

ROLE OF JOB SATISFACTION AS A MEDIATOR OF THE RELATIONSHIP: ACADEMICIANS PSYCHOLOGICAL EMPOWERMENT AND ORGANIZATIONAL COMMITMENT

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ABSTRACT

Empowerment is considered to be a powerful influence on job commitment, while job satisfaction is also considered to have positive impact on job commitment. This study aimed to examine the relationship between academicians' organizational commitment, empowerment and job satisfaction. The respondents of this study were academicians of degree colleges of district Sialkot (Pakistan). Data was collected through survey questionnaire using simple random sampling technique. Sample size for this study was 293. Results showed that there exists a positive relationship between all the three variables of study. Although all dimensions of empowerment has positive impact on job commitment but the "meaning" and "impact"

cognitions are most significant one that contributed to organizational commitment. Additionally, job satisfaction was taken as a mediator in the relationship. Results of mediation analysis indicate that job satisfaction mediates the relationship of psychological empowerment and organizational commitment. Findings showed that job commitment of teachers can be increased by giving them empowerment to perform their job that ultimately can increase their performance in the completion of their job duties.

Keywords: Psychological empowerment, job satisfaction, organizational commitment

Introduction

The most significant factor behind the higher performance of any organization is an employee. An organization with good management always considers employees as its assets and a portal to productivity and organizational performance. In a dynamic environment, the organizations have realized that they need to give more importance to employees instead of capital or physical resources. During the past decade, psychological empowerment in organizations has received a great deal of attention from researchers and it has been studied in relation with various organizational outcomes (Dust, Resick, Margolis, Mawritz, & Greenbaum, 2018; SALIMI & ABDI, 2018). Many studies have exposed that the most employees left their organization because of having no power to take job related initiatives. As a result, considering the importance of job empowerment organizations are now giving more responsibilities and freedom to their employees to create a positive environment. A global shift has occurred in the working environment, managing employees and in decision making. A very important tenet of global working environment is freedom and empowerment. When organizations are facing a rapidly changing and escalating competitive condition, employee empowerment is considered a key to unlock the potential of a successful workforce. Baird, Su, and Munir (2018) found that employee's empowerment increased the performance of organization. It is also the crucial component to improve the true quality (Metcalf, Habermann, Fry, & Stoller, 2018). Empowerment of employees makes them competent, confident and develops a sense of personal mystery to meet new challenges. It is a mean of self-determination, personal control and enhances trust and responsibility of actions. It mobilizes intrinsic motivation among workers to take action (Thomas & Velthouse, 1990). Empowered people are more productive, cooperative, have a sense of good working relationship with their supervisors and coworkers. Empowering employees directly affect a worker's ability to succeed, their job satisfaction and organizational commitment. Empowerment develops a quality relationship and provides greater access to information for gaining competitive advantages. Empowerment is generally seen as a key to employee satisfaction, improved productivity and job commitment.

Education plays a principal role for all sections of society to create opportunities by developing prolific and informed citizenry (Kazmi & Quran, 2005). In this globalization era,

economic life is more competitive and demanding expertise development. The education sector is human intensive and effectiveness of this sector is mostly dependent on their quality employees. The education sector is highly interactive as compared to other sectors. Therefore, employees 'empowerment, satisfaction of quality employees and their institutional commitment are vital elements of the investigation. In education sector the empowerment of the employee is deemed so important to achieve quality education (bin Wan Mohd).The head of educational institutions needs to engage teachers in institutions, initiatives and educational reforms. Teachers 'empowerment is an enviable factor of school improvement (Seed, 2008). Academicians are considered as both the dilemma and elucidation for developing and implementing a successful education reform (Smylie, 1997). High quality teachers view themselves as continuous learners to take on students in ways that make possible understanding and knowledge transfer and they want to know the motivation behind psychological learning(Wlodkowski & Ginsberg, 2017). Academic staff must consider that their efforts can make a distinction in their educational institutions (P. Short & Greer, 1993).

If academicians are satisfied about their jobs and have a strong commitment to their institutions consequently they show curiosity in teaching and provide quality education. Students will show competencies because of teachers 'diligent in their teaching.

Literature Review

Empowerment has been defined in multiple ways, by multiple researchers, covering multiple dimensions of empowerment (Baird et al., 2018; Dust et al., 2018; Metcalf et al., 2018; SALIMI & ABDI, 2018). Majority of authors have agreed that empowerment is the discretion of an employee over his job related activities. According to (Mohammadian & Amirkabiri, 2014),Psychological empowerment is a state of mind. Empowered employees have personal control over their jobs and feel themselves accountable for the actions taken and share responsibility for organizational performance. According to (Ripley & Ripley, 1992), empowered employees feel self-respect and in result they are more responsible and motivated in their work routines. It is the motivation that makes an employee committed to a particular project, person and organization. Participation in planning and decision making is an internal dedication that is strongly associated with empowerment (Tony, 1999).

