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## Impact of Psychological Empowerment on Job Performance of Teachers: Mediating Role of Psychological Well-being

<sup>1</sup>Nisar Ahmed, <sup>2</sup>Beenish Malik

<sup>1</sup> MS Student, Institute of Management Sciences, University of Balochistan, nisarahmed\_mengal@yahoo.com

<sup>2</sup> Lecturer, Institute of Management Sciences, University of Balochistan, miss.malik@yahoo.com

ARTICLE DETAILS	ABSTRACT
<p><b>History</b> Revised format: 30 June 2019 Available Online: 31 July 2019</p> <hr/> <p><b>Keywords</b> <i>Psychological Empowerment, Psychological Well-being, Job Performance, Correlation, Mediation Analysis</i></p> <hr/> <p><b>JEL Classification:</b> M54,P10,P19</p>	<p>This study was carried out to investigate the impact of psychological empowerment and psychological well-being on the performance of teachers and to explore the effect of psychological well-being as a mediator between psychological empowerment and performance. Convenience sampling was used to collect data from 261 secondary school teachers through a survey questionnaire in this cross-sectional study. The collected data was statistically analyzed by using SPSS software 23. Coefficient correlation, multiple regression and mediation analyses were carried out in pursuance of study objectives. It was found that psychological empowerment and well-being were significantly and positively related to job performance of teachers. Moreover, results showed that psychological well-being partially mediated the relationship between psychological empowerment and well-being. When teachers perceive higher level of psychological factors (viz. psychological empowerment &amp; well-being), they perform better. Therefore, it is essential for administrators and executives to attend to psychological factors of teachers in order to increase their performance.</p> <p style="text-align: right;">© 2019 The authors, under a Creative Commons Attribution-Non Commercial 4.0</p>

Corresponding author's email address: miss.malik@yahoo.com

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### 1. Introduction

The primary and secondary schools are building blocks of an educational system. These schools provide the foundation to the whole educational journey of the students. The role of teachers at these schools appears as the builders of these foundations, particularly the secondary school teachers along with ensuring a stabilized educational base for the students, lay the stage for their higher learning. Moreover, teachers have a significant influence in shaping the behaviors and attitudes of their students (Asrar-ul-Haq, Anwar & Hassan, 2017). They have a considerable effect on the achievements of students (Talance, 2016). According to Akhtar, Shah, Ghazi and Khalil (2015), teachers have a dominant impact on the students and school.

Therefore, one of the most current discussions in pedagogy is related to the performance of teachers. Many practitioners and researchers have attempted to find the ways in order to enhance the performance of teachers. Mehmood, Qasim and Azam (2013) opined that teachers with high emotional intelligence perform better. Farooq

and Kai (2017) suggested that they should be motivated through financial and other social benefits. Likewise a large number of researches have revealed innumerable behavioral factors which could influence the performance of teachers (e.g. Akhtar et al. 2015; Asrar-ul-Haq, et al. 2017; Grady, 1984; Khan & Ahmed, 2015). The psychological factors such as empowerment and well-being play a crucial role in enhancing the performance of teachers.

Psychological empowerment (PE) has been defined with respect to four components, namely; meaning, competence, autonomy and impact (Spreitzer, 1995; Thomas & Velthouse, 1990). As noticed by Tastan (2013), the empowerment components have received much attention in education sector particularly within school teachers. Empowerment brings not only change but also job satisfaction, commitment and well-being within teachers in schools. Similarly, given the burden of work-related stress in teaching, the role of psychological well being (PW) is very crucial to be considered. According to Ryff (1989), psychological well-being consists of six dimensions which are self-acceptance, environmental mastery, autonomy, life purpose, positive relationship with others and personal growth. Naheed, Rehman and Shah (2000) argued that psychological wellbeing is a key determinant of effective teaching.

