



RESEARCH PAPER

Mediation of Motivation in the Relationship between Psychological Empowerment and Job Satisfaction of the School Teachers

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ABSTRACT

Teacher's motivation and Job satisfaction plays a vital role in their effective teaching which circuitously affects the students' learning. In addition, literature documents that if teachers are psychological empowered, they possess positive attitude towards their job. Therefore, the study was aimed to examine the mediating role of motivation in the relationship between psychological empowerment and job satisfaction of the school teachers. Where, psychological empowerment along with four sub variables described by Spreitzer (1995) was taken as the independent variable and job satisfaction is dependent variable. A quantitative survey research design was used to collect the data. Total 317 secondary school teachers were selected through multi stage sampling technique from the three tehsils of Sargodha. Proposed model was test by using structural equation modeling in AMOS v.20. The fit indices depicted that data fit the model well (Fit indices ($\chi^2_{(normed)} = 1.766$; CFI = .991; RMSEA = 0.04). Moreover, the path estimates showed that motivation is significantly mediated in the relationship between psychological empowerment, particularly its two sub variables 'Meaning' and 'competence', and job satisfaction. Thus, the findings showed that when teachers feel psychologically empowered, they become loyal and committed towards their organization and ready to put their best efforts for the betterment of their organization.

Introduction

The smooth, effective and efficient functioning of any organization, depends upon the most important and valuable element is human resource of the organization which plays a vital role in the overall progress of the organization. Consecration, motivation and competence of human resource is one of the major sources of its growth and progress (Tetik, 2016). However, rapid change in

technology and methods have made challenging for management to adopt stress free techniques which can be helpful in boosting up human resource morale by motivating them for their work. Rather than focusing on management practices that share a set of psychological states that are necessary for individuals to feel a sense of control in relation to their work. For this purpose, one of the best techniques used by the organizations and that has gained great attention from academicians as well as from scholars is employees' psychological empowerment. This perspective refers to empowerment as the personal beliefs that employees have about their role in relation to the organization" (Spreitzer, 2007).

During past two decades, a wide body of research has accumulated for elevating the domain of psychological empowerment and its related effects to various work behaviors and attitudes. Psychological Empowerment is the key for benefiting from all capacities of human capital in organization (Mokhtarian & Mohammadi, 2011). Individuals who have a sense of meaningfulness of their job, they feel that they are participated in all the activities of the organization and have an influence on the outcomes and progress of the organization as well, having the autonomy in their decision related to their job indirectly (Ambad & Bahron, 2012). It can be said that psychological empowered individuals are more committed to the job in which they are indulge and with the organization as well.

Psychological Empowerment

Psychological empowerment is a 'state of mind and not a verb'. It is not anything that can be implemented on any person or organization rather than it is a way of idea that how the individuals feel and experience their work (Raquib et al., 2010). Conger and Kanungo (1988) at first time introduced a psychological perspective of empowerment. The psychological empowerment "as intrinsic task motivation reflecting a sense of control in relation to one's work and an active orientation to one's work role that is manifest in four cognitions: meaning, self-determination, competence, and impact" (Thomas & Velthouse, 1990; Seibert et al., 2011). Similarly, Spreitzer (1995) proposed four dimensions, Meaning, competence, self-determination and impact, for assessing psychological empowerment among individuals. These four dimensions claimed to create the gestalt of psychological empowerment. Each dimension has its unique role and comprises the essence of psychological empowerment basing on individual's experiences of psychological empowerment. Thus, psychological empowerment can be well understood by four set of dimensions.

'Meaning' deals with the perceptions of employees that they experience their job important and valuable for themselves (May et al., 2004). This term refers to the importance that an individual places on his or her work role. Therefore, Meaning is "the value of a work goal or purpose, judged in relation to an individual's own ideals or standards". "Meaning" involves "a fit between the requirements of a work role and beliefs, values and behaviours" (Spreitzer, 1995, p. 1443). Therefore, "If employee' hearts are not in their work they will not empowered" (Samad & Yusuf,

2007). Thus, the individuals will experience meaning if he/she has the belief that their work is meaningful and is given greater responsibilities (Zhu et al., 2012).

