



# Investigation of the Relationship between Psychological Empowerment, Job Satisfaction and Organizational Commitment of Secondary School Teachers in Robot Karim City

$$\text{Min} \sum_{i=1}^n w_i x_i$$

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## ABSTRACT

The present study was conducted to examine the relationship between psychological empowerment, job satisfaction and organizational commitment among Secondary school teachers in the city of Rabat Karim through descriptive survey. Statistical population were 1753 people among Secondary school teachers in the city of Rabat Karim which 156 subjects (90 females and 66 males) with sampling alternating to the volume were selected based on Cochran's formula. Tools used in this study consisted of Asprytzer's psychological empowerment questionnaire, Smith's job satisfaction questionnaire, Kendall and Holin as well as organizational commitment questionnaire of Alan and Meyer. The reliability was confirmed by Cronbach's alpha. Correlation test and stepwise Regression was used for data analysis. Pearson correlation test results indicate that psychological empowerment and its subscales (significance), self-determination has a positive and significant relationship with job satisfaction at the level of  $p < .1$ . Results also indicated that there was no significant relationship between feelings of competence and job satisfaction ( $r = 0/044$ ,  $p = 0/624$ ). In order to more closely examine the relationship between psychological empowerment and job satisfaction among components of psychological empowerment, job satisfaction, the results indicated that job satisfaction has a positive and significant relationship with self-determination ( $r = 0/55$ ,  $p = 0/000$ ), feeling of efficacy ( $r = 0/42$ ,  $p = 0/000$ ) and significance level ( $r = 0/207$ ,  $p = 0/02$ ). well as the results of the Pearson correlation test showed that there not exists a significant relationship between psychological empowerment and organizational commitment of teachers ( $r = 0/12$ ,  $p = 0/181$ ), the result is that in the development of psychological empowerment and job satisfaction of teachers is increased and it will be certainly followed with the enhanced quality of education.

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## Introduction

Amongst the most effective and crucial elements for the survival of organizations, also noticed by officials and managers, are human resources. Studying the history of the development of industrial societies suggests that skilled and trained manpower in the process of transformation of traditional society to an industrial society has undeniable effects, so that manpower has the main element for the development of communities and organizations ( Talebpour and Imami). One of the concepts which has been mentioned for the development of human recourses is employees' empowerment (Lawler, 1994: 52). Blanchard, K. H., Carlos, J. P. and Randolph (2003: 39) write that many managers are looking to empower the view that the people can decide through it. Many of the employees know empowerment as unconditional freedom to run anything. According to Baruch's, empowerment is not only verbal, but also is the introduction of the notion of the current trend of the current management. It is a story of working with people and a shift from top-down management style which has been today increased its importance by introducing a new discussion such as re-engineering and re-structuring (Baruch, 1998: 82).

Empowerment is the process through which the relative strength of each individual increases and a new powers for the

organization is created. (Chamberlin, 1997: 43). Empowerment, is an interlocking and interactive process because each individual and the team which gains strength is that he gets qualified privilege to work with it. Individual and organizational empowerment is achieved when employees can obtain their superior level (Geisler, 2005: 49). "Empowerment means injecting force to the employees, the organization should strengthen the sense of personal power "(Gersler, 2005 : 48 ). Empowerment is defined by exercises the leadership in others and the ability to do their job and is based on change in leadership.(Rider, 2000: 9). Kevin and Aspritzer (1997), (quoted from Abdollahi and Abraham, 2006), with a field study of middle managers at leading companies, have detected two different approaches to the empowerment approach, mechanical and organic approach. Most of the authors of management respect to empowerment through mechanical perspective. Conger and Kanengo (1988) writes that most management theories, respect to empowerment as a set of management techniques and do not look and pay attention to its processes and nature. Aspritzer (1996,1995). Regarding to Thomas and Velthos pattern, psychological empowerment as a motivational concept consists of four dimensions: competence, autonomy (choice), to be meaningful and effective which the total