Employee empowerment has been termed in two different ways by researchers: situational approach and psychological approach (Conger & Kanungo, 1988). In situational approach employees are engaged in decision making by transferring authority from upper level to lower level employees. But, psychological approach puts less stress on handing over power in decision making, but contributes to intrinsic motivation as a different psychological cognition. Psychological empowerment having different dimensions of employee empowerment has been

explained by different researchers. (Petter et al., 2002) described seven essentials of empowerment: autonomy, knowledge and skills, responsibility, information, creativity, power, initiative and decision making. (Spreitzer, 1995) had explained competencies, self-determination, meaning and impact as dimensions of empowerment. Competencies are the reflection of self efficacy and one's belief in his/her ability to perform the tasks. Meaning refers to the value of job goals, purpose and best fit between the values and work behavior. Self-determination is a believing in that one has choice to initiate the work related actions. Impact is the extent to which workers can influence organizational outcomes. When employees are given access to information, organizational support and learning opportunities, they feel empowered. According to (Thomas & Velthouse, 1990), the four cognitions must be additively combined to maximize the psychological empowerment in an institution. The need of any single dimension will decrease, though not fully remove, the overall level of felt psychological empowerment. Researchers suggest when empowerment is practiced at work, encouraging outcomes is possible to occur. More empowered workforce experience less job strain, more job satisfaction and institutional commitment. They are also less expected to leave the organization. Empowered people are also more practical, less defiant to change, satisfied with the job and more dedicated to teams and organizational performance. Empowered employees have more trust, greater access to information, resources and opportunities of learning and development (Ghani, bin Raja, & Jusoff, 2009). Empowerment is an intrinsic motivation and this inspiration has an immense impact in all areas of schooling and learning either these areas are related to teachers or students (Sukhbaatar et al., 2017).

Employees' empowerment and organizational commitment

It is believed that organizational commitment is influenced by employee empowerment (Joo & Jo, 2017). Employee empowerment provides opportunities to employees for providing input in the decision making process, give them freedom to take initiatives regarding their jobs. When employees have the freedom and competencies to perform the task, they feel pleasure and make them committed to the institution. When staff perceived their leaders as participative, they feel more committed and experience higher levels of job satisfaction. (M. K. Khan, Tariq, Hamayoun, & Bhutta, 2014) conducted a study on the workers of telecom sector in Pakistan found a positive association between employee empowerment and three dimensions of organizational commitment. Furthermore, this study also explored that employee empowerment has also positive and significant correlation with each dimension of organizational commitment. (Bani, Yasoureini, & Mesgarpour, 2014) Iranian researchers, investigated the relationship of worker's empowerment and organizational commitment in a revenue agency operating in Senman City in Iran. This study explored that there was a positive and meaningful relationship between employee psychological empowerment and organizational commitment. (Muhammad Shakil Ahmad et al., 2014) also found a considerable and positive relationship between teacher empowerment and organizational commitment. As a result, it is essential for institutions and

organizations to institute management systems and policies that cultivate an environment where employees feel empowered. Employees with high effective commitment will most preferably to retain at the organization due to their desire to work continuously with employer and align their goals with the organization's goals as well (Karim & Noor, 2006). A prominent research conducted in Pakistan on university teachers has also discovered that psychological empowerment is strongly related organizational commitment (Chughtai & Zafar, 2006). Psychological empowerment and its cognitions can be adopted to predict affective commitment (Choong, Tan, Keh, Choe, & Tan, 2014). Affective commitment is closer to intrinsic motivation as compared to normative and continuous commitment (Meyer, Allen, & Smith, 1993). On the whole, employees will make out higher effective and normative commitment, but low continuance commitment (Chan, 2003). (Bogler & Somech, 2004) in his study investigated the impact of teachers' empowerment on institutional commitment, teachers' professional commitment and their citizen behavior. The result of this study indicated that teachers' perception of empowerment is considerably and positively related to the development of organizational commitment and their professional commitment. In addition, empowered teachers exhibit organizational citizen behavior. (Sharif, Kanik, Omar, & Sulaiman, 2011) investigated the association between teachers' empowerment and their organizational commitment in rural secondary schools. The study pointed out that teachers in secondary schools possessed a high level of empowerment and organizational commitment. A encouraging and significant relationship between teachers' empowerment and organizational commitment was also reported. (Toremen, Karakus, & Savas, 2011) in their study determined the effect of staff empowerment on teacher' three dimensioned organizational commitment. The findings showed the importance of personnel empowerment strategies on teachers' organizational commitment. To persuade an employees' sense of belonging to their organization, four cognitions of psychological empowerment: meaning, competence, impact and self-determination should be focused. The institutes must provide autonomy to their workforce complete their job related tasks (Choong, Wong, & Lau, 2012). Intrinsic motivation that is directly derived from work task is a positive valued experience (Thomas & Velthouse, 1990). In order to boost employee job satisfaction and organizational commitment, leaders should award them demanding tasks with additional responsibility and authority. This eventually will increase organizational performance.

***H1:** Employees empowerment dimensions, meaning, self-determination, competencies and impact are positively related to Organizational commitment*

Empowerment and job satisfaction

The notion of work satisfaction was first developed by Hawthorne studies in late 1920s. The sentiments of employees can persuade their working behavior. Psychological and social relationship factors can influence the job satisfaction and employee productivity (Robbins &