Further, Competence is an individual's feeling that they have the ability to perform their work well. In other words, the individual's belief that he/she capable to do the assigned duty. If teachers feel that they are mastered of skills related to their job they will become more competent in performing their duties. In other words, if teachers do not have a sense of confidence in their abilities in performing teaching tasks they will have inadequate and less empowered (Menon, 2001).

Moreover, Self-determination is explained as the degree to which workers have control over their work or are free to choose how to accomplish their tasks. Spreitzer (1995) defined it as "an individual's sense of having choice in initiating and regulating actions" (p.1443). In this situation, teachers will have sense of autonomy in making organization related decisions. Therefore, self-determined teachers become psychologically empowered if they think they are autonomous in deciding about their teaching process and other matters related to organization (Sajjad et al., 2011).

In addition, Impact was defined as "the degree to which individual can influence strategic, administrative or operating outcomes at work" (Spreitzer, 1995, 1443). This means intensity of the teacher belief that they have important influence on their immediate classroom environments, pupil, co-workers and the educational institution as a whole.

Motivation

Motivation is an inner impulse which acts as a driving force to perform certain actions. Evans (2000) defined this term as "a condition, or the creation of a condition, that encompasses all of those factors that determine the degree of inclination towards engagement in an activity" (p. 179). In addition, Glynn et al. (1995) illustrated that the motivation is a feature of one's personality with which he or she may take the decision of course of actions. Similarly, Davis & Wilson (2000) explained the motivation as the "intrinsic empowerment", which may contribute to develop psychological empowerment and job satisfaction in result. Talking about the relationship between motivation and job satisfaction among the teachers, literature documented these terms as interrelated although different by definition but correlated. Motivation is an inner drive which inspire the individuals to act in the frame of a particular context, whereas the job satisfaction is the individual's combination of feelings while carrying out different actions in a specific context (Dinham & Scott, 1998).

Job Satisfaction among Teachers

Job satisfaction is the most significant element for teachers to be successful in their profession because it refers to a personal interpretation of work experience as

absorbing and meaningful as teachers equipped student directly and have the responsibility to equip the students with knowledge and civic values. According to Evans (2001), job satisfaction refers to “a state of mind encompassing all those feelings determined by the extent to which the individual perceives her/his job related needs to be being met” (p. 294). Lofquist and Davis (1991) defined it as “an individual’s positive affective reaction of the target environment as a result of the individual’s appraisal of the extent to which his or her needs are fulfilled by the environment” (p27). Spector (1997) enhanced the definition as “an attitudinal variable that measures how a person feels about his or her job, including different facets of the job”. Few people have a fear that the public schools do not have an adequate capacity to prepare their students to compete in the international market. An important step that can pull down this argument is the development of teachers’ job satisfaction to advance the nation’s public education system. Thus, psychological empowerment is an advance strategy that can be used by teachers for developing and increasing job satisfaction which indirectly enhance productivity and keep them motivated to be retained.