dimensions reflect a personal orientation to the work of the organization. Voten and Cameron (1998) in addition to emphasizing the multifaceted nature and the four dimensions of empowerment have added trust dimension. The research inspired by Yahya (2004) which has presented a model for empowerment, factors affecting empowerment include; staff skills, confidence, communication and motivation (quoted from Talebiyan, 1387). Job satisfaction is an important factor in career success and increase the operating efficiency of the organization. Mir Kamali defines job satisfaction as a sense of job satisfaction in the person and the organization which has a relationship with appropriate career opportunity rate, sense of meeting the needs talents, job growth and experiences (Mir Kamali, 5). Davis and New Storn (1991) knows job satisfaction as a set of compatible and incompatible feelings throughout which employees feel their work. There exists a significant relationship between job satisfaction and the organization efficacy. (Safi, 1992). Spector believes that job satisfaction is an attitude showing that how people feel generally and specifically about their job. Lack of job satisfaction has a few negative organizational and behavioral results including to withdraw behavior, absenteeism, turnover, burnout, physical and psychological health, aggression and robbery in the workplace and life satisfaction (quoting from Bidokhti and Saleh Pour, 2006). Parson knows job satisfaction as related to five factors: self-esteem, identification, satisfying desires, pleasure and intimacy. Corman knows theories of job satisfaction which can be integrated into in both regards. According to him, until 1975, there was mainly three theories of job satisfaction including; prosperity theory, referenced-group theory and the theory of human relations (Shafi Abadi, 1992).

One of other variables that can play a crucial role in achieving the goals is organizational commitment. Allen and Meyer announces that organizational commitment is an aspect that conduct persons in order to achieve organizational goals and guidelines and includes the recognition, conflict and loyalty of staffs (Allen and Meyer, 1990). organizational commitment can be simply believed in the values and goals of the organization, a sense of loyalty, moral obligation, desire, heart and feel the need to stay in the organization which can be defined based on the views of three components; 1. Emotional commitment, 2. Normative commitment and 3. Continuance commitment (Madani and Zahedi, 2007, .)

Lee Chong Chung., Shan Xia Hu Chin and Lynn Mann (2010) in their study showed that job satisfaction has a direct effect on organizational commitment and statistically significant impact on organizational commitment and by organizational empowerment and psychological empowerment. Ra'oufi and Jannati, in their research found that job satisfaction is a combination of psychology, physics, and the environment that causes the person to say "I am satisfied with my job" (Abou, 2009). Eskandari (2000) in his study found that the commitment in staffs can have an interact relationship with organizational factors, job, work, and personal factors and organizational commitment is related to job commitment. In a research by Ekpra and Vien (2008) findings suggest that there was a significant relationship between perceiving equity, organizational commitment and job satisfaction. Estrone (1999) in his study found a positive and significant relationship between organizational commitment and job satisfaction. Parnian (2000) expresses that staff perceptions in the organization is different from organizational conditions (salary, respect, attention and organizational procedural justice) and different types of perception effect on organizational

commitment. Literature related to organizational commitment shows that commitment is a function of personal characteristics and situational factors associated with the workplace. Personal characteristics include factors such as age (Morrow, 1983; Colbert and Cowan, 2000; Matthew and Zayak, 1990, Cowan and Bankez, 2004, Al-Najjar, 1987), work experience (Savar and Sime, 1996; Robinson et al, 1992; al-Najjar, 1999, Hawkins, 1998), gender (Savar and Sime, 1996) and education (Robinson et al, 1992; Matthew and Zayak, 1990). according to Soliman and Isels (2000), four main approaches including attitudinal, behavioral, normative and organizational commitment are in multidimensional conceptualization and explanation. (Tamilson and Jankinz 1992; translated by Zali, 1998) in their study found that there is a positive relationship between affective commitment and job satisfaction, but there is a negative relationship between continuance commitment and job satisfaction. Darvish Yousef (2000) in his study found that there is a balanced relationship between the perception of equity and organizational commitment. Biverli (1994) found that organizational commitment among educational centers is located on the upper level which will lead to increased job satisfaction.

In general, since psychological empowerment is the basic necessities of modern organizations and job satisfaction and organizational commitment will follow them, the main problem with the study was to investigate the relationship between psychological empowerment, job satisfaction and organizational commitment of Secondary school teachers as an effective group among education of adolescents and young adults. This research is motivated by the lack of major components of psychological empowerment and job satisfaction and organizational commitment as well as their relation to the angular dimensions of organizational commitment (affective commitment, continuance commitment and normative commitment) or to study the teachers to investigate the role of the components of psychological empowerment in predicting job satisfaction and organizational commitment. Hence, addressing this issue address the research literature to enrich and empower the psychological variables associated with.