Judge, 2012). Job satisfaction is defined as positive feelings of employees about physical and psychological factors associated with their job (Hoppock, 1935). (Dawis & Lofquist, 1984) defined work satisfaction as the degree to which it fulfills employee needs. Job satisfaction is used as a positive reinforcer within the workplace by understanding individual needs and job satisfaction factors. Yousef (2017) found the relationship between job satisfaction, organizational commitment and organizational change. Job satisfaction is the level to which a worker likes or dislikes his/her job (Spector, 1997). Spector (1997) identified two approaches for complete understanding of job satisfaction (1) Global approach (2) Facet approach which are used together. Global approach focuses on overall attitude regarding the job and used primarily to compare job satisfaction with other variables such as commitment and turnover. The facet approach viewed a person's attitude about specific aspects of job satisfaction includes salary, policies and procedures, or recognition. (Locke, 1976) defined job satisfaction as "a pleasurable or a positive emotional state resulting from the appraisal of one's job". It is a cognitive, effective and evaluative reaction to the job (Miarkolaei, 2014). Satisfaction with job can be classified into , intrinsic, extrinsic and total satisfaction (Weiss, Dawis, & England, 1967). On the whole job satisfaction is a blend of intrinsic and extrinsic job satisfaction. Intrinsic work satisfaction occurs with the kind of work doing. Employee empowerment is an indispensable contributor to organizational effectiveness because employee empowerment directly affects job satisfaction (Meyerson & Dewettinck). Psychological empowerment is a mental state which shows how employees think about their work and how they act which make them to feel more confident and satisfied with the job. The effective execution of empowerment needed job satisfaction by the human capital within the organization, changing the old organizational culture and adopting the new one that supports empowerment, taking into consideration the behavior, global trend and organizational practices (Azeem & Sayed, 2010). Job satisfaction is backed up by employee involvement in decision making, lowering organizational communication levels, providing relative information regarding job requirement, development opportunities and convenience of information related to organizing values (Ugboro & Obeng, 2000). (Thomas & Velthouse, 1990) claimed that lower level of empowerment led to decrease in the level of job satisfaction. According to the study carried out by (Liden, Wayne, & Sparrowe, 2000), meaning the dimension of empowerment is most related to the job satisfaction. When employees are more involved in decision making they have more experience of job satisfaction. The individual has self confidence and self efficacy for achieving something better, have higher levels of job satisfaction (Liden et al., 2000). In another study (Ghaemi & Sabokrouh) conducted on the academic staff of Mazandaran University examined when teachers are empowered, their job satisfaction increases. The result of this study showed that total teachers' empowerment and job satisfaction are significantly correlated. Academic staff must have adequate authority, influence and control in the skilled development process to have personal mastery and self-efficacy. Empowerment of teachers is a professional development process to meet the requirements of educational institutes (P. M. Short, 1992). When in educational institutes, teachers feel

empowered themselves, they are more contented with their jobs and consequently organizational commitment enhances. Empowered teachers can make the greatest contribution to reforms in our educational system and sustain the momentum. Motivated employees will make the unexpected output but less motivated can drag the performance of the organization. Empowerment is upgrading of self-efficacy and emotions of employees (F. Khan, Yusoff, & Khan, 2014).

H2: Employees empowerment dimensions, meaning, self-determination, competencies and impact are positively related to job satisfaction

Job satisfaction and organizational commitment

Organizational commitment is the sensitivity and perception of employees towards their organizations.. Job satisfaction signify valuable different response to different characteristics of the job while organizational commitment is an effective response towards the whole organization. Yousef (2017) found the relationship between job satisfaction, organizational commitment and organizational change. Employees' commitment is a psychological liking of employees to their organization (Meyer, Becker, & Vandenberghe, 2004). (Balfour & Wechsler, 1996) defined organizational commitment as an worker, s desire to remain with the organization. According to (Maxwell and Steel, 2003_) organizational commitment involves three factors: (1) a firm belief to accept the organizational values and goals (2) a compliance to put forth substantial effort for the organizational success (3) An aspiration to continue an organizational membership.

In literature, there are diverse classifications of commitment. But this study will focus on affective, normative and continuance commitment of Mayer and Allen. Affective commitment is emotional connection to, identify with, an participation in the organization (Allen & Meyer, 1990). Affective commitment is the degree to which human resources are emotionally attached to the organization and identify the goals and values of the organization. With a high level of effective commitment individuals continues to work for an organization's success. According to (Wasti, 2003) affective commitment developed from constructive work experience such as job satisfaction, organizational equality, desirable outcomes and higher level of organizational citizen behavior.

Normative commitment is an obligation generally based on accepted rules to remain with an organization (Buchko, Weinzimmer, & Sergejev, 1998). If an organization is dependable to the workers, they may reproduce a higher degree of normative commitment (Islam et al., 2012). While perceived cost related to leaving an organization is called continuance commitment (Buchko et al., 1998). Continuance commitment may comprmosie'personal sacrifices'assocaited leaving an organization and limited oportunitiesfor other employment. A continuance committed employee shows his/her willingness based on personal investment in the

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form of nontransferable investment such as career investment, investment after retirement, close operational relationship with colleagues and acquired unique job skills (Adekola, 2012). The teachers' commitment can be sighted as: (1) Strong belief in and recognition of institutional goals and standrads;(2) readiness to exert hard work on behalf of the institution; (3) strong aspiration to preserve an individual's educational institution membership (Daneshfard & Ekvaniyan, 2012). According to (Reed, Kratchman, & Strawser, 1994) workforce will be pleased with their jobs and have commitment to their organization if they are comfortable with the nature of work, satisfaction with supervisor and co-workers, current pay policies and future opportunities for promotion are adequate with the organization. Less committed teachers put less effort to transfer knowledge in the classroom as compared to teachers with a higher level of commitment (Boroomandfar & Gholamhosini, 2011).

It is urged that job satisfaction and organizational commitment are positively and significantly related to higher productivity, higher attendance at work and low turnover at work (Camp, 1994). (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002) found that affective and normative commitment is positively linked to employment satisfaction. They proved that there is a firm association between affective, normative commitment and job satisfaction, but continuance commitment is negatively related with job satisfaction. Intrinsic, extrinsic and overall job satisfaction had a significant impact on normative and affective commitment and no relationship was found between the dimensions of job satisfaction and continuance commitment (Gunlu, Aksarayli, & Sahin Perçin, 2010). (Emhan, 2012) found a positive relationship between job satisfaction and affective commitment in profit organization and it has a negative effect on normative commitment the in only nonprofit organization. According to another study (Lumley, Coetzee, Tladinyane, & Ferreira, 2011) there was a positive and significant relationship between affective, normative and total organizational commitment. The teachers who are committed to their respective institutions put more hard work on behalf the institution (Tooksoon, 2011). Thus, the commitment among the academic staff is a substantial and important organizational goal. Committed academic staff may easily accept and adhere to the institutional objectives (Daneshfard & Ekvaniyan, 2012). Teachers with high commitment are more enthusiastic to go above and outside the expectations of their relevant institutions (M Shakil Ahmad, Fakhr, Ali Shah, & Zaman, 2010).

