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Impact of Psychological Empowerment on Job Satisfaction in Sport Teachers in Department Of Education from Tabriz

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ABSTRACT

The purpose of this research was to impact of psychological empowerment on Job Satisfaction in employees of the Sport Teachers in Department of Education from Tabriz. This research method is descriptive – correlational. The population of this study was the Sport Teachers in Department of Education from Tabriz (N=500). The research sample was obtained 217 individuals according to Morgan table. To collect the information was used, the psychological empowerment questionnaire by Spritzer (1995) and Minnesota's job satisfaction questionnaire. The validity of the questionnaires was approved by 7 professors of Management and the questionnaire's reliability with Cronbach's alpha. Gathered data analyzed by SPSS-20 Software in two separate sections of descriptive statistics and inferential statistics (Pearson correlation coefficient, Stepwise regression and ANOVA). The results showed that meaningful and positive relationship between psychological empowerment and its dimension (Meaning, Self-Determination, Competence, and Impact) with Job Satisfaction in employees of the Sport Teachers in Department of Education from Tabriz.

Keywords: Psychological Empowerment, Job Satisfaction, Meaning, Self-Determination, Competence, Impact.

INTRODUCTION

Job satisfaction is an important part of an employee's working life experience. Its importance is linked to an employee receiving sufficient intrinsic and extrinsic rewards to encourage the employee to remain in their workplace and continue to spend a large amount of time fulfilling their duties. Often, intrinsic rewards lead to a greater sense of job satisfaction, fulfillment and job retention than extrinsic rewards of pay and benefits [1]. Job satisfaction is an emotional attitude of an employee towards his job [2]. In short, job satisfaction is considered as feelings, attitudes or preferences of an individual about his work [3]. The importance of the job satisfaction can be gauged from the fact that it has a deep influence on the employee performance. Performance of an individual has relationship with the extent to which he is satisfied with his job. It will reveal through his work and this satisfaction ultimately will lead him to the success. This success eventually affects his family and social life which is the source of happiness for him. An authority with job gives satisfaction to the employees to a greater extent. And he will achieve high productivity levels and reach the defined targets. An advanced society is a society in which level of job satisfaction is at its peak. So the accurate understanding is required for the benefit of individual, authority and the society [4].

On the other hand, in the era of globalization there is need for employee's empowerment in organization so that employees will be in position to make quick decision and respond quickly to any changes in environment. organization that are committed to employees empowerment they are in position to motivate and retain their employees, employees empowerment is concerned with trust, motivation, decision making and breaking the inner boundaries between management and employees [5]. In recent years there has been considerable academic and

practitioner interest in the topic of employee's empowerment, which has become a buzzword, and recent management trends in both the public and private sector [6].

Empowerment has been studied in two ways. In the first approach, empowerment is described as actions taken by organizations to share power and decision making, in the second approach empowerment is studied from a psychological perspective. Structural empowerment and psychological empowerment can be distinguished, although research suggests that structural empowerment leads to psychological.

In the psychological approach, empowerment is viewed as the perception or attitudes of individuals towards their work and their role in the organization [7]. This study uses Spritzer's (1995) terminology of the four cognitions of psychological empowerment: meaning, competence, self-determination, and impact. Meaning is "the value of the task goal or purpose, judged in relation to the individual's own ideals or standards; the individual's intrinsic caring about a given task" [8]. Competence refers to the extent of ability that one can perform the job duties skillfully. In the psychological literature this concept refers to Bandura's social cognition theory and concepts of self-efficacy, personal dominance, and expected effort performance [9]. Self-determination is Perception of individual toward right choices about what they should do (Ensure to right choose in start and to order to activities related) [10]. Impact is "the degree to which behavior is seen as "making a difference" in terms of accomplishing the purpose of the task, that is, producing intended effects in one's task environment" [11].

Empowerment caused to improve the effectiveness of organization and increase increased flexibility and dynamics of organization and knowledge and people skill [10]. And empowerment is one of the main strategies to create these features in individuals and it is new motivational factors in dynamic work environment. Today, the main origin of competitive advantage isn't in the application of technology purely but form creativity, innovation, positive thinking, quality, commitment and ability of employees [10].

The new organizational culture supports the trend of empowering the employees in the wake of new changing culture and improving the level of job satisfaction in the organization. The employees are more satisfied with their jobs when they are more empowered, taking independent decisions regarding their jobs [12]. Research results have showed that there is a positive relationship between job satisfaction and empowering employees [13-15]. Mirkamli et al research results showed that Psychological empowering and their subscales like meaningful, self-determination, competence and influence has a positive relation with job satisfaction and except competence other psychological parameters have positive relation with organizational Commitment. Spreitzer et al (1997) established a strong relationship between competence and effectiveness; meaning and satisfaction [16]. Thomas and Tymon (1994) related self-determination to work effectiveness and impact, meaningfulness and choice to job satisfaction [9]. A study by Carless (2004) examined the job satisfaction of customer service (call centre and administration) staff using the four dimensions of empowerment. Carless found significant associations between competence, meaning and impact (but not autonomy) dimensions and job satisfaction and therefore only partial support for empowerment and job satisfaction [17].