Despite of their prominent and professional status in the society, teachers sometimes cannot play their role as desired from them due to heavy work stress (Ozu et al. 2017) and inadequate compensation for their services (Rashid & Mukhtar, 2012). According to Farooq and Kai (2017), in Pakistan, the learning and competency level of both students and teachers remains very poor due to myriad challenges. Although there has been tremendous progress in technology and considerable educational reforms have been undertaken but the educational institutes are still confronting invincible challenges in the form of low academic performance, heavy work stress on teachers, lack of students' interest in studies and falling quality education (Asrar-ul-Haq, Anwar & Hassan, 2017). Hence, there arises the need to study the psychological factors which can reduce the teachers' stress and increase their performance and to what extent the psychological well-being mediates the relationship between psychological empowerment and job performance of secondary school teachers.

So far, however, there has been little discussion about the role of psychological empowerment and psychological well-being in determining the performance of teachers in the context of Pakistan. Moreover, there have been inadequate studies highlighting the role of psychological well-being as a mediator in the past. Therefore, the intention of present study is to identify the relationships of psychological empowerment and well-being with the job performance of secondary school teachers in Quetta. More importantly, this paper will try to investigate the effect of psychological well-being as a mediator between psychological empowerment and job performance. In the perspective of contribution, this paper will help the educational experts/administrators in designing strategies for promoting the empowerment and well-being level among the teachers in order to ameliorate their performance.

## **2. Theories and Hypotheses Development**

### **2.1 Psychological Empowerment**

Psychological empowerment has gained a considerable attention from both researchers and administrators (Arsalan & Zaman, 2014; Degago, 2014; Indradevi, 2011; Meyerson & Dewettinck, 2012; ÖLÇER, 2015). This is a strategy used by many organizations to equip their human resource with an effective tool i.e. autonomy at workplace (Imam & Hassan, 2015; & Randolph, 1995). On wielding this power employees become more creative (Nawaz, Hassan, Shaukat, & Assadullah, 2014), effectively adjust to the changes in the environment (Dess & Picken, 2000;) and display higher performance (Degago, 2014) to bring development to both their organization and themselves (Meyerson & Dewettinck, 2012).

According to Ghani, Hussin and Jussof (2009), the concept of psychological empowerment carries different sense in different contexts (Zimmerman, 1990). According to Thomas and Welthouse (1990), psychological empowerment comprises of four cognitions: meaningfulness, competence, choice and impact. In addition, Spreitzer (1995) described psychological empowerment as a set of four cognitions formed by work environment which indicate an employee's orientation to her/his work role. These dimensions are competence, meanings, self-determination and impact. Hence, psychological empowerment is an employee's perception of his level of autonomy, self-competence, his ability to have influence in the workplace and find meaning in the work he/she does.

## 2.2 Psychological Well-Being

In current time psychological well-being has emerged as a hot topic for many research scholars. It is like a stimulus which promotes growth and development in employees. As stated by Avey, Luthans, Smith and Palmer (2010), the importance of well-being in behavioral sciences and particularly in health Psychology has been much focused because of its positive effects on different life domains as well as work outcomes. Andrew and Whitney (1976) have defined Psychological well-being as a person's evaluative response to his or her life either in the form of life satisfaction i.e. cognitive evaluation or affective balance i.e. the level of positive affect surpasses the level of negative affect. Ryff (1989) has evaluated the characteristics such as autonomy, relationships, self-acceptance, sense of environmental skill, meaning in life and the individual growth as the important components of psychological well-being. According to Alam and Rizvi (2012), well-being is a sense of contentment, of one's role in work environment, happiness and satisfaction with day to day matters. It is a perception of achievement, belongings, utility and absence of dissatisfaction, worry and distress.

## 2.3 Job Performance

Job performance is a vital concept in much of work psychology (Viswesvaran & Ones, 2000). It is impossible for an organization to achieve its objectives without enhancing the performance of its personnel. Alromaihi, Alshomali and George (2017) opined that it is necessary to understand the performance of each employee because important management decisions are made on the bases of individual performance. Therefore, this construct has become a centre of attention from all practitioners and researchers from different fields (e.g. Alromaihi, et al. 2017; Degago, 2014; Murphy & Kroeker, 1988).