H3: Job satisfaction has a positive relationship with organizational commitment

Job satisfaction as a mediator

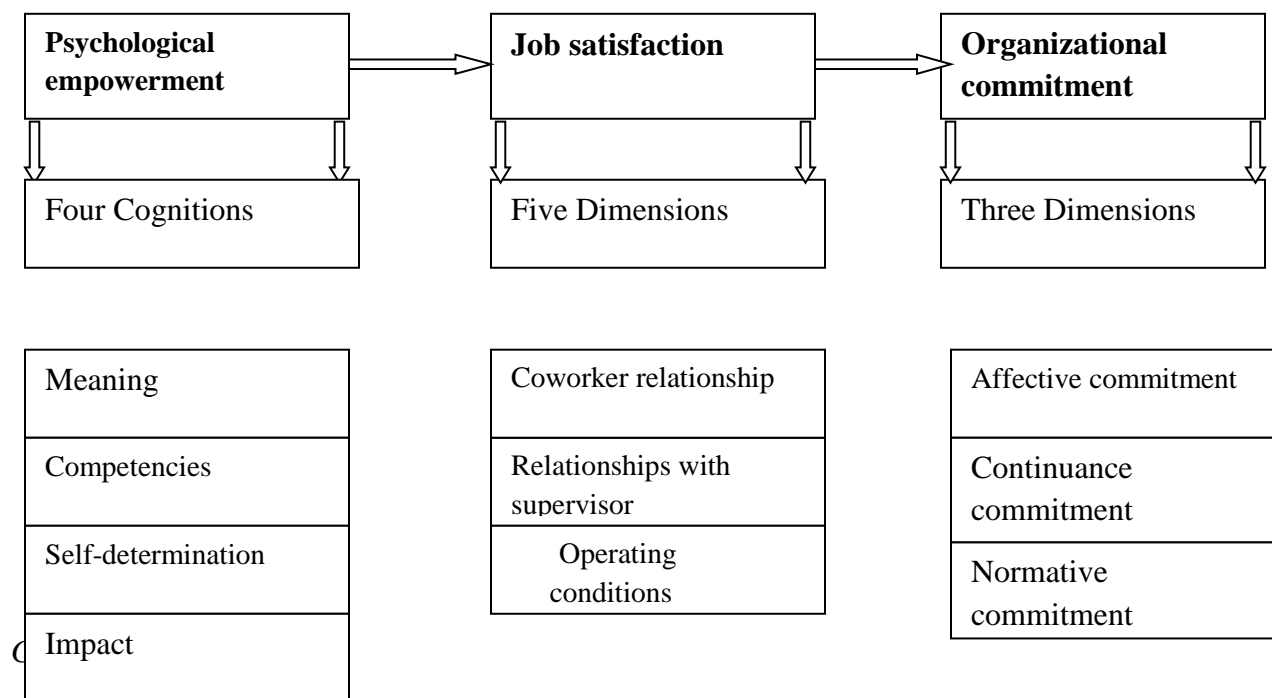
Many studies depicts the important role of job satisfaction as a mediator (Devonish, 2018; Feng, Su, Yang, Xia, & Su, 2017; Rezaei Dizgah & Mehrabian, 2018). Job satisfaction is a vital variable that has a unique implication for a deliberation of the effects of a variety of antecedents constructs on organizational commitment and several possessions of different antecedents on organizational commitment are mediated through job satisfaction. (Lambert,

Hogan, & Griffin, 2007) also determined that work/job satisfaction has considerable affect on organizational commitment as a mediator. Job satisfaction has a considerable mediation, relationship with the use of structural equation model of organizational commitment. A latest study (Crow, Lee, & Joo, 2012), confirmed that job satisfaction mediates in the relationship between organizational justice and organizational commitment. (Ali & Ali, 2014) investigated the role of pshcological capital, job satisfaction on job burnout of nurses in Pakistan. This study indicated that work satisfaction played a central role in mediating the relationship between psychological capital and job burn out. He explored that nurses having strong psychological capital will more expected to be satisfied with the job and will feel low levels of job burnout and contribute to the accomplishment of organizational objectives. (Hasanzadeh & Gooshki) in their study found that to some extent work satisfaction mediates in the relationship between participation management and job performance. In another study conducted on teachers in Tehran city (Iran) concluded that psychological empowerment and job satisfaction mediate in the relationship between transformational leadership and organizational citizenship behavior (Moghimi-Firozabad, 2013). The higher the psychological empowerment the teachers feel in their workplace, they more satisfied with their work and their high tendency to express organizational citizenship behavior.