So, the purpose of this study is investigation the relationship between psychological empowerment and job satisfaction in the Sport Teachers in Department of Education from Tabriz.

MATERIALS AND METHODS

This research method is descriptive – correlational. The population of this study was the Sport Teachers in Department of Education from Tabriz (N=500). The research sample was obtained 217 individuals according to Morgan table. To collect the information was used the psychological empowerment questionnaire of Spritzer (1995) which measures 4 dimensions (meaning, self-determination, competence, impact). This questionnaire is on the Liker scale of five options. To evaluate job satisfaction was used Minnesota's job satisfaction questionnaire including 12 questions on the Liker scale of five options. The validity of the questionnaires was approved by 5 professors of Management and the questionnaires reliability with Cronbach's alpha show in table 1. Gathered data analyzed by SPSS-20 Software in two separate sections of descriptive statistics and inferential statistics (Pearson correlation coefficient, Stepwise regression and ANOVA).

Table1. Cronbach's α Score

Variables	Cronbach A
meaning	0.83
self-determination	0.77
competence	0.79
impact	0.85
psychological empowerment	0.82
Job satisfaction	0.89

RESULTS

Descriptive results

Age) age range of 25% of these experts were 30 years old, 64% between 30 and 40 years, and 11% were more than 40 years.

Educational level) 15% diploma, 38% associate degree, 42% BA and 5% MA.

Work experience) 15% about five years, 30% between 6 to 10 years, 28% between 11 to 15 years, 19% between 16 to 20 years and 8% more than 20 years had work experience.

Table 2 shows that the mean score for the psychological empowerment among the participants was 2.63, with a standard deviation of .39 and job satisfaction was 2.23, with a standard deviation of .32. The participants reported the highest level of their psychological empowerment in the category of self-determination in the organization ($M=3.37$, $SD=.65$) and the lowest level in the category of competence ($M=2.74$, $SD=.50$).

Table 2: Descriptive Statistics for psychological empowerment and job satisfaction

variable	N	Mean	SD
meaning	217	2.94	.49
self-determination	217	3.37	.65
competence	217	2.74	.50
impact	217	2.86	.61
psychological empowerment	217	2.63	.39
job satisfaction	217	2.23	.32

Correlation of psychological empowerment Categories and job satisfaction

There was a significant correlation between the categories of the psychological empowerment and job satisfaction and this was a positive direct relationship ($p<.01$, $r=.72$). In other words, the more the psychological empowerment is improved, the higher the level of job satisfaction will be. However, the causality between psychological empowerment and job satisfaction is not defined. These results are shown in Table 3 below.

Table 3: Pearson Product Moment Correlation Between psychological empowerment and job satisfaction

Variable	Pearson Correlation	Sig
meaning	.79	.001
self-determination	.61	.004
competence	.78	.001
impact	.84	.002
psychological empowerment	.72	.001

Psychological empowerment Used to predict job satisfaction

A stepwise multiple regression analysis was conducted to determine the most effective psychological empowerment predictors of job satisfaction. The four categories of the psychological empowerment were specified as the independent variable (predictors), with the employees' job satisfaction as the dependent variable (criterion). Preliminary analyses were conducted to examine the assumptions underlying a regression model. Test of Durbin-Watson amounted to 1.72 and since this score was within an acceptable range of 1.5 to 2.5, it was assumed that multicollinearity considerations were met and we could make use of regression. As Tables 4 and 5 show, psychological empowerment categories were significantly correlated with job satisfaction $F(16, 113) = 21.005$,

$p=.000$, with $R^2=.52$, suggesting that 52 percent of variability in career motivation could be accounted for by categories of the quality of work life according to the regression model.

Table 4: Stepwise Regression: psychological empowerment Categories to Predict job satisfaction

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.72	.52	.5	.87	1.72

Table 5: ANOVA for psychological empowerment Categories and job satisfaction

Model	Sum of squares	df	Mean square	F	sig
Regression	128.907	8	16.113	21.005	.000
Residual	115.837	151	.767		

The column standardized coefficients of Beta in Table 6 shows the sequence of factors affecting job satisfaction. The regression model implied that a combination of four of the psychological empowerment variables (meaning, self-determination, competence, impact) was significantly correlated with job satisfaction. The multiple regression analysis using the least square solution yielded the following equation:

$$Y = 1.142 + 0.108(x_1) + 0.115(x_2) + 0.187(x_3) + 0.123(x_4)$$

Where Y represents the predicted job satisfaction, x_1 refers to meaning, x_2 refers to chance of self-determination, x_3 refers to competence and x_4 is the impact.

