfaction and structural empowerment (Chang et al., 2010; Laschinger et al., 2001; Winter-Collins and McDaniel, 2000). It has been observed through research findings that the psychological as well as the structural empowerment of managers in the organization is highly related with an enhanced level of job satisfaction. While examining the existence of a relationship among the satisfaction level of job and the culture of an organization, a positive association has been observed. As proposed by Quinn and Spreitzer (1997), the organizational culture seems to be correlated with high satisfaction levels with work, supervision, and promotion. Hence, the culture of an organization is helpful to bring enhancements in the job satisfaction of the academic staff rather than a control-based culture.

The researcher has also investigated the psychological empowerment with regard to the commitment of an organization. The academic staff who believes that their responsibilities and assigned duties are of significant importance, they have the opportunity to take part in the process of making decisions, feel competency regarding their jobs, and also can influence their

co-workers by the way of successful accomplishment of their tasks, seems to be more intrinsically motivated concerning their work related responsibilities and more devoted within their respective departments, which empowers the staff members (Liden et al. 2000; Aryee and Chen 2006). It has also been verified through the results that the commitment to an organization and the psychological empowerment are associated with each other. The psychological empowerment with respect to the satisfaction level of job has also been examined. The psychological empowerment seems to be associated with job satisfaction due to the reason that the positive attitudes of faculty staff concerning their work responsibilities increase the efficiency in accomplishment of those responsibilities. The findings of this study demonstrated a positive relationship among the job satisfaction, empowerment, and the commitment of an organization.

5. Conclusion

In the light of recommendations of this study, future researches should focus on adopting the qualitative research design to investigate the perception of empowerment among the faculty staff. The longitudinal research technique is required to discover the causal nature of association among the workplace outcomes and the contextual aspects. Simultaneously, the empowerment of academics with respect to the viewpoint of gender should also be considered. It was also suggested that future researchers should emphasize on the identification of various mediating variables in relationship among the work outcomes and contextual aspects as they would be helpful in expansion of the existence understanding of 'how' in this relationship. The culture of an organization and the structural empowerment should not be determined as a single substitute to enhance the organizational commitment and the satisfaction level of employees of the academic staff.

It has been concluded from the results that both structural and psychological empowerment are substantial predictors of the satisfaction level of the job and organizational commitment. The mediating impact of the psychological empowerment has been recognized among the external aspects, such as the culture of an organization and the structural empowerment and the consequences associated with the work, which include the organizational commitment and the satisfaction level of the job. Among the job satisfaction, structural empowerment, and the commitment of an organization, the partial mediating influence of the psychological empowerment has been observed. The results of present study also determined that the academic staff required more concentration from the management of higher education. In this type of working environment, a fundamental challenge is to stimulate the psychological empowerment for academic staff for attainment of more suitable attitudes regarding the work.

The findings of this research provide an understanding and enhance the latest knowledge to the environment of universities which is helpful in expansion of the psychological and structural empowerment among the academics. It also provides assistance to the behaviours of positive workplace and sustains the performance of an organization. The empowerment of faculty staff in the context of higher education is the way, through which the development of the environment of universities can be facilitated. Besides this, it also endeavours to generate and

enhance such an environment which might lead to the positive consequences of workplace for both the students and academics. In general, the psychological empowerment constitutes essential circumstances for the motivation to takes place in universities.

Acknowledgement

The author is grateful to the Applied Science University, Amman, Jordan, for the financial support granted to this research project (Grant No. DRGS-2015-2016-47).

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