***H4:** Job satisfaction will mediate in the relationship between employee empowerment and organizational commitment (affective commitment, continuance commitment and normative commitment)*

Theoretical frame work

Fig.3.1 and 3.2 show the theoretical framework for this study



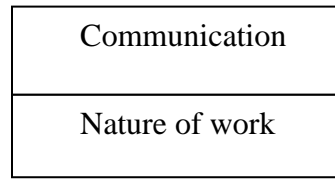


Fig 3.1: The proposed Conceptual frame work for the study

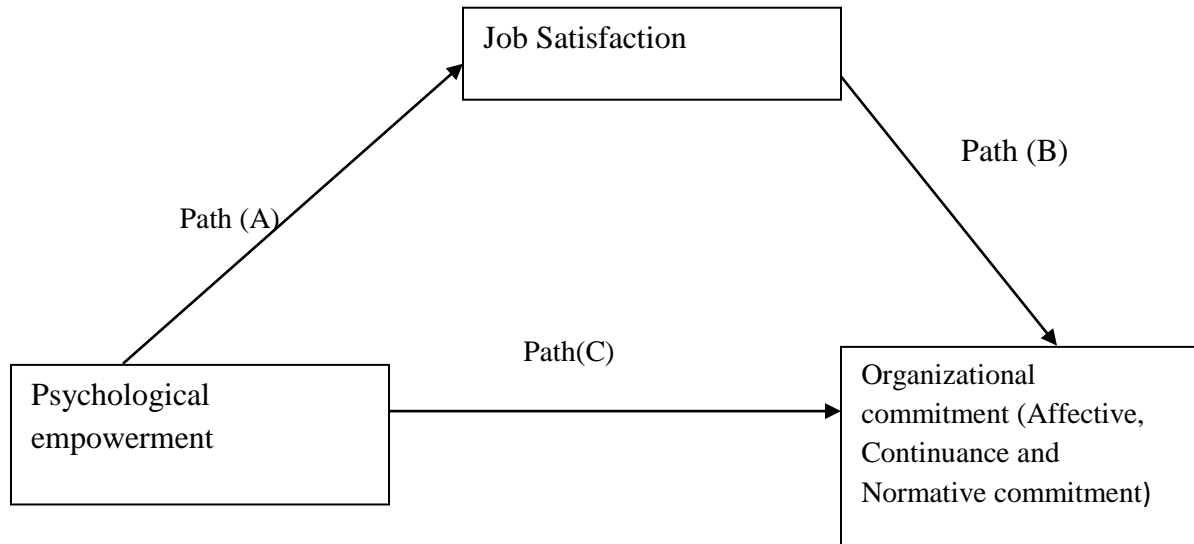


Fig 3.2 Meditation model for the study

Methodology

Subjects and Procedure

The target population for this research was the academic staff of Degree colleges situated in District Sialkot (Pakistan). There were 39 Degree colleges (Public and Private) in District Sialkot having affiliation with University of the Punjab. Total of 1250 academicians 293 were included in targeted sample size. The sampling technique used for this study was probability sampling because participants were selected from the target population randomly.

Four hundred and twenty questionnaires were distributed to target every third respondent through personal distribution. All the questions were explained to the participants so they may easily complete it and give the relevant response. A total of 310 questionnaires were collected yielding a response rate 74%. However only 293 of them were useable, as 17 questionnaires were incomplete.

Questionnaires

The questionnaire was composed of two sections, the first section solicited general information about respondent i.e. gender, age, teaching experience and educational level. The second part was associated to “psychological empowerment, job satisfaction and organizational commitment”. Employees empowerment was assessed using 12-items scale developed by Spreitzer (1995). This scale measures the four cognitions of employees empowerment, which is meaning, competencies, self-determination and impact. Each cognition consists of three items with a five point likert scale (1= strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, 5=strongly agree). Job satisfaction was assessed on the basis of five components (Coworkers' relationship, supervision, operating conditions, nature of work and communication) using 20 items scale developed by Spector (1985). Each component consists of four items with a five point likert scale. Organization commitment was evaluated using an 18 items scale developed by Allen and Meyer (1990). This scale measures the three dimensions of organizational commitment, which are affective, continuance and normative commitment with a five-point likert scale

Results

Reliability of measures

The reliability values (Table 1) for psychological empowerment, job satisfaction and organizational commitment were 0.820, 0.714 and 0.728 respectively. The reliability values indicated that questionnaire was valid.

Table 1:

Reliability test Values for independent and Dependent Variables

Variables	No of Items	Cronbach' s Alpha
Psychological Empowerment	12	.820
Meaning	3/12	.683
Competencies	3/12	.659
Self-determination	3/12	.650
Impact	3/12	.722
Job satisfaction	20	.714
Organizational Commitment	18	.728

Correlation analysis of variables

Pearson correlation was used for data analysis. Pearson correlation is conducted to test the relationship between psychological empowerment, job satisfaction and organizational commitment. Table 3 illustrated that empowerment ($r= 0.284$, $p= 0.000$), ($r= 0.343$, $p=0.000$)

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was significantly correlated with organizational commitment and job satisfaction respectively. Employees empowerment dimensions, meaning ($r=0.286$, $p=0.000$), competencies ($r=0.220$, $p=0.000$), self-determination ($r= 0.256$, $p=0.000$) and impact ($r= 0.256$, $p=0.000$) with job satisfaction were also significantly related. Thus, hypothesis one and two are supported. The data in the above table also pointed out that job satisfaction ($r= 0.655$, $p=0.000$) has a strong positive relationship with organizational commitment. Hence, hypothesis three is also supported.

Table 2

Pearson correlation

Variables	M	SD	1	2	3	4	5	6	7
1 Meaning	4.29	(.689)	1						
2 Competencies	4.30	(.560)	.521**	1					
3 SD	3.79	(.776)	.322**	.394**	1				
4 IMACT	3.42	(.779)	.408**	.423**	.414**	1			
5 EMP	3.95	(.524)	.739**	.742**	.735**	.722**	1		
6 JBS	3.54	(.435)	.286**	.220**	.256**	.256**	.343**	1	
7 OC	3.51	(.450)	.301**	.196**	.123**	.236**	.284**	.655**	1

** Correlation is significant at the 0.01 level (2-tailed)

Regression analysis

Effects of Psychological empowerment on organizational commitment

According to table3, psychological empowerment components influence by 10.6% the organizational commitment. From the result of regression analysis, it was postulated that meaning component of psychological empowerment with a standardized coefficient of 0.240 had the greatest effect on organizational commitment.