### Methodology

In this study, descriptive - survey has been used. Descriptive because the researcher is to describe the situation or phenomenon, survey since the researcher wanted to comment about the teachers' relationship with psychological empowerment, job satisfaction and organizational commitment. Therefore, in its present location data has been collected. regarding to the purpose and nature of the study, we take into account the category as applied research, since the aim of applied research is the development of practical knowledge in a particular field.

### Population

The population studied included all secondary teachers in Robat Karim city who in 2009 in secondary schools in the city are busy with work, according to information obtained in 1753, the number of teachers includes (1017 males and 736 female).

### Sampling

To determine the sample population in this study, Cochran's sampling formula is used.

$$n = \frac{Nt^2s^2}{Nd^2 + t^2s^2}$$

The sampling method in this study is classified or alternative sampling method and to sample, after sampling population, classified or alternative sampling method was used

which ultimately 90 female teachers and 65 male teacher were selected from the population.

#### Methods and tools for data collection

In the present study two methods for data collection are used; library and field method. Instruments used in this study consisted of a questionnaire of psychological empowerment, Smith's job satisfaction questionnaire, Kendall and Holin as well as organizational commitment questionnaire of Alan and Meyer which the reliability was confirmed by Cronbach's alpha. Pearson Correlation test and Stepwise Regression were used for analysis of data.

#### Methods of data analysis

In this study, the data were analyzed using descriptive and inferential statistic. Descriptive statistical estimates the frequency distribution, percentage, density, mean and ...., and for analysis of hypothesis test, statistical parameters such as Pearson correlation, t univariate, analysis of variance and Regression analysis is used.

#### Research Questions

1. What is the level of psychological empowerment of Secondary school teachers of Robat karim city?
2. What is the level of job satisfaction of Secondary school teachers of Robat karim city?
3. What is the level of organizational commitment of Secondary school teachers of Robat karim city?

#### Research hypotheses

1. There is a significant relationship between psychological empowerment and job satisfaction of secondary teachers of Robat karim city.
2. There is a significant relationship between psychological empowerment and organizational commitment of secondary teachers of Robat karim city.

#### Analysis of Findings

**Examine the first question-** What is the level of psychological empowerment of Secondary school teachers of Robat karim city?

To investigate this question, one sample t -test is used. This test determines whether the observed mean compared to the set amount has a significant difference or not. In this study, regarding that the data in Likert 5 ° were collected together and therefore a numerical mean is between 1 to 5, compliance criteria for the researcher is determined as 3. The results of one sample t-test, has shown a significant test ( $t=26.18$ ,  $p=0.00$ ). Full results of one-sample t -test is shown in the Table 1.

**Examine the second question** - What is the level of job satisfaction of Secondary school teachers of Robat karim city?

To investigate this question, one sample t -test is used. Compliance criteria for the researcher is determined as 3. The results of one sample t-test, has shown a significant test ( $t=4.77$ ,  $p=0.00$ ). Full results of one-sample t -test is shown in the Table 2.

**Examine the third question** - What is the level of organizational commitment of Secondary school teachers of Robat karim city?

To investigate this question, one sample t -test is used. Compliance criteria for the researcher is determined as 3. The results of one sample t-test, has shown a significant test ( $t=5.54$ ,  $p=0.00$ ). Full results of one-sample t -test is shown in the Table 3.

#### Research hypothesis survey

The first hypothesis - There is a significant relationship between psychological empowerment and job satisfaction of secondary teachers of Robat karim city.

To investigate this hypothesis, the Pearson correlation coefficient was used. Results indicate that psychological empowerment and job satisfaction of teachers there is a significant positive correlation ( $r=0.55$ ,  $p=0.000$ ).

In order to examine more closely the relation between psychological empowerment and job satisfaction, Pearson correlation coefficients was used between components of psychological empowerment and job satisfaction shown in Table 4. Results indicate that job satisfaction positively there is significant relationship with self-determination ( $r=0.55$ ,  $p=0.000$ ), sense of efficacy ( $r=0.42$ ,  $p=0.000$ ), significance ( $r=0.207$ ,  $p=0.02$ ). The results have shown that there is no significant relationship between feelings of competence and job satisfaction ( $r=0.044$ ,  $p=0.624$ ). The results are given in Table 4.

