

THE INFLUENCE OF PSYCHOLOGICAL EMPOWERMENT ON OVERALL JOB SATISFACTION OF TEACHERS

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Abstract

The researchers have discussed the main variables of the research in the introduction part that include: employee empowerment and job satisfaction. The importance of the teachers has also been elaborated. The literature review contains an extensive look into the concepts of employee empowerment, employee psychological empowerment, benefits of empowerment and job satisfaction. Past studies were looked into in order to substantiate the current study. Extensive research in to the past studies helped the researchers to understand the concepts clearly before starting off with the research. With the help of the literature review and the base paper (See Annexure 'B'), the researchers were able to come up with the hypothesis and the research framework. The questionnaires were also taken from the base paper. Results were concluded by the researchers using the SPSS software. The reliability of the survey tool (questionnaires) was also tested. With the help of independent t-test, ANOVA test, regression and Pearson's correlation, the researchers were able to test the hypothesis. In the end, a thorough analysis of the results was provided and a discussion was conducted followed by the conclusion of the study.

Keywords: Employee empowerment; job satisfaction; Teacher, Pakistan,

1.0 Introduction

The importance of teachers cannot be underestimated in the development of any society. They help individuals within a society, who ultimately form it, to think rationally; this helps in the formation of a society where individuals and groups work collaboratively in order to solve problems as opposed to quarrelling with each other all the time resulting in a peaceful environment. Students or the youth form the base of any society and their teachers play an important role for their well grooming. To transform students into respectable human beings it is

essential to offer them excellent education. Only satisfied teachers can produce satisfactory results since it is job satisfaction which leads to higher efforts and better work performance (Tella, Ayeni & Poopola, 2007). Plato viewed teachers as people who would help individuals reason the understanding of different phenomenon; Freire, on the other hand, believes in shared investigation or co-investigation into different phenomenon mutually by both teachers and students and teachers should promote critical thinking by the students

(Shim, 2008). The point of focus by these philosophers was to criticize the concept that teachers are only supposed to transmit knowledge to the students; contrary to this, these philosophers believed that teachers should help students become self-sufficient so that whatever different scenarios they might have to face in life, they are able to reason and criticize and build relational skills (Shim, 2008).

A teacher's job is difficult due to pressures and demands from the workforce as well as students who require a special kind of attention and care (Farah et al., 2018). A teacher's work doesn't end when they come home, they have as much home work to do as the students. To successfully transmit knowledge and develop the analytical skills of students they need to be satisfied internally and externally to cope with the stressors of their job (Al-Hussaini et al., 2019). In today's world of rapid progress new teaching techniques are introduced on a daily basis and new horizons of innovation and research are taking over syllabuses. Thus, it is very essential that a teacher should be highly motivated, empowered and satisfied with his job as well as job related environment. Teacher empowerment has a much stronger impact on teacher satisfaction when it takes place in an organizational context that supports individuals (Bogler & Nir, 2012; Halou, Samin & Ahmad, 2019).

Job Satisfaction is the long-lasting attitude of employees related to the cognitive, affective and behavioral aspects of people's work and non-work lives (Timothy & Ryan, 2008). Internal job satisfaction is highly important but mostly

overlooked; it refers to how an employee feels in an organization and can be brought about by motivation, empowerment, respect, congenial environment etc. or external factors such as an excellent compensation package (Aziri, 2011). According to Khan (2005) teachers face low self-esteem and are not respected enough by the society. The study also found out that as soon as they find another job, especially primary and school teachers, they switch the job and teaching is only taken as a last resort if no other job is found. If the attitude of teachers in Pakistan is going to be such then nothing can be said about this country's future generation. Teaching has to be made a lucrative job so that skilled professionals are attracted towards grooming the youth and for this satisfaction is essential.

One excellent way to change the lowly perception of the job of teaching and satisfying teachers abundantly is to empower them. Employee empowerment refers to the delegation of power and responsibility from higher levels in the organizational hierarchy to lower-level employees, especially the power to make decisions (Iffah et al., 2018; Jing et al., 2021). The researchers believe that, as defined previously the role of teachers in the society, it is as vital to provide them with the necessary tools to perform their tasks effectively; empowerment is one of those tools. Wang and Lee (2009) oppose this and argue that psychological empowerment might not always have a positive impact upon job satisfaction; it is in fact the complex interplay between the empowerment dimensions of meaning, choice, competence and impact that decide

the overall job satisfaction. Basically, if employees feel that their job has meaning, they are given authority to delegate and plan their tasks as best suits them, it is a psychological notion that results in internal satisfaction and can have positive impact on work output (Farah et al., 2018;

The researchers believe there is dearth of research of such an important topic in Pakistan and feel the necessity to find out how much of an impact empowerment has on the job satisfaction of teachers in Pakistan. Whenever the topic of job satisfaction is researched upon along with empowerment it is usually in corporations. There is not much research on teachers even though they contribute to a very significant portion of our society, empowering them has a chance of bringing about a positive change in the education system of Pakistan.