Table 3

Regression analysis of Psychological empowerment and organizational commitment

Model	B	SE	Beta	t value	Sig
Constant	2.51	0.209		12.172	.000
Meaning	0.157	0.044	0.24	3.56	.000
Competencies	0.016	0.056	0.02	0.284	0.776
Self-determination	-0.16	0.037	0.056	-0.288	0.774
Impact	0.79	0.038	0.137	2.898	0.039

R² : ***Adj. R²***
0.106 ***:0.094*** ***F value: 8.544*** ***Sig .000***

Dependent variable: organizational commitment.

The overall result of regression (psychological empowerment and organizational commitment) was significant ($p=0.000 < 0.05$) with F value 8.544. The result pointed out that four components of psychological empowerment considerably contributed to the organization commitment. R Square value indicates that four predictors were able to explain 10.6% variation in the organizational commitment. According to table meaning component ($p=0.000$, $t=3.56$) and Impact component ($p= 0.039$, $t = 2.898$) found to manipulate organizational commitment. However, self-determination ($p=0.774$, $t=-0.288$), competencies ($p=0.776$, $t=0.284$) were not significant predictor of organizational commitment. The result of standardized coefficient beta postulated that meaning (beta value 0.240) and impact (beta value 0.137) are most important cognitions that contributed to organizational commitment.

The following multiple regression equation is derived from the above table 4.4.

Organizational commitment= 2.51 (constant) + 0.157 (meaning) +0.016 (competencies) +0.79 (impact) – 0.16 (Self-determination)

The value of un standardized coefficients were used to devise the regression equation with the highest value of meaning (0.157) to the lowest value of self-determination (-0.16). For every unit increase in meaning cognition, the organizational commitment increased by 15.7%.

Effects of Psychological Empowerment components on Job Satisfaction

The multiple regressions were used for assessing job satisfaction with respect to psychological empowerment components. Table 5, indicated that overall result was significant ($p=0.000 < 0.05$). The job satisfaction influenced 12.3% by psychological empowerment. The meaning and self-determination components were the greatest contributors to the academic staff job satisfaction.

Table 4

Regression analysis of Psychological empowerment components and job satisfaction

Model	B	SE	Beta	t value	Sig
Constant	2.456	0.2		0.2	.000

Role of job satisfaction as a mediator of the relationship

Meaning	0.116	0.04	0.184	2.746	.000
Competencies	0.15	0.053	0.02	0.289	0.773
Self-determination	0.8	0.035	0.142	2.257	0.025
Impact	0.64	0.36	0.144	1.75	0.081
	R² :0.123	Adj. R² :0.111	F value 10.073		Sig .000

Dependent variable: Job satisfaction

However competencies with beta value (0.020) was not found significant contributor to job satisfaction. This model postulated that meaning and self-determination cognitions had greatest effect to enhancing job satisfaction. For every unit increase in meaning, the job satisfaction increased by 11.6%.

The multiple regression equation of above variables relationship is derived as;

Job satisfaction= 2.456 (constant) + 0.116 (Meaning) + 0.15 (Competencies) + 0.80 (Self-determination) + 0.64 (impact)

The overall result of regression was significant (p=0.000<0.05) with F value 49.424. The result pointed out that five cognitions of job satisfaction significantly contributed to variation in organizational commitment. R square value indicates that five cognitions of job satisfaction components influence by 45.3%. The beta values (table 4.5) indicated that communication, nature of work, co-workers relationship and supervision are the greatest contributors to organizational commitment respectively.

Effects of Job Satisfaction components on Organizational commitment

Table 5 indicated that overall result of regression model was significant (p=0.000<0.05) with F value 49.424. The result pointed out that five cognitions of job satisfaction significantly contributed to variation in organizational commitment. R square value indicates that five cognitions of job satisfaction components influence by 45.3%. The beta values indicated that communication, nature of work, co-workers relationship and supervision are the greatest contributors to organizational commitment respectively.

Table 5

Regression analysis Job satisfaction components and organizational commitment

Model	B	SE	Beta	t value	Sig
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Constant	1.3	0.175		7.419	.000
Supervision	0.097	0.028	0.184	3.425	0.001
Operating procedures	0.009	0.034	0.011	0.25	0.798
Nature of work	0.183	0.034	0.265	5.346	.000
Communication	0.175	0.036	0.275	4.9	.000
Co-workers relationships	0.131	0.033	0.195	4.002	.000

R² :

0.453

Adj. R²:0.453 F value 49.424

Sig .000

Dependent variable: organizational commitment

However job operating procedure was not found significant contributor to organizational commitment. The values of un standardized beta coefficients were used to develop regression equation.

Organizational commitment = 1.3 (constant)+ 0.097 (supervision)+ 0.009 (operating procedures)+ 0.183 (Nature of work)+0.175 (communication)+ 0.131 (co-workers relationship)

Mediation Analysis

For mediation analysis three steps recommended by Barron and Kenny in 1986 were used. To investigate the mediating effect of job satisfaction on the relationship between employees' empowerment and organizational commitment (affective commitment, continuance commitment and normative commitment), a series of multiple regression analyses were used. In mediation analysis, psychological empowerment, job satisfaction was taken as composite variables to find variation due to mediation from independent variable to dependent variable. During mediation analysis affective commitment, continuance commitment, normative commitment and overall organizational commitment were taken as dependent variables. The mediation test examine the indirect effect of predictor (Psychological empowerment) on outcome variable (Organizational commitment) through mediator variable (Job satisfaction).This study follows the guidelines anticipated by (Baron & Kenny, 1986) to test the mediation effect of mediator in the relationship between predictor and outcome variable.