Projected to continue, to investigate the predictive power of the components of psychological empowerment for job satisfaction, stepwise Regression analysis was used. Before performing Regression analysis, the most important pre-assumptions of this analysis will be examined.

Linear regression analysis is of the most important pre-assumed relationship between the variables. Ocular evaluation of scatter plot show a linear relationship between the criterion variable(job satisfaction) and between variables (psychological empowerment). This diagram is shown in Figure 1-4.

#### Job Satisfaction

Figure 1-4. The scatter plot examine the linear relationship between job satisfaction and psychological empowerment

Table 5: Summary of Stepwise Regression of job satisfaction shows the results in terms of components of psychological empowerment.

R is the size of the correlation between the observed and the pre- projected criterion variables. The R -squared ( $R^2$ ) is the square of the correlation and represents the proportion of variance in the criterion variable. So according to the value of  $R^2$ , Self-determination represents 30.3 percent of the variation in job satisfaction. When sense of efficacy is added to the model, prediction of variance in job satisfaction increases to 33.4 percent. When significance is added to the model, prediction of variance in job satisfaction increases to 34.0 percent.

To further investigate the significance of the regression to test whether predictive variables of self-determination, sense of efficacy and significance can effect on predictive criterion variables ( job satisfaction ) or not. For this issue the ANOVA test has been used. The results are given in Table 6.

The results represents that the three variables entered to the equation has remained significant. The variable self-determination  $f=53.36$  at the level of  $p<0.01$  has a significant effect on job satisfaction. By adding the sense of efficacy to the model  $f=30.55$  at the level of  $p<0.01$  has a significant effect on job satisfaction. Also significance  $f=20.77$  at the level of  $p<0.01$  has a significant effect on job satisfaction.

As seen in Table 7, relationship between Self-determination and job satisfaction in Model 1 is significant and regarding to the coefficients in the table, the regression equation for the criterion variable (job satisfaction) can be written as follows :

$$Y = a + b_1x_1$$

job satisfaction= $1.899-0.360(\text{Self-determination})$

In the second model, as the variable of efficacy was entered, the amount of Beta decreased but remained significant.

$$Y = a + b_1x_1 + b_2x_2$$

job satisfaction= $1/61-0/295(\text{self-determination})+0.149 \text{ efficacy}$

In the third model, the feeling of significance is added to the model.

**Table 1: Results of one-sample t -test to evaluate the utility of psychological empowerment**

|                           | T      | Degree of freedom | Significance level | Mean difference | upper limit of confidence level | Lower limit of confidence level |
|---------------------------|--------|-------------------|--------------------|-----------------|---------------------------------|---------------------------------|
| psychological empowerment | 26/186 | 124               | 0/000              | 1/049           | 1/12                            | 0/97                            |

**Table 2 : Results of one sample t -test to investigate the desirability of job satisfaction**

|                           | T    | Degree of freedom | Significance level | Mean difference | upper limit of confidence level | Lower limit of confidence level |
|---------------------------|------|-------------------|--------------------|-----------------|---------------------------------|---------------------------------|
| psychological empowerment | 4/77 | 124               | 0/000              | 0/233           | 0/33                            | 0/136                           |

**Table 3 : Results of one sample t -test to investigate the utility of organizational commitment**

|                           | T    | Degree of freedom | Significance level | Mean difference | upper limit of confidence level | Lower limit of confidence level |
|---------------------------|------|-------------------|--------------------|-----------------|---------------------------------|---------------------------------|
| psychological empowerment | 5/54 | 124               | 0/000              | 0/15            | 0/20                            | 0/096                           |

**Table 4. Pearson correlation coefficient between psychological empowerment and job satisfaction components**

|                  | competence | self-determination | sense of efficacy | Sig    |           |
|------------------|------------|--------------------|-------------------|--------|-----------|
| Job satisfaction | 0/044      | 0/55*              | 0/42*             | 0/207* | r value   |
|                  | 0/624      | 0/000              | 0/000             | 0/020  | Sig level |