2.0 Literature Review

Employee empowerment has widely been recognized as an essential contributor to organizational success with many authors observing a direct relationship between the level of employee empowerment and employee performance, employee job satisfaction, and employee commitment. Empowering employees enables organizations to be more flexible and responsive and can lead to improvements in both individual and organizational performance, similarly, it is maintained that employee empowerment is critical to organizational innovativeness. Another study primarily investigated the relationship between teacher empowerment and organizational commitment, professional commitment and organizational citizenship

behavior (Bogler & Somech, 2004). The findings demonstrate that a number of teacher empowerment dimensions have an impact on these outcomes in the school setting. The research was conducted in Israel; the data were collected through a questionnaire by a sample of 983 teachers in Israeli middle and high schools (Bogler & Somech, 2004). In the study different predictors were studied which includes decision making, professional growth, self-efficacy and autonomy. The findings demonstrate that a number of teacher empowerment dimensions have an impact on these outcomes in the school setting. One of their important contributions of the present study is that it underscores the relative effects of four teacher empowerment dimensions on the important outcomes of organizational commitment, PC and OCB in the school. These outcomes have been found to be beneficial to organizations i.e., empowerment effects the teachers to grow professionally contribute more to the school also effects positively towards the commitment of the teachers to their organization.

Employee empowerment is more relevant in today's competitive environment where knowledge workers are more prevalent and organizations are moving towards decentralized, organic type organizational structures. Empowerment is one of HR practices that effect job satisfaction because every employee cannot be motivated with financial incentives. Some people are interested in authority and self-actualization and they do not give more importance to the financial benefits but more like self-respect. Since the empowerment dimensions

competence and meaning have the strongest influence, measures should be implemented to foster them. Job satisfaction is highly related to emotional exhaustion, it could serve as an early alert system (Mumtaz et al., 2012).

A further study shows that the teachers go through a period of teaching under the supervision of principals who are described as authoritarian. The teacher becomes bored, resentful, and unhappy. Many contemplate leaving the teaching profession altogether. On the other hand, many teachers find themselves working "with" principals instead of "for" principals. Their teaching techniques reflect their personality as they are allowed to be empowered and creative. These teachers attribute their success in the classroom to the fact that the principal or top level has empowered them (Terry, 1996).

Empowering teachers as a leaders found out to be very successful according to the researcher, also the core indicator of empowerment in the study was trust, by empowering teachers and there is a presence of trust on both ends they feel free to be creative and risk takers. Trust is the foundation of shared governance, which provides the impetus for teacher leadership (Farah et al., 2018). According to Ferguson et al., (2012) teacher's job satisfaction is affected by different factors positively and negatively, symptom like stress, workload and unethical behavior of student negatively impact on job satisfaction. On the other hand, the lower level of these symptoms will impact

positively and the job satisfaction will be improved.

It is concluded from the result that the negative factor which mostly effect the job satisfaction is the stress; the poor promotion opportunities and the job security also effect the job satisfaction. The other things which effect the teacher job satisfaction are workload, student Behaviors, employment conditions, and administration. All the issues which are surrounding teacher stress and depression and providing supports for new teachers may help increase job satisfaction among teachers. (Ferguson et al., 2012). Another study found that teacher leaders were more highly empowered than classroom teachers. This finding was explained as a result of the teacher leaders having more opportunities to make decisions and grow professionally, having control over daily schedules and feeling a high level of teaching competency (Zembylas & Papanastasiou, 2004). Teachers who feel empowered (i.e., are characterized by their involvement in Decision-making, opportunities for professional growth, earned status and respect, self-efficacy, autonomy in the job and impact on others) will tend to report a higher level of job satisfaction. This may be better understood in considering that empowerment implies actual changes in employees.