Material and Methods

This study was quantitative in nature and survey research method was used to assess the impact of psychological empowerment of teachers on their job satisfaction. Total four tehsils, Bhalwal, Kot Momin, Silanwali and Sargodha, were selected randomly from the seven tehsils of Sargodha district. At second stage, by using proportionate sampling, 20% of the government boys high schools (BHS) and 25% government girls high schools (GHS) were selected. In Bhalwal tehsil, there were total 10 boys high schools and 11 girls high schools, therefore, 20% schools, that were, 2 BHS and 3 BHS were selected randomly. In Kot Momin tehsil, there were total 17 BHS and 11 GHS, therefore, 4 BHS and 3 GHS were selected, while in Silanwali, out of 20 BHS and 23 GHS, total 10 high school (4 BHS & 6 GHS) were selected. From Sargodha tehsil, out of total 48 BHS and 89 GHS, 28 schools (10 BHS & 18 GHS) were selected. At third and last stage, all the available secondary school teachers from these 50 sampled high schools who were teaching Science and Arts sections were selected as the sample of the study. There was total 347 SSTs who participated in the current study. As the research was quantitative survey research therefore, a questionnaire based on demographic questions and scales was constructed. The research instrument was based on three scales: Psychological empowerment scale developed by Spreitzer (1995), Teacher’s Motivation Scale developed by Karavas (2010) and Job satisfaction survey (JSS) questionnaire developed by Spector (1985) were used to measure the variables of the study. The reliability and validity of the instrument, a pilot test was conducted on the sample of 50 teachers selected from five secondary schools of Sargodha tehsil. After pilot testing results, some items were excluded from the questionnaire and final questionnaire consisted of 50 items was constructed.

Table 1
Description of items for each scale

Level	Item No	Cronbach Alpha (α)
Psychological Empowerment	1-11	
Meaning	1-2	7.63
Competence	3-5	6.78
Self-determination	6-8	7.01
Impact	9-11	6.53
Job Satisfaction	12-31	7.47
Motivation	32-50	7.71

Results and Discussion

Data of total 305 respondents out of 347 was finally refined after removing the outliers and incomplete questionnaires. The distribution of the sample according to the demographic variables along with their respective frequencies and percentages is presented in table 1.

Table 2
Demographic distribution of the sample

Variables	Frequency	Percentage
Gender		
Male	104	34%
Female	201	66%
Specialization		
Science	97	31.8%
Arts	208	68.2%
SSTs from Tehsils		
Sargodha	147	48%
Silanwali	67	22%
Bhalwal	44	14.4%
Kot Momin	47	15.4%
Where do you live?		
Urban	195	64%
Rural	110	36%

Out of selected sample of the study, total 66% of the female and 34% of the male secondary school teachers participated in the current study. The distribution of the total sample among four tehsils indicated that 48% secondary school teachers were from tehsil Sargodha, 22% of the total sample were belonged to tehsil Silanwali. Whereas, 14.4% and 15.4% of the total sample SSTs were from tehsil Bhalwal and Kot Momin respectively. Further, the locality, where the teachers were belonged to, was inquired. Out of 305 SSTs, 64% of the teachers were belonged to the urban areas whereas 110 SSTs which is 36% of the sample, were belonged to the

rural areas. To proceed further towards the investigation of the mediation of the motivation, bivariate correlation coefficients were calculated in the table 2.

Table 3
Mean, standard deviation and bivariate correlations between the variables

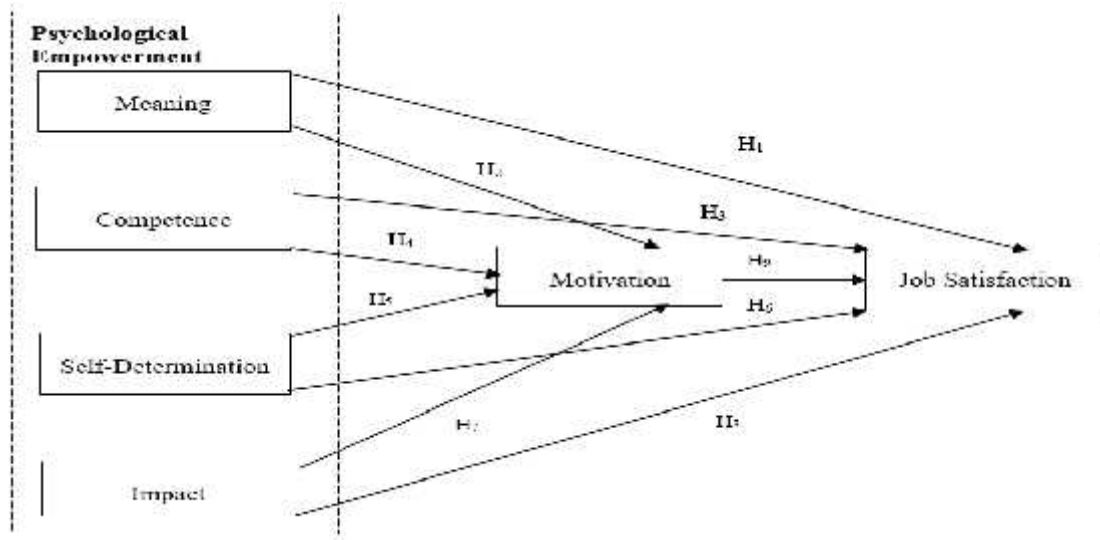
Variables	N	Mean	SD	1	2	3	4	5	6
1. Meaning	305	6.184	0.861	1					
2. Competence	305	6.078	0.794	.380***	1				
3. Self-Determination	305	5.372	1.233	.247***	.358***	1			
4. Impact	305	4.302	1.643	.171**	.270***	.391***	1		
5. Motivation	305	4.928	0.779	.254***	.211***	-.039	-.026	1	
6. Job Satisfaction	305	4.894	0.674	-.005	-.031	-.020	-.105	.505***	1