$p < 0/01$

**Table 5 : Summary of Stepwise Regression of job satisfaction in terms of components of psychological empowerment.**

| Rank | Entered variables                                | R     | R <sup>2</sup> | Modified R <sup>2</sup> | Standard error | $\Delta R^2$ |
|------|--|-------|----------------|-------------------------|----------------|--------------|
| 1    | Self-determination                               | 0/550 | 0/303          | 0/297                   | 0/458          | 0/303        |
| 2    | Sense of efficacy and Self-determination         | 0/578 | 0/334          | 0/323                   | 0/450          | 0/031        |
| 3    | Sense of efficacy and Self-determination and sig | 0/583 | 0/340          | 0/324                   | 0/449          | 0/006        |

**Table 6 : ANOVA analysis of the predictive variables**

|  |            | Total squares | Degree of freedom | Mean of total squares | F     | Sig level |
|--|------------|---------------|-------------------|-----------------------|-------|-----------|
| self-determination                               | Regression | 11/22         | 1                 | 11/22                 | 53/36 | 0/004     |
|  | Remained   | 25/87         | 123               | 0/21                  |       |           |
|  | Total      | 37/1          | 124               |                       |       |           |
| Sense of efficacy and Self-determination         | Regression | 12/38         | 1                 | 6/190                 | 30/55 | 0/000     |
|  | Remained   | 24/72         | 123               | 0/203                 |       |           |
|  | Total      | 37/100        | 124               |                       |       |           |
| Sense of efficacy and Self-determination and sig | Regression | 12/61         | 1                 | 4/20                  | 20/77 | 0/000     |
|  | Remained   | 24/48         | 123               | 0/202                 |       |           |
|  | Total      | 37/100        | 124               |                       |       |           |

**Table 7. Regression coefficient of job satisfaction**

| Model |                    | b     | Error | $\beta$ | t      | Sig level |
|-------|--------------------|-------|-------|---------|--------|-----------|
| 1     | Fixed value        | 1/899 | 0/187 |         | 10/145 | 0/000     |
|       | Self-determination | 0/360 | 0/049 | 0/550   | 7/305  | 0/000     |
| 2     | Fixed value        | 1/61  | 0/218 |         | 7/431  | 0/000     |
|       | Self-determination | 0/295 | 0/056 | 0/450   | 5/299  | 0/000     |
|       | Efficacy           | 0/149 | 0/063 | 0/203   | 2/388  | 0/018     |
| 3     | Fixed value        | 1/281 | 0/383 |         | 3/345  | 0/001     |
|       | Self-determination | 0/290 | 0/056 | 0/443   | 5/204  | 0/000     |
|       | Sense of efficacy  | 0/138 | 0/063 | 0/187   | 2/167  | 0/032     |
|       | Sense of sig       | 0/086 | 0/080 | 0/080   | 1/073  | 0/285     |

As the value is significant, the final regression equation for job satisfaction according to the components of psychological empowerment is as follow:

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3$$

Job satisfaction =  $-1.28 - 0.290(\text{self-determination}) + 0.138(\text{efficacy}) + \text{feeling of significance}$

To investigate this hypothesis, the Pearson correlation coefficient was used. Results indicate that there not exists significant relationship between psychological empowerment and organizational commitment of teachers ( $r=0/12, p=0.181$ ).

### Conclusions

In overall, this research has shown that psychological empowerment and organizational commitment of teachers in secondary schools in the city of Rabat Karim according to the selection criteria was statistically significant. In addition, they also have job satisfaction.

The results also showed a significant positive correlation between job satisfaction and psychological empowerment which means that by increasing psychological empowerment, job satisfaction of the sample population will increase. Components of psychological empowerment were able to explained, in overall, 34% of the variance in job satisfaction.

However, research has shown that there is no statistically significant relationship between psychological empowerment and organizational commitment in the sample.

It seems that the relationship between staffing agencies and the organization in the employment of the Education of Iran is complex and influenced by many different factors. On the one hand, by the interaction of people and interact with a wide range of human relations and the broad clerical, teachers despite suffering financial problems and difficulty with science education, have organizational commitment and job satisfaction proceed for psychological empowerment, but it should be

considered that the psychological empowerment has failed to effect on organizational commitment.

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