Table 6

Regression and Mediation Analysis for the Relationship of Empowerment, Job satisfaction and Affective commitment.

Role of job satisfaction as a mediator of the relationship

Variables	Adj. R ²	Constant	B ₀	F	Sig
Model 1					
EMP and AFC	0.065	2.279	0.261	21.29	.000
Model 2					
EMP and JBS	0.115	2.416	0.343	38.832	.000
Model 3					
JBS and AFC	0.346	0.276	0.59	155.382	.000
Model 4					
EMP, JBS and AFC	0.348	0.053	0.066	78.763	0.187
			0.567		.000

Results of Sobel test of mediation

Indirect effect (a.b) = 0.273

Portion of (X → Y) due to mediation = 74.4%

- a. Dependent variable: Affective commitment
- b. Predictors :(Constant), empowerment, job satisfaction

The results in the table 6 fulfill all the assumption as outlined by (Baron & Kenny, 1986) for mediation analysis. During mediation beta has dropped from 0.261 in first step to 0.066 in the second step. It indicates that the strength of predictor on outcome variable is reduced after controlling the effect of mediator. Further, to confirmed the mediation effect Soble test was performed. The Soble test indicates that indirect effect from independent to dependent variable is 0.273 and portion of variation from predictor to outcome variable due to mediator is 74.4%. Hence, it proves that job satisfaction mediates in the relationship between psychological empowerment and affective commitment.

Table 7

Regression and Mediation Analysis for the Relationship of Empowerment, Job satisfaction and Continuance Commitment.

Variables	Adj. R ²	Constant	B ₀	F	Sig
Model 1					
EMP and CONTC	0.01	2.865	0.115	3.91	.000
Model 2					
EMP and JBS	0.115	2.416	0.343	38.832	.000
Model 3					

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JBS and CONTC	0.137	1.72	0.374	47.37	.000
Model 4					
EMP,JBS and CONTC	0.134	1.758	0.015	23.64	0.796
			0.379		.000

Results of Sobel test of mediation

Indirect effect (a.b) = 0.178

Portion of (X → Y) due to mediation =65.3%

- a. Dependent variable: Continuance commitment
- b. Predictors :(Constant),empowerment, job satisfaction

Table 8

Regression and Mediation Analysis for the Relationship of Empowerment, Job satisfaction and Normative Commitment

Variables	Adj. R ²	Constant	B ₀	F	Sig
Model 1					
EMP and NORMTC	0.067	2.502	0.265	22.035	.000
Model 2					
EMP and JBS	0.115	2.416	0.343	38.832	.000
Model 3					
JBS and NORMTC	0.266	1.342	0.518	106.64	.000
Model 4					
EMP,JBS and NORMTC	0.272	1.758	0.099	55.524	0.063
			0.484		.000

Results of Sobel test of mediation

Indirect effect (a.b) = 0.178

Portion of (X → Y) due to mediation =62.6%

- a. Dependent variable: Normative commitment

Role of job satisfaction as a mediator of the relationship

b. Predictors :(Constant),empowerment, job satisfaction

In the tables 7 and 8, the mediation analysis of job satisfaction with continuance commitment and normative commitment respectively was carried out. The results in the above tables also fulfill all the assumption of mediation analysis. The Beta values of continuance commitment (0.115) and normative commitment (0.265) in first step reduced to 0.015 (continuance commitment) and 0.099 (normative commitment) in second step respectively. Hence, results in the above tables prove that job satisfaction mediates in the relationship between psychological empowerment between continuance and normative commitment. Further, Soble authenticates our analysis of mediation. According to Soble test, indirect effect from psychological empowerment to continuance commitment and normative commitment is 0.178. The portion of variations form psychological empowerment to continuance commitment and normative commitment are (65.3%) and (62.6%) respectively.

Table 9

Regression and Mediation Analysis for the Relationship of Empowerment, Job Satisfaction and Organizational Commitment

Variables	Adj. R ²	Constant	B ₀	F	Sig
Model 1					
EMP and OC	0.078	2.549	0.284	25.593	.000
Model 2					
EMP and JBS	0.115	2.416	0.343	38.832	.000
Model 3					
JBS and OC	0.427	1.113	0.655	218.866	.000
Model 4					
EMP,JBS and OC	0.429	0.969	0.067	110.857	.153
			0.632		.000

Results of Sobel test of mediation

Indirect effect (a.b) = 0.193

Z value =5.712, p<0.05

Portion of (X →Y) due to mediation =76.2%

a. Dependent variable: Organizational commitment

b. Predictors :(Constant),empowerment, job satisfaction

There was a direct significant effect of employees empowerment on organizational commitment ($B_0= 0.284$, $SE=0.048$, $t= 5.059$, $p<0.05$) and job satisfaction ($B_0= 0.343$, $SE=0.046$, $t=6.232$, $p<0.05$). The relationship mediator (Job satisfaction) and organizational commitment was also significant ($B_0=0.655$, $SE=0.046$, $t=14.794$, $p<0.05$). The data suggested that there is an evidence to prove the first and second steps of Barron and Kenny's procedure. According to the result of multiple regression analysis at step 4, the introduction of job satisfaction in the analysis reduced the impact of psychological empowerment. The beta has dropped from 0.284 ($p<0.01$) in first step to 0.067 ($p<0.01$) in second step. Therefore, according to Barron and Kenny (1986), it can be assumed that job satisfaction mediates in this case. Thus, the final hypothesis can be accepted.