Professional authority and conduct, evident in their increased autonomy and involvement in broader organizational issues beyond their daily routine tasks. In previous studies, Wu and Short (1996) revealed that teachers' self-efficacy and professional development predicted teacher satisfaction. When teachers report that they work in a

supportive, nurturing and stimulating environment that encourages their perceptions of competence and ability to act, it is reasonable to expect that they will feel satisfied with their school. Job satisfaction is key factor that an employee usually deemed to have at any work place. Job satisfaction, commitment to the organization is affected by any factors like psychological empowerment, self-empowerment etc. Employee empowerment which has multidimensional effects on the employee (Davis & Wilson, 2000).

They focused on the point that how principal empowering behavior effects and stimulates the motivation level of employee (teachers) and ultimately their job satisfaction and job stress level. Three main questions remain focus of their research, does any relation exist between principal empowerment behavior and employee motivation, and is job satisfaction or job stress effects positively or negatively, by the employee empowerment behavior of principal (Davis and Wilson, 2000).

Two models served as basis for estimating the basic concerns. To check first concern Vogt and Murrell's model employed and for next two concerns Thomas and Velthouse's model is used. Questionnaires used to gather information. Sample based on teachers, principles and primary schools of Washington 660 teachers (77 percent female) and 44 principals (37 percent female) were contacted. Findings show that there is significant relationship between employee empowerment and job satisfaction in selected case. More the principles are involved in empowering actions; teachers will feel their actions are

recognized so they show more desire to fulfill their tasks, will be more satisfied with the job and job stress will be low (Davis and Wilson, 2000)

2.2 Employee Psychological

Empowerment:

According to Wang & Lee, (2009) empowerment is a continuous variable; people can be viewed as more or less empowered, rather than empowered or not empowered. Two distinct perspectives on empowerment have evolved which tend to have been studied separately. Structural empowerment refers to organizational policies, practices and structures that grant employees greater latitude to make decisions and exert influence regarding their work. This relates to the notion of power sharing between employers and their employees. The psychological empowerment perspective moves away from the traditional study of management practices and instead emphasizes employees' perceptions and cognitions. The psychological dimension of empowerment moves away from the traditional study of management practices and instead emphasizes employees' perceptions. Through such an approach, the emphasis is upon perceptions and beliefs of power, competence, control and self-efficacy (Bishay, 1996).

Teachers are the most important professionals for the future nation. Many factors that increase teacher's motivation such as freedom of speech, responsibilities, free ideas and good work environment but according to the research paying incentive to the teachers is not enough, teachers are also human beings so incentive can increase motivation level. Security and financial

motives also increase psychological motivation and satisfaction.

Teacher satisfaction level can increase student's level of academic achievement. Good behavior of the teachers can increase the class room environment. The relationship and moral behavior between teachers and students can increase their motivation level. Self-esteem is one of the important factors, which increase the motivational level among the student and teachers (Bishay, 1996). If self-esteem is positive the attitude and performance level will be high. According to the result more facilities for the teacher will increase their satisfaction level.

Although psychological empowerment, has attracted considerable attention from researchers over the last few decades, only a few studies have examined factors that moderate the effects of empowerment. Power distance and employees' desire to satisfy customer needs and wants have been shown to moderate the relationship between empowerment and job satisfaction. The need for achievement can be regarded as a form of self-empowerment because people with a high need for achievement tend to strive to attain ideal standards and personal goals and take personal responsibility for outcomes because doing so provides them with intrinsic satisfaction. High need for achievement should always lead to better performance than low need for achievement (Yousef, 1998).

Over the years scientists have observed that some people have an intense need to achieve, other perhaps the majority

does not seem to be concerned about the achievements. Several researches led the scientists to believe that the need for achievement is a distinct human motive that can be distinguished from other needs. The effects of empowerment on performance may thus depend on an individual's need for achievement. Need for achievement is a personality trait that involves the desire to excel in what one does (Porter et al., 1974). People with a high need for achievement constantly seek ways to do their tasks better and more efficiently with task master being the ultimate goal. Need for achievement might positively influence service quality because employees would be more likely to strive for excellence when serving their customers as need for achievement increases (Karia & Asaari, 2006).

In a study, Chan et al., (2010) showed that professional satisfaction can provide some immunity against burnout, even if teachers work under high levels of stress. A decrease in job satisfaction should therefore precede symptoms of burnout as a condition, because teachers who experience job satisfaction are less likely to experience burnout. People suffering from burnout will most likely report decreased job satisfaction, because the two concepts are related. Job satisfaction refers to the degree to which employees are satisfied and happy with their job (Maehr, 2008). The supposed benefits of empowerment can be broadly divided into two areas: benefits for the organization; and benefits for the individual. Global competition and a changing business environment have prompted organizational change in response to increased pressures to improve efficiency and performance. It has

been argued that organizations with higher levels of empowerment have demonstrated improvements in various economic performance areas.