Table 6: Coefficients: psychological empowerment Categories to Predict job satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Co linearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
constant	1.142	.419		2.726	.007		
meaning	.029	.067	.108	1.442	.032**	.843	1.187
self-determination	.013	.065	.115	.195	.004**	.614	1.629
competence	.048	.077	.187	2.634	.000**	.592	1.690
impact	.166	.068	.123	1.448	.005**	.717	1.394

DISCUSSION AND CONCLUSION

This study examines the relationship between psychological empowerment and its dimensions with job satisfaction of employees in the Sport Teachers in Department of Education from Tabriz. The results of analyzing the main hypotheses show there is a positive and significant relationship between psychology empowerment and job satisfaction of employees of the Sport Teachers in Department of Education from Tabriz. It means that if psychological empowerment of employees increase, job satisfaction of employee will increase in the Sport Teachers in Department of Education from Tabriz. The findings of this section of research are consistent with findings prior researches. Surveys on job satisfaction had discovered that 25% of employees are unhappy with their job and nearly 60-80% likes to change their jobs. Most of the employees wanted recognition and responsibility from their management. When organizations entrust responsibility on its employees and empower them, it leads to greater flexibility, increased innovation, commitment to change and improved job satisfaction.

The results of analyzing the second hypotheses show there is a positive and significant relationship between meaning and job satisfaction of the Sport Teachers in Department of Education from Tabriz. It means that if sense of meaningfulness increase, job satisfaction of employee will increase in the Sport Teachers in Department of Education from Tabriz. The findings of this section of research are consistent with findings prior researches. In fact, employees that involves in their full meaningful jobs and doing their tasks in accordance with their beliefs, ideas and attitudes showing more job satisfaction. Meaningfulness can be enhanced by providing information about the mission of the organization and through sharing this information throughout. Effective supervision may also create a sense of meaningfulness.

The results of analyzing the third hypotheses show there is a positive and significant relationship between self-determination and job satisfaction of the Sport Teachers in Department of Education from Tabriz. It means that if self-determination increase, job satisfaction of employee will increase in the Sport Teachers in Department of Education from Tabriz. The findings of this section of research are consistent with findings prior researches. The

results in relation to self-determination showed that if the person feels that has the right choice, he/she motivated in terms of behavior and this intrinsic motivation is caused to increase job satisfaction. Self-determination causes to goal organizations, human resources and priorities linking together because of individual partnership in programs and assistance individuals in different tasks. Self-determination when occurs in an individual that a person develop his/her personal knowledge, information, skills and ideas(self-empowering) that is cause to a person have more control on options.

The results of analyzing the forth hypotheses show there is a positive and significant relationship between competence and job satisfaction of the Sport Teachers in Department of Education from Tabriz. It means that if the employees feel that they have the required capability and conversance to perform their work successfully, the ratio of their job satisfaction will be at high level. It can be deduced that having the sense of competence results in the sense of assurance to perform the work with high competence, and sense of competence determines that people will try to perform hard works and no external obstacle will prevent them to perform desired work. The findings of this section of research are consistent with findings prior researches. Researches showing that a powerful relation between self-confidence and reduce alienation in workplace there is more job satisfaction, higher levels of performance and more entrepreneurial activities . Effective supervision can enhance feelings of competence. This supervision can be achieved by providing feedback on performance and creating a climate encouraging reflection about work performance.

The results of analyzing the fifth hypotheses show there is a positive and significant relationship between impact and job satisfaction of the Sport Teachers in Department of Education from Tabriz. It means that if sense of Impact in among employees increase, job satisfaction of employee will increase in the Maskan Bank of Sanandaj. The findings of this section of research are consistent with findings prior researches. Empowered people have sense of personal control over outcomes. They believe that they make changes by influencing environment in which they work or results that they do. Feel of influence is mean to individual beliefs in a certain period of time is desirable. Empowered people don't believe that external barriers control their activities but they believe that they can control barriers. They have sense of active control that allows them to compatible environment with their desires. Having sense of influence is completely related to sense of self-control. For a person to feel sense of empowering not only to feel that what he do has an effect but he must feel that he can make that. Providing information about organizational mission is the key to shaping the Impact.

According to establishment relationship between psychological empowerment and elements with job satisfaction in employees of social welfare the Sport Teachers in Department of Education from Tabriz we can accept that effort to improving staff empowerment can be a valuable strategy for improving job satisfaction. And it is necessary to managers of social welfare the Sport Teachers in Department of Education from Tabriz by granting freedom, effective Management, motivational enhancement, the power of self-management; in-service training and division of labor according of competence and merit provide conditions employees of that office to consider valuable their jobs and having internal interest to it. And having confidence to their competence and abilities for doing their duties and having trust to each other and this is increases job satisfaction in person.

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