Moorhead and Griffen (1999) have defined the job performance as all the work associated behavior which an organization expects from its employees. According to Dai & Ziao (2016) it means how well an employee does his duty. In addition, Degago (2014) defined it as the achievement of a goal by an employee as expected by the organization. Thus, job performance is the desired behavior displayed by employees at work.

## 2.4 Relationship between Psychological Empowerment and Job Performance

Many authors have attempted to know the impact of psychological empowerment on job performance (e.g. Arsalan & Zaman, 2014; Degago, 2014; Indradevi, 2011; Meyerson & Dewettinck, 2012; Nawaz et al., 2014; ÖLÇER, 2015; Sun, 2016; Tuuli & Rowlinson, 2009; Yilmaz, 2015). Tuuli and Rowlinson (2009) found that psychological empowerment had both direct performance outcomes and also indirect performance consequences by using motivation, performance ability and opportunity as mediators. Similarly, Indradevi (2011) also found that all the components of psychological empowerment including competence, autonomy, meaningful work and impact were significant determinants of job performance. Hence, the first hypothesis is proposed as:

H1: Psychological empowerment is positively related to job performance.

## 2.5 Relationship between Psychological Empowerment and Psychological Well-being

There is a considerable amount of literature describing the relationship between psychological empowerment and well-being (McClain, 2001; Tahira, Ruhi, & Jibeen, 2010). According to the findings of Tastan (2013), psychological empowerment was positively correlated with well-being. Moreover, in her study, psychological well-being was 79% affected by psychological empowerment. Based on the existence of relationship between psychological empowerment and psychological well-being the following hypothesis is developed.

H2: Psychological empowerment is positively related to psychological well-being.

## 2.6 Relationship between Psychological Well-being and Job Performance

A number of study analyses have examined the relationship between psychological well-being and job performance (e.g. Alam & Rizvi, 2012; Daniel & Haris, 2000; Jalali & Heidari, 2016; Wadhawan, 2016; Wright, Cropanzano & Bonnet, 2007). According to Wadhawan (2016) psychological well-being predicts high level of job performance. Therefore, it is hypothesized that psychological well-being will affect the performance of secondary school teachers.

H3: Psychological well-being is positively related to job performance.

## 2.7 Psychological Well-being as a Mediator

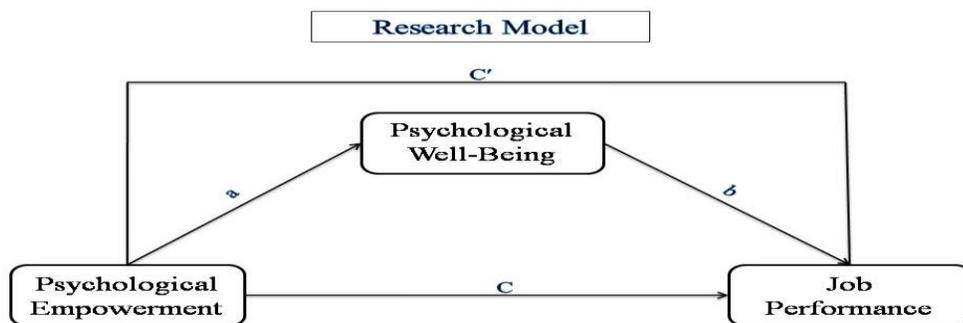
There are only a few studies in literature that deal with the mediating role of psychological well-being. According to the study results by Griffen, Scheier, Botwin and Diaz (2001) psychological wellbeing fully mediated the relationship between early competence and later substance use among the junior high school students. Furthermore, Clausen, Hogh, Carneiro & Borg (2012), conducted a study on care workers in which they attempted to find the role of psychological well-being as a mediator between experiences of acts of offensive behavior and turnover. They found that psychological well-being was a partial mediator between bullying and turnover relationship and full mediator between threats and turnover and unwanted sexual attention and turnover associations. Therefore, the need arises to use psychological well-being as a mediator between psychological empowerment and job performance of secondary school teachers in order to reveal to what extent it explains the relationship between empowerment and teachers' performance. Thus, the fourth hypothesis of study is established:

H4: Psychological well-being is a mediator between psychological empowerment and job performance.