While it could be argued that the primary motive for empowerment is initially driven by the need to improve the economic performance of the organization, benefits to the individual employee have also been identified. Employees who consider themselves empowered have reduced conflict and ambiguity in their role, as they are able to control (to a certain extent) their own environment. They suggested that this reduces emotional strain on the employee. Teachers are responsible for the corrective passing of knowledge over to students and enhancing the skills of the future generation. It is essential to study the ways in which ample amounts of satisfaction can be brought about in teachers since satisfied employees result in the highest amounts of productivity (Yousef, 1998).

Satisfaction is described as the actual outcome compared with the desired outcome by employees and the thereof resulting description of feelings by Porter and Steers, 1994. One effective factor to enhance the amount of satisfaction has been identified as increased amount of empowerment (Sagnak, 2012). Empowerment refers to giving autonomy to employees or transferring power from employer to employees, in other terms appointing more freedom (Leiter & Maslach, 1988). When employees do not have a constant supervisor behind their back and they are trusted upon to carry on their duties with autonomy and make their own decisions, their level of satisfaction is

higher. This study aims to study the effects of empowerment in teachers in an educational institution while all previous researches have focused on organizational settings. The duties, settings and roles of a teacher are much different than a usual officer. Teachers claim that when they are given a syllabus to teach from it is best if they decide how to carry it out since they need to plan a strategy according to their style and students behaviour which alters from class to class.

Empowerment as relational construct is identified as sharing power or giving more responsibility and autonomy to organizational (Sagnak, 2012). Moreover, Innovative climate was brought into being to partially mediate the relationship between principals' leadership empowerment behavior and teacher's innovative behavior. Innovative behavior in organizations consists of three different behavioral tasks: idea generation, idea promotion, and idea realization by means of these functions, leaders have an important effect on subordinates' i.e., teachers' creativity. The findings showed that empowering leadership behavior effected teacher's innovative behavior both directly and indirectly by creating an innovative climate. In addition, it was avowed that empowerment increased productivity, improved teacher morale, provided higher student motivation and achievement, empowering teachers can bring about positive change and they are the key to the success of any society also the grooming of the students, as the future of the nation is in the students.

Despite the claimed benefits associated with employee empowerment, there is evidence which suggests that the implementation of empowerment practices is not as prevalent as would be expected, with many employee empowerment initiatives unable to achieve the levels of empowerment intended. Empowerment is superficial and that the empowerment of employees is just rhetoric with managers still maintaining control. The main objective of the study is to examine the extent to which employee psychological empowerment practices are adopted within Educational Institutions. The study will empirically examine the relationship between each of the organizational and cultural factors with the level of empowerment. Specifically, the study will examine the association between each of the factors with both the overall level of employee empowerment.

Hypotheses:

H1: Teachers' psychological empowerment positively influences overall satisfaction.

H1a: Teachers' psychological empowerment dimension of "autonomy" positively influences overall job satisfaction.

H1b: Teachers' psychological empowerment dimension of "competence" positively influences overall job satisfaction.

H1c: Teachers' psychological empowerment dimension of "influence" positively influences overall job satisfaction.

H2: Teachers' psychological empowerment scores differ significantly based on their demographic and work profile information.

H3: Teachers' overall job satisfaction scores differ significantly based on their demographic and work profile information.

Model / Theoretical Framework:

Figure 1 shows the theoretical framework for this study. The independent variable was employee psychological empowerment and the dependent variable was overall job satisfaction.

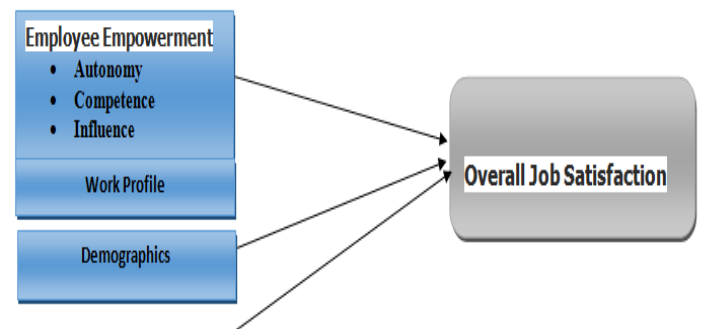


Figure 1: Theoretical model

3.0 Methodology

Research Strategy:

A survey study was conducted consisting of questionnaires to gain in depth data from teachers. The questionnaires taken consisted of two variables: employee empowerment (meaningfulness, competence and influence; Fulford & Enz, 1995) whereas the job satisfaction variable part was originally designed by Xie, 2005; and Salazar, 2000). Random sampling technique was used where five random universities in Islamabad, Pakistan were chosen and questionnaires were distributed to the teachers randomly. The sample size taken was 50 teachers from 5 different universities of Islamabad to gather enough data for complete knowhow as well as keep this study in a fix time constraint. The sample size was not discriminated on the basis of gender as the

questionnaires were distributed randomly. The researchers were able to achieve a 100% return rate on the questionnaires.

4.0 Results and Analysis

The Cronbach's Alpha for the overall study variables ranges from as low as 0.583 to as high as 0.87. The dependent variable of Job Satisfaction had a high reliability of 0.87 with a low number of scale items (three). The reliability score for the meaningfulness dimension of the independent variable of employee empowerment came out to be 0.583; that of competence dimension came out to be 0.589 and the score for influence recorded a 0.831 having the highest number of scale items: five. The overall reliability score for the independent variable of employee empowerment came out to be 0.79. The scores for the meaningfulness and competence dimensions can be low due to various reasons; one of which is the smaller number of scale items under these dimensions. The researchers believe that the

overall reliability of the dependent and independent variable is reliable enough to aid the accuracy of the research. Table 2 shows this reliability of the study variables in a tabular format.

Descriptive Statistics & Analysis:

Table 1 shows that the distribution of the sample in terms of gender. 56% of the data was filled out by males, 42% by females and there was a 2% missing value after randomly distributing the survey tools (questionnaires) to teachers at different institutions. Along with this, it shows that most of the respondents (46%) belonged within the age bracket of 24 – 29. Only a small number, 4%, of the respondents were above 40 years of age. Furthermore, most of the respondents had been at their respective institution for more than 2 years as 28% of the respondents had been at their jobs for 2 to 3 years; 22% responded with 4 to 5 years and 24% of the respondents had been with their institution for more than 5 years.

Table 1: Descriptive analysis

Profile	Categories	Frequencies	Percentage (%)
Gender	Male	28	56%
	Female	21	42%
Age	18 – 23 years old	0	0%
	24 – 29 years old	23	46%
	30 – 34 years old	16	32%
	35 – 40 years old	9	18%
	40+	2	4%
Institution Tenure	Less than 6 months	4	8%
	6 months – 1 year	9	18%
	2 – 3 years	14	28%
	4 – 5 years	11	22%
	5+ years	12	24%

Time you work in this sector	Less than 1 year	6	12%
	1 - 3 years	16	32%
	4 - 5 years	0	20%
	6 - 9 years	11	22%
	More than 9 years	7	14%
	Total	50	100%

The table 1 shows the frequency distribution regarding work tenure of the respondents in the education sector. 32% of the respondents had been working in this sector for 1 to 3 years, followed by 22% in between 6 – 9 years, 20% in between 4 to 5 years, 14% respondents with more than 9 years of experience and 12% with less than 1 year of experience in the education sector. No missing entries were found.

Pearson correlations matrix among study variables:

There was a significant relationship between meaningfulness and competence with $r=.527$

($p<0.01$). This was followed by an insignificant relationship between meaningfulness and influence. The dimension of influence also had an insignificant relationship with competence. This result shows that the dimension influence has an insignificant relationship with both the other dimensions of employee empowerment. Overall Job Satisfaction had a significant relationship with all the three employee empowerment dimensions of meaningfulness, competence and influence at $r = .480$, $r = .498$ and $r = .510$ ($p<0.01$) respectively the findings is shown in table 2.

Table 2: correlation strength among the variables, its average mean and standard deviations

Scales	1	2	3	4	Mean	SD
1. Meaningfulness	-				6.29	.67
2. Competence	.527	-			6.11	.75
3. Influence	Insig	Insig	-		5.03	1.10
4. Job Satisfaction	.480	.498	.510	-	5.37	1.27

Hypothesis Testing:

H1: Teachers' psychological empowerment positively influences overall job satisfaction.