The result of Sobel test indicates that indirect effect (a.b) of psychological empowerment on organizational commitment was 0.193 and Z values is 5.712, $p<0.05$. The portion of variation from psychological empowerment to organizational commitment due to mediator was 76.2%. Hence, job satisfaction mediates in the relationship between employees' empowerment and organizational commitment.

Conclusion, Recommendations and Limitations

Conclusion

Based on the outcomes analysis of this study, it can be accomplished that there is a mediating effect of job satisfaction of the employees in the relationship between employees' psychological empowerment, affective commitment, continuance commitment, normative commitment and overall organizational commitment. In addition to that, the correlation between employees' empowerment and organizational commitment and employees' empowerment and job satisfaction, job satisfaction and organizational commitment are significant and positive. The four cognitions of employees' psychological empowerment have significant positive relationship between organizational commitments Meaning cognition of psychological empowerment has high correlation with organizational commitment followed by impact, competencies and self-determination. Meaning cognition is important for academicians because it develops some internal interest in the employees and engaged in pursuance of the organizational objectives and goals. Meaning cognition indicates that objectives of assigned tasks are compatible with employees' value system as according to the employees' theory of the world that allows them to interpret the meaning (Palermo, 2017). The acceptable results between impact cognition and organizational commitment are consistent with other studies (Chen & Chen, 2008; Nabila, 2008). Impact cognition points out that superiors give their employees an opportunity and independence to make decision regarding their job manners, pace and efforts in order to augment their subordinates' commitment (Nabila, 2008). The relationship between competency cognition and organizational commitment is positive but not significant. In, Pakistan

Role of job satisfaction as a mediator of the relationship

academicians are not provided with regular teaching training workshop to keep pace with modern world. At colleges level academicians are unaware of the use of modern technology tools and methods to enhance their competencies. The other reason of low relationship of competency and organizational commitment is low priority to training and higher education sector by Pakistani government. For self-determination, numerous studies indicated that self-determination has no considerable association with organizational commitment. When employees' consider that they are just following orders from their superiors rather their personal action, they experience a lack in the sense of empowerment due to little independence and freedom. Self-determination exists, when workforce have some control over what they do and can decide how much effort they put into their work (Spector ,1986).Bases on the regression model, meaning and impact are the most important cognitions that contributed to the organizational commitment. It is worth emphasizing that increase in meaning and impact cognitions cause an increase in organizational commitment.

The relationship between psychological empowerment and job satisfaction is significant and positive. According to our analysis positive relationship is found between, self-determination, meaning and impact dimension of psychological empowerment. In many past empirical studies, meaning has gained strong support as being positively associated with job satisfaction as same in our study. According to (Spreitzer, Kizilos, & Nason, 1997) meaning explained most variation in the work satisfaction.(Carless, 2004; Liden et al., 2000) found meaning to be significantly to present job satisfaction. This study observed that competence was not significant attainment for academicians' satisfaction. In a study (Amador, Nicolás, and Vila, 2006) determined that skills,abilities and knowledge possessd by workers are indicators of worker competence and mismatch between workers competence and job requirement decreses job satisfaction.There may be many reson behind the low relaitonship between competence cognition of psychological empowerment and job satisfaction.It may be possible that low relationship between competence cogniton and job satisfaction exists due to mismatch of competence and job requiriemnt in HEIs.This mismatch happens whens workers are undercompetent,their competence are lower than those required in their jobs or over competent when their competnec exceeds those required in their job.This mismatch between competence and job requirement reduces the probability of being satisfied.

The relationship between dimensions of job satisfaction (Supervision, operating procedures, Nature of the job, communication in the institutions' and relationship with co-workers) and organizational commitment was found significant and positive. According to the results that communication, nature of work, co-workers relationship and supervision are the greatest contributors to organizational commitment. The communication indicates that development of specific goals and feedback on improvement and underpinning of desired behavior all arouse motivation and require communication. Based on communication research, people feel happy when they are able to clarify the facing situation and events that might occur. Lack of information grounds high level of unhappiness and may generate anxiety and tension among

employees The beta value of nature of work indicates that academicians' desire work that is mentally demanding provides them chances to use their skills and talent. When an immediate supervisor is friendly and understanding his/her employees, offers a good praise to performance and listen to employees' opinions job satisfaction increases. The absence of significant relationship between operating procedures and organizational commitment advocates that the academicians' commitment to their relevant institutions may not be necessarily related to their job satisfaction within the institution rules and procedures. The academicians' level of satisfaction with communication within the institution, nature of their job, relationship with their colleagues and supervision of head of departments/Dean were significant in the terms of explaining and predicting overall organizational commitment. Understanding these relationships, will be helpful and beneficial for heads of educational institutes in formulating strategies regarding their human resources to improve organizational effectiveness and efficiency.

Recommendations

1. In Pakistan academicians' empowerment is not practiced properly due to unawareness and lack of encouragement. This study is useful for all educational institutions to encourage the employees for empowerment and to develop strategies or policies like cooperative management.
2. HEIs should make the work environment that is empowering to academicians by opportunity to learn and grow and access to resources.
3. It is also suggested for future research to investigate the psychological empowerment into other organizations with maximum sample size and added more factors to explore the results over the country.

Limitations

The key issues which are faced in gathering of information are discussed below:

1. This study is founded on cross sectional data capable of enlightening the net effect of independent variable towards some dependent variables at a particular point in time. The longitudinal study is anticipated to be adopted in future which can confine the sequential dynamics of perception change in order to assist scholars recognize the cause and effect associations among the different constructs.
2. To confirm the significant effects of mediation, our sample size was adequate. For future research same replica can be experienced with large sample
3. Many academicians were disinclined to provide information due to lack of time, information security, restrictions imposed by head of departments

4. The scope for this study was restricted to specific sector and District that is quite small to judge investigating variables.

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