## 2.8 Conceptual Framework

In this study it is hypothesized that psychological empowerment predicts job performance of teachers both directly and indirectly via psychological well-being as a mediator. Thus, the model for the study is designed as under:

Figure 1:



## 3. Research Methodology

### 3.1 Sample

This cross sectional study was carried out in Government high schools of district Quetta. Convenience sampling technique was employed to approach 261 out of 1454 secondary school teachers and data was collected from both male and female teachers through a survey questionnaire. The study was conducted in high schools of OLS (positively and significantly related to job performance, psychological empowerment and job performance).

### 3.2 Measures

#### 3.2.1 Psychological Empowerment

The psychological empowerment scale used by Spreitzer (1995) was utilized to measure the empowerment level of Secondary School Teachers. This scale was comprised of 12-items which were further divided into 4 dimensions named as; meaning, competence, self-determination and impact. Each dimension had three items, rated from 1 (very strongly disagree) to 7 (very strongly agree). Higher score on the scale showed the higher level of empowerment of SSTs. Sample items were "The work I do is very important to me" and "I am confident about my ability to do my job".

#### 3.2.2 Psychological Well-being

Psychological well-being scale used by Diener et al. (2009) was employed to measure the level of well-being of SSTs. This scale was consisted of 8 items which highlighted an employee's purpose, self-esteem, optimism and relationship with coworkers. This was a seven-point likert scale which ranged from 1 (Strongly disagree) to 7 (Strongly agree). An example item was "My social relationships are supportive and rewarding".

### 3.2.3 Job Performance

Job performance scale developed by Kuvaas (2007) was employed to evaluate the performance level of SSTs. This scale included 6-items and measured the performance on a 5-point Likert scale, rated from 1 (Strongly disagree) to 5 (Strongly agree). Example items were “I try to work as hard as possible” and “the quality of my performance is top-notch”.

### 3.4 Data Analysis Techniques

Data collected through survey questionnaire was analyzed by using SPSS version 23. After reviewing descriptive statistics of sample, data reliability analysis was carried out. Moreover, to test the hypotheses, Pearson’s correlation was run to evaluate the relationship between constructs as a preliminary support and regression analysis was conducted to determine the mediation effect.

## 4. Results

### 4.1 Descriptive Statistics and Data Reliability and Correlation Analyses

The descriptive results of this study demonstrated that female respondents were 132 and male respondents were 129. 88.7% of the teachers were master in qualification and 46.7% had marked the age group of 31-40 years. Moreover, 113 teachers had teaching experience of <1-10 years, 80 were in service since 11-20 years and the rest had service of more than 20 years. As given in table 1, the mean scores indicated that teachers perceive high levels of psychological empowerment (M = 5.62, SD = .74) and psychological well-being (M = 5.99, SD = .70) and they view themselves able to meet the requirements of job and consistently perform well on their jobs (M = 4.16, SD = .515).

In addition, Cronbach’s alpha was established in order to calculate the reliability of the constructs. The reliability values are shown in the parentheses of the same table. The cronbach’s alpha for all constructs were greater than 0.70 which is considered as acceptable level of reliability (Saleem, Bashir & Sajjad, 2016). Psychological empowerment observations had highest level of reliability with cronbach’s alpha .881. Furthermore, the Pearson correlation results showed that psychological empowerment was significantly correlated with psychological well-being ( $r = .67, p < 0.01$ ) and job performance ( $r = .57, p < .01$ ) and the relationship between psychological well-being and job performance was also statistically significant ( $r = .65, p < 0.01$ ). It provides ample evidence that psychological empowerment and well-being are significant drivers of teacher’s performance.