** $p < 0.01$ & *** $p < 0.001$

The mean score values in the table 2 indicated the average for each variable. As the scales were measured on 7-points Likert scale, therefore, the score less than 4 indicated the low or negative level and value greater than 4 indicated the positive level of psychological empowerment, job satisfaction and motivation. The mean level for all sub variables of Psychological empowerment and other two variables, Motivation and Job satisfaction, were found greater than 4, demonstrating that Secondary school teachers (SSTs) were having positive level of agreement. Moreover, bivariate correlation coefficients indicated that, 'Meaning' was found to have significant positive correlation with all three sub variables of psychological empowerment at $\alpha = 0.1\%$, that is, Competence ($r = 0.380$, $p < 0.001$), Self-determination ($r = 0.247$, $p < 0.001$) and Impact ($r = 0.171$, $p < 0.001$). For the variable motivation, it was also found significantly positive correlated ($r = 0.254$, $p < 0.001$), however, meaning was not found significantly correlated with the variable job-satisfaction. Similarly, the other three sub variable of psychological empowerment, were also found significantly positively correlated with each other and with the variable motivation at $\alpha = 0.1\%$. Whereas, no sub variable of psychological empowerment was not appeared to have significant correlation with job satisfaction. However, 'Motivation' was found to have to significant positive correlation with the job satisfaction ($r = 0.505$, $p < 0.001$).

To investigate the mediation of Motivation in the relationship between psychological empowerment and job-satisfaction, the hypothetical model was suggested in the figure 1.

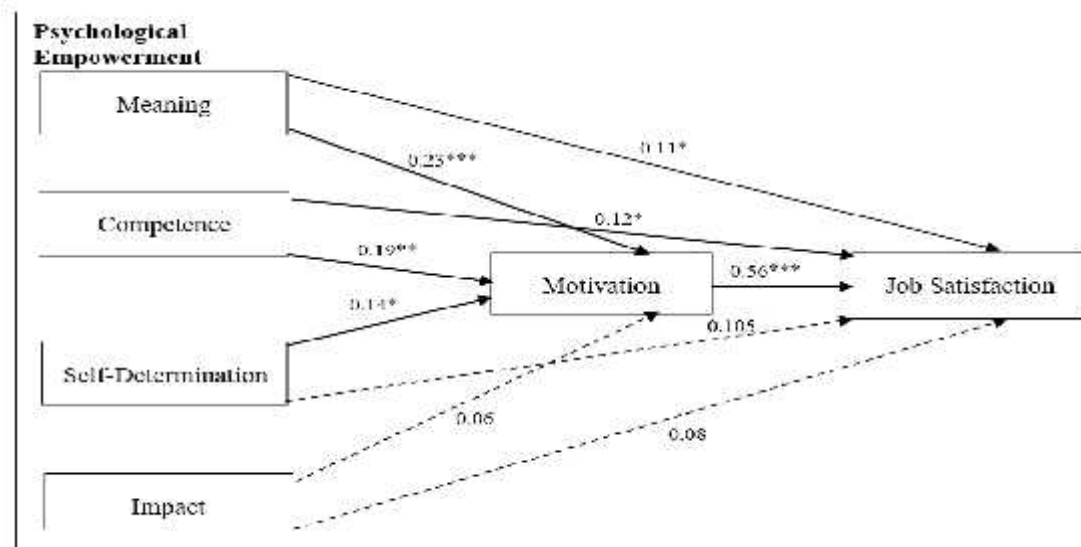
Figure 1. Hypothetical Model of mediation of Motivation