A multiple regression analysis in Table 3 shows that there is a significant relationship between the employee empowerment dimensions and the overall job satisfaction. The coefficient of relationship adjusted R square of 0.412 shows that there is a 41.2% impact of the employee empowerment dimensions upon the variance of overall job satisfaction of employees. The dimension of meaningfulness has an insignificant relationship with overall job satisfaction ($p>0.05$) whereas the dimensions of competence and influence both show a significant

relationship with the dependent variable ($P < 0.05$). It would be concluded that the hypothesis H1 was not supported due to the fact that one dimension of the employee empowerment namely, meaningfulness has an insignificant relationship with the overall job satisfaction.

Table 3: hypothesis Testing

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	R^2
	B	Beta			
(Constant)	-2.547		-1.780	.082	0.412
Meaningfulness	.454	.241	1.852	.070	
Competence	.465	.275	2.109	.040	
Influence	.441	.382	3.344	.002	

a. Dependent Variable: Job Satisfaction

H2: Teachers' psychological empowerment scores differ significantly based on their demographic and work profile information.

An independent t-test was conducted in order to find out the difference of opinion between the two genders upon employee empowerment. There was no significant relationship between the difference of opinion between the two genders, $p = 0.059$ ($p > 0.05$), with the employee empowerment of males was $M = 5.50$ and $SD = 0.73$ whereas that of females was found to be $M = 5.87$ and $SD = 0.55$. One way Anova was used in order to find the impact of age and tenure of the employees at the institution upon the levels of employee empowerment; no significance was found ($p > 0.05$). Hypothesis 2 (H2) was not supported due to

the insignificance of the variables upon employee empowerment.

H3: Teachers' overall job satisfaction scores differ significantly based on their demographic and work profile information.

An independent t-test was conducted in order to find out the difference of opinion between the two genders upon job satisfaction. There was found to be a significant relationship ($p < 0.05$) with $t = 2.12$ (Table 4.5) with the job satisfaction of males at $M = 5.035$, $SD = 1.46$ whereas that of females found to be at $M = 5.79$, $SD = 0.82$. One-way Anova was used in order to find out the impact of age and tenure of employees at the institution upon the levels of job satisfaction; the relationship was

found out to be insignificant ($p>0.05$).

Therefore, the hypothesis was not supported.

Table 4:Independent t-Test

					t-test for equality of means	
	Your gender?	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Job Satisfaction	Male	28	5.0357	1.46941	-2.122	.039
	Female	21	5.7937	.82548		

5.0 Conclusion

The results of this study show that there is a positive impact of the employee empowerment upon overall job satisfaction, bar the dimension of meaningfulness which was found out to be insignificant in its influence over job satisfaction. On the other hand, the dimensions of competence and influence had a significant impact upon overall job satisfaction. The lack of the meaningfulness dimension might have to do with more value for money, lack of will to work etc. which remains open for further research. Influence dimension is important to note here as it showed a positive impact upon Organizational Citizenship Behavior (OCB) in another study conducted in the service industry in Jordan (Kim et al., 2011). The culture of the Pakistani society regarding this still needs further research. In this study, the dimension of competence has a positive impact upon overall job satisfaction. This result has been reinforced in another study carried out by (Somech, 2005). Somech(2005)that shows that competence reinforces the positive effect of dimension of meaning upon job satisfaction;

which means that not only does competence have a positive impact upon overall job satisfaction but it also enhances the impact of the meaning dimension upon job satisfaction. This study showed that age in particular did not have a significant impact upon overall job satisfaction. On the other hand, tenure in the current institution showed a significant impact upon overall job satisfaction ($p<0.05$) with the value of $F = 4.413$. This means that the teachers' overall job satisfaction will increase with the increase in the tenure of the employee at the current institution. Marital status of the employees was found to have no significant impact upon overall job satisfaction ($p>0.05$) although on the basis of gender, the results showed that a significant impact upon overall job satisfaction was found ($p<0.05$). This means that there is a difference between levels of overall job satisfaction between men and women.

The researchers can conclude that employee empowerment does have an influence upon overall job satisfaction of the employees. On the other hand, further research would need to be conducted in order to find out the

impact of work profile and demographics on overall job satisfaction. The current study was able to conclude that there is an influence of gender of the person upon the overall job satisfaction of teachers. The researchers hope that this provokes further research upon the topic and the realization for the concerned people in the education sector to promote empowerment in the teachers which will improve their job satisfaction levels resulting in higher job performance as well. This will also have a great influence upon the overall quality of the students and the education sector of Pakistan.

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