**Table 1: Means, Standard Deviations, Data Reliability and Correlation Results (Sample = 261)**

Variables	M	SD	1	2	3
1 Psychological Empowerment	5.6178	0.74035	(.88)		
2 Psychological Well-Being	5.9952	0.70411	.67**	(.84)	
3 Job Performance	4.1577	0.51466	.57**	.65**	(.78)

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

### 4.2 Effects of PE on PW and JP

As mentioned earlier, this paper intends to explore the role of psychological well-being as a mediator between psychological empowerment and job performance. For this purpose, the preliminary regression assumptions were tested according to the criteria as recommended by Field (2005). First assumption necessitated that dependent and independent variables should be measured on continuous scale. This assumption was fulfilled as the study variables were continuous. Second assumption of non-zero variance was also held as the explanatory variables (i.e. psychological empowerment and well-being) had variance in their values as shown by the standard deviations in the descriptive result (table 1). Third, normality assumption was tested by P-P Plots. According to which all variables showed normal distribution and no data point was found deviated from the normality. Fourth, there was no high multicollinearity predicted in explanatory variables. Fifth, assumption of independent errors was evaluated by the Durbin-Watson statistics which was in the acceptable range (1.5-2.5). Finally, the assumption of homoscedasticity was confirmed by scatter plot of standardized residuals which displayed the dots randomly and consistently dispersed. Thus, after confirming the assumptions, regression analysis was carried out and summarized in table 2. Based on Pearson’s correlation coefficient and regression results it is found that psychological empowerment is positively and significantly correlated to psychological well-being and job performance which makes the acceptance of hypothesis one and two certain. Moreover, results also confirmed the hypothesis three,

showing a positive and significant relationship between the mediator (psychological well-being) and dependent variable (job performance). In addition, regression analyses results demonstrated that psychological empowerment explained 33% variation in job performance and 45% in psychological well-being. Likewise, psychological well-being explained 43% variation in job performance.

**Table 2:**

No.	Dependent variable	Predictor	B	Std. Error	R Square	F Value	P Value
1	JP	PE	0.402**	0.035	0.334	130.034	0.000
2	PW	PE	0.641**	0.044	0.454	215.198	0.000
3	JP	PW	0.482**	0.035	0.435	199.095	0.000

\*\*p < .05

### 4.3 Mediating Effect of PW in the Relationship between PE and JP

For mediation analysis, the three steps as laid down by Barons and Kenny (1986) were carried out. First, it was found that the independent variable (psychological well-being) significantly predicted the dependent variable (job performance). Second, the independent variable also significantly predicted the psychological well-being (i.e. mediator). Third, the mediator was a significant predictor of dependent variable while reducing the beta and p-values of independent variable. As shown in table 3, the mediating effect of psychological well-being is worked out between psychological empowerment and job performance. The beta value for psychological empowerment drastically decreased as compared to regression result when mediator (psychological well-being) was introduced in the analyses. It decreased from .402 to .171. The indirect effect is summarized by using bootstrap method. The indirect effect of psychological empowerment on job performance is .2313 and Bootstrap standard error is 0.0313. While, the bootstrap 95% LLCI (lower limit confidence interval) is .1775 and ULCI (upper lower limit confident interval) is .2958. It is found that indirect effect is significantly different from zero and the role of psychological well-being as a mediator between psychological empowerment and job performance is confirmed. Thus, it is revealed that psychological well-being partially mediates the relationship between the psychological empowerment and job performance. Thus, high level of psychological well-being perception among secondary school teachers leads to instill high level of empowerment perception in them. When the teachers experience high empowerment level, their performance level will rise as well.

**Table 3: Mediating Role of Psychological Well-being**

	Dependent variables	
	PW	JP
Effect of PE on PW	.64**	
Effect of PW on DV		.48**
Direct Effect of PE		.17**
Indirect Effect of PE (Through PW)		.23**
Total effect (Direct + Indirect)		.40**
95% confidence interval for indirect effect		
Lower bound		.1775
Upper bound		.2958