Hypotheses Testing

In order to determine that how well the data fit the model, model testing procedure was applied by using AMOS v.20. Path analysis was run by taking four sub variables of Psychological empowerment as the independent variables, Motivation as the mediator and the job-satisfaction as the dependent variable. Figure 2 presents the structural model with path coefficients.

Figure 2. Mediation of Motivation between Psychological empowerment and Job-satisfaction



* p < .05; ** p < .01 & *** p < .001

At first, model estimates were computed to test the paths hypotheses of figure 1. The hypothesized relationships were tested by computing the standardized regression coefficients of β values and the total explained variances or R^2 values (also called the coefficient of determination).

Moving further to test the hypotheses H_1 to H_9 , the estimates of the paths of the model in figure 2 were measured in the table 4.

Table 4
Path estimates of measured model.

Hypotheses	(β)	(b)	S.E	t-value
H_1 : Meaning \rightarrow Job satisfaction	-.566	.114*	.272	2.080
H_2 : Meaning \rightarrow Motivation	1.368	.227***	.364	3.758
H_3 : Competence \rightarrow Job satisfaction	-.658	.122*	.306	2.150
H_4 : Competence \rightarrow Motivation	1.252	.191**	.413	3.036
H_5 : Self-determination \rightarrow Motivation	-.586	.139*	.265	2.208
H_6 : Self-determination \rightarrow Job satisfaction	.362	.105	.195	1.854
H_7 : Impact \rightarrow Motivation	-.195	.062	.192	1.015
H_8 : Impact \rightarrow Job satisfaction	-.205	.079	.141	1.457
H_9 : Motivation \rightarrow Job satisfaction	.462	.561***	.043	10.819

* $p < 0.05$, ** $p < 0.01$ & *** $p < 0.001$

The significant path coefficients for the hypotheses H_1 and H_2 , showed that Meaning had a significant direct effect on Job-satisfaction ($b = .114$, $p = .038$) and Motivation ($b = .227$, $p = .000$). Further, the results for H_3 and H_4 showed that 'competence' was found to have a significant direct effect on Job satisfaction ($b = .122$, $p = .038$) and motivation ($b = .191$, $p = .002$). Moreover, the path coefficients for the third sub variable of psychological empowerment, that is, 'self-determination' tested in H_5 and H_6 . The results indicated that self-determination had significant effect on the motivation ($b = .139$, $p = .027$) however this sub variable did not appear significant for the job satisfaction ($b = .105$, $p = .064$) at $\alpha = 5\%$. The path coefficients of fourth sub variable 'Impact' which were tested in H_7 and H_8 , showed that 'impact' did not have significant direct effect on motivation ($b = .062$, $p = .310$) neither on job satisfaction ($b = .079$, $p = .145$). Lastly, the hypothesis H_9 , the significant regression coefficient indicated that motivation had significant effect on the job satisfaction ($b = .561$, $p = .000$).

In addition, the coefficient of determination ($R^2 = 0.10$) showed that 10% of the variance in motivation was explained by the psychological empowerment. Moreover, the independent variable psychological empowerment and the mediating variable motivation together produced 29% of the total variance on job satisfaction ($R^2 = .294$).