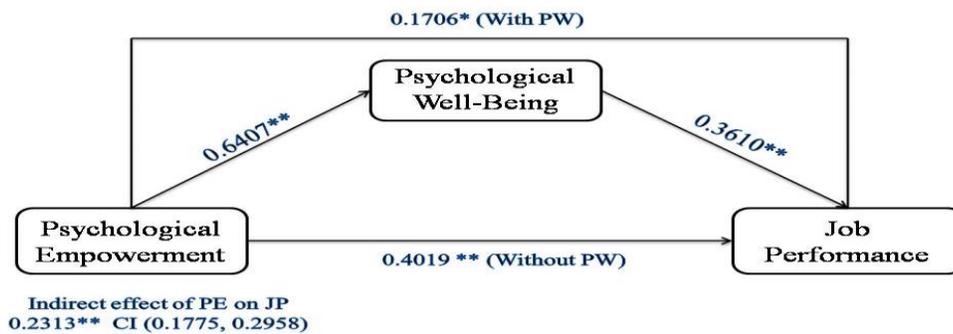
\*\*p < .01

PW = Psychological Well-being, PE = Psychological Empowerment,  
JP = Job Performance

### 4.4 Mediation Reporting Result

Figure 2 illustrates the direct and indirect effects of PE on JP. Path c shows the direct impact of PE on JP (i.e. 0.4019,  $p < 0.00001$ ) while path C' displays the indirect impact of PE on JP through the mediating role of PW (i.e. 0.1706,  $p < 0.0001$ ) and the effect of PW on JP (i.e. 0.3610,  $p < 0.00001$ ) is also shown in path b.

Figure 2



## 5. Discussions

The objectives of the present paper were to investigate the relationship of psychological empowerment with psychological well-being and job performance of secondary school teachers in Quetta. In addition, a particular objective was to investigate the mediating effect of psychological well-being between psychological empowerment and job performance. As hypothesized, the results of regression analyses confirmed a significant and positive relationship between psychological empowerment and job performance. Moreover, it was revealed that psychological empowerment explained 33.4% variation in job performance. This finding is consistent with the results of Arsalan and Zaman's (2014) survey in which they explored the effect of empowerment on the performance of employees in software sector of Pakistan.

The results also showed that psychological empowerment was significantly related to well-being of teachers. The role of teachers' empowerment is very crucial in boosting the level of psychological well-being in teachers. The results of current paper displayed that psychological empowerment explained 45% variance in teachers' well-being. Research findings by tasthan (2016) also pointed towards wellbeing as an important outcome of psychological empowerment.

Moreover, well-being is also shown as a predictor of job performance. According to regression results, well-being explained 43% variance in the performance of teachers. As indicated by Alam and Rizvi (2012), well-being is an internal feeling of employees which persuades their external performance. Thus, the performance of teachers is determined by; a) the purpose and meaning in their jobs, b) being optimist, c) their teaching ability, d) having a collaborative work environment at school and, e) getting their belongingness and self-esteem needs fulfilled.

One of the more significant findings to emerge from this study was that psychological well-being positively and significantly mediated the relationship between psychological empowerment and job performance. The findings revealed that well-being improved the explained value of psychological empowerment from 33.4% to 46.7% with a change in R-square value of 13.35%. This result confirmed that teachers who experience impact, self-determination and competence on their job and feel that they have meaningful job, tend to demonstrate higher performance. This performance further increases when they perceive well-being along with empowerment.

## 6. Conclusion

The following conclusions can be drawn from the present study that there are positive and significant relationships between psychological empowerment and psychological well-being, psychological empowerment and job performance and psychological well-being and job performance. Moreover, there is a partial mediation effect of psychological well-being on the relationship between psychological empowerment and job performance of secondary school teachers. The findings of this study will be supportive for the strategists in formulating and implementing policies in order to enhance the effective performance of teachers. Therefore, this study recommends that psychological empowerment and well-being practices should be promoted as these constructs are effective determinants of teachers' performance.

## 7. Limitations and Future Direction

This study focused only secondary school teachers, whereas, expanding the concerned study to all teachers in primary and secondary schools will provide more accurate and solid results. Moreover, this study was a cross-sectional study. A longitudinal study will show the long term effects of psychological empowerment and well-being on the performance of teachers. Further, the data collected, was based on self-reporting method. In addition, the data was collected only from public school secondary teachers, while including the data from private schools teachers will yield more generalizable results.

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