Model Testing

In figure 2, the non-significant path coefficients of Self-determination to job satisfaction in H₆ and path coefficients of Impact to motivation and job-satisfaction in H₇ and H₈ were removed and the path model was rerun again in order to improve the model measurement indices. In path analysis under structural equation modeling (SEM), there are major three types of measures which were highly recommended in the literature, these are, absolute measures or indices, incremental fit indices and parsimony measures (Byrne, 2006; Pacurar & Abbas, 2015; Abbas et al., 2020). The Chi-square, Normed Chi square and Root Mean square error of approximation (RMSEA) were measured under absolute measures. As the chi-square value does not remain a valid absolute measure in case of large sample size, therefore, Normed chi-square is considered as the best the alternative of the chi square (Schumacker & Lomax, 2010). For this model in figure 2, the normed chi-square ($\chi^2_{(normed)} = CMIN/df$) was found 1.766 at $p = 0.151$, which was within the accepted range of 1 to 3 (Miles & Shevlin, 2007). Further, the value less than 0.05 of the RMSEA confirms the good measure of the model. Here, RSMEA was found at 0.041 which ensured the model fitness. Moreover, under the incremental fit indices, Comparative fit index (CFI) and Normed Fit Index (NFI) were investigated. A value of CFI and NFI greater than 0.9 means a good measure (Awang, 2012; Kline, 2015), here the CFI was found at 0.991, whereas the value of NFI was found at 0.981 which indicated the model in figure 2 improved the fit by 98%. Furthermore, the value of parsimony measure PNFI was calculated at 0.196 which was found greater than zero. On the base of these fit indices, it was concluded that model was the best fit (Byrne, 2006; Hair et al., 2009).

Conclusion and Recommendations

It was concluded that the job satisfaction of the teachers is affected by their psychological empowerment. The study findings found a positive relationship between psychological empowerment, motivation and the job satisfaction level of the secondary school teachers. While the model testing results were statistically adequate to prove that model exist for the significant mediation of motivation in the relationship between the psychological empowerment with its four dimensions and the job satisfaction. Further, among the four dimensions of psychological empowerment, meaning, competence, and self- determination were found to have significant effect on their job satisfaction when mediated through motivation. However, the fourth dimension Impact was not appeared as a significant predictor of job satisfaction neither directly nor indirectly mediated through motivation. The possible reason of this finding may be the leadership styles practiced by the principals in the public sector schools. They usually practice top-down model of administration/ autocratic which may not be supportive for creating the healthy environment where individual can influence strategic, administrative or operating outcomes at work.

In the light of above conclusions, it may be recommended that psychological empowerment, job satisfaction and motivation can play its role for conducive learning environment and effective teaching. Which can be achieved through positive relations among the teachers and administrative staff in a pleasant working environment within the organization. Thus, it is suggested that teachers must accept responsibility for their own sense of empowerment and enhance their social capitals. It is also suggested that principals should use bottom-up model of school leadership rather than top-down model as it will develop the contextual and individual factors and become beneficial for individuals as well as for organization. Further, training programs and workshops should be arranged to update and refresh the information of teachers and principals on different types of leadership styles. The current study reflected that teachers working in urban areas were having higher psychological empowerment than teachers working in rural areas. The main reason of this may be the lack of awareness among the administrators working in rural areas. Hence, it is suggested for government to arrange such courses for the head teachers to train them about how to manage their subordinates on democratic ways. It is suggested that subordinate become psychologically empowered if the central stake holder (principal) gain such feelings from higher authorities so the vision become renewed and they carry on these activities in their organizations that enhance the capabilities of the subordinates and effect the overall performance of the organization. As this study signifies the scenario of Pakistan that there is the lack of such activities that make the teachers committed to their organizations. So higher authorities and practitioner must have look on the overall system and point out the flaws for eliminating them.

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