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THE RELATIONSHIP BETWEEN EMPOWERMENT AND JOB SATISFACTION WITH THE PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN EAST AZARBAIJAN PROVINCE

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ABSTRACT

This study aims at determining the relationship between empowerment and job satisfaction with performance of physical education teachers in East Azarbaijan province. 296 of teachers of physical education in the East Azarbaijan, voluntary filled out the Spreitzer empowerment, job satisfaction and Preston performance questionnaires. After data collection, data were analyzed using Kolmogorov–Smirnov, Pearson's correlation coefficient, and Multiple Regression. The results of correlation between variables indicated that there is a significant positive relationship between the empowerment and performance of physical education teachers ($P < 0.01$). Also, the results showed that there is a significant positive relationship between the job satisfaction and its components and performance ($P < 0.01$). The results of regression analysis indicated that performance has been affected 60.1% by empowerment components and 44.5 % by job satisfaction components. The competence component with a standardized coefficient of 0.55 and the working condition component with a standardized coefficient of 0.374 had the greatest effect on performance.

Keywords: *Empowerment, Job Satisfaction, Performance, Physical Education Teachers*

INTRODUCTION

Manpower is a very effective factor in the survival of an organization and receives constant attention from managers and persons-in-charge in organizations. A review of the history of social development in advanced countries shows that skilled manpower has played an undeniable role in the transition of the traditional society into the developed society, so much so that it is regarded as the single most important factor in the development of communities and organizations. Once it was thought that satisfying the requirements of employees would exhaust the resources of an organization. Researchers in the field of Management believe that if the real needs of employees are not correctly understood and respected, if employees are not satisfied with their jobs, and if sufficient measures are not taken towards empowerment of employees, the employees cannot enhance their performance and, as a result, productivity would decrease (Alvani, 1991). To stress the significance of this problem, we maintain that job satisfaction is an essential consideration in employee attitudes and, due to its subsequent effects, is highly significant (Saatchi *et al.*, 2008). Today, organizations must be managed in a highly competitive environment to affect incredible developments. Under such circumstances, managers would not have enough time to control their employees since they have to use the greater part of their time and energy to identify the external and internal environments, and must leave the routine every day matters to the employees. The employees can perform their assigned duties only if they possess the required skills, knowledge, and abilities, and if they duly recognize the goals of their organization. Empowerment is a process that can help managers in this regard. While changing a person's attitude and judgment regarding different personal and organizational problems, empowerment makes the person believe that freedom and power are obstacles in the way of empowerment. Therefore, when a group of employees are empowered in an organization, their relationship with organizational authorities would change so that both the employees and the authorities will share the same common goals. The empowered employees would introduce changes in their communications with their colleagues and managers as well as in their working

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processes. In their research, Fathi *et al.*, (2012) concluded that there was a direct and strong correlation between psychological empowerment and improved job performance among employees. Psychological empowerment is a strong predictor of job performance. Meyerson and Dewettinck (2012) concluded in their study that empowering employees would improve their performance and that empowered employees function better both qualitatively and quantitatively (Meyerson and Dewettinck, 2012). Nzuv and Bakari (2012) also found that empowerment had a positive and significant effect on employee performance. The results from the study by Hechanova *et al.*, (2006) showed that employee empowerment had a positive and significant relationship with job performance. In their research, Funmilola *et al.*, (2013) concluded that job satisfaction components had a significant effect on job performance. The results obtained by Sajuyigbe *et al.*, (2013), Tessema and Soeters (2006), Igalens and Roussel (1999) and Brudney and Coundrey (1993) indicated that payment had a significant effect on job performance.

For successful performance of educational organizations and for correcting the process of education, the key role of teachers along with other effective forces in educational organizations must be duly considered. Improving teachers' performance has always been a goal executive managers specifically like to find reliable ways of achieving so as to prepare the ground for effective advancement of education and learning as well as to realize further educational objectives. Due to the importance of empowering teachers and promoting job satisfaction among them, and the fact that it might be possible to improve their performance through empowerment and job satisfaction, the author decided to investigate the relationship between empowerment and job satisfaction among physical education teachers to answer the following questions:

- 1) Is there a relation between empowerment/job satisfaction and performance of physical education teachers?
- 2) To what extent is the variation of the "teacher performance" variable affected by empowerment components and job satisfaction components?

MATERIALS AND METHODS

Methodology

Research Methodology

The present research has an applied orientation and the method used in this research is of a descriptive-correlation nature and data collection is carried out through a survey research.

Statistical Population and Samples

The statistical population of this research consists of male and female teachers of physical education in the city of Tabriz which are 1290 in number. A number of 296 people were selected as sample size of this research according to Krejcie and Morgan's table. Due to the possibility of losses during gathering the questionnaires, 20 percent of the sample size (59 persons) was added to the initial sample size. Thus, 355 questionnaires were made available to the volunteers for completion.

Measuring Tool

For collecting data for determining the empowerment, Spreitzer's questionnaire (1995) was used. This questionnaire involves 12 questions and four components: meaning, competence, self-determination and impact in a five-point Likert scale (Spreitzer, 1995). In this study, Cronbach alpha coefficient was calculated 0.88 for the empowerment questionnaire.

For collecting data for determining the job satisfaction, standard questionnaire was used. This questionnaire involves 19 questions and six components: regularity in payment, nature of work, opportunities to promotion, organizational climate, supervisor style and working condition. In this study, Cronbach alpha coefficient was calculated 0.89 for the job satisfaction questionnaire.

For collecting data for determining the performance, Preston's questionnaire was used. This questionnaire involves 15 questions. In this study, Cronbach alpha coefficient was calculated 0.93 for the performance questionnaire.

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Data Collection Method

For gathering data, 355 questionnaires were distributed among the participants and 296 questionnaires were completely filled out and returned. In this study, descriptive statistics were used in order to summarize and classify the data and to calculate the mean, frequency, standard deviation and to draw diagrams and tables, and Kolmogorov–Smirnov test, Pearson test and Multiple Regression were used for testing the hypotheses.

RESULTS AND DISCUSSION

RESULTS

The descriptive results of the data demonstrate that the male participants with 52.4 percents formed the highest frequency percentage. The highest age range of the participants was between 31-40 years equal to 34.1 and the lowest age range of the participants was in <30 years equal to 14.2 percent. The highest work experiences range of the participants was between 11-20 years equal to 36.5 and the lowest work experiences range of the participants was in ≤ 5 and >20 years equal to 14.2 percent.

The results showed that there is a significant positive relationship between the empowerment and performance of physical education teachers. Research hypothesis was confirmed regarding Pearson correlation coefficient (r=0.580, P<0.01) (Table 1).

Table 1: The relationship between empowerment and performance (N=296)

	Mean	Std. Deviation	Min	Max	Pearson Correlation
Empowerment	3.38	0.72	1.50	5.00	r=0.580**
Performance	3.35	0.95	1.20	5.00	Sig= 0.000

**P < 0.01

The results showed that there is a significant positive relationship between the job satisfaction and its components and performance of physical education teachers (Table 2).

Table 2: The relationship between job satisfaction and its components and performance

	Job Satisfaction	Regularity in Payment	Nature of Work	Opportunities to Promotion	Organizational Climate	Supervisor Style	Working Condition
Performance	r= 0.310** Sig=0.000	r= 0.484** Sig=0.000	r= 0.291** Sig=0.000	r= 0.243** Sig=0.000	r= 0.159** Sig=0.006	r= 0.421** Sig=0.000	r= 0.543** Sig=0.000

**P < 0.01

The multiple-regression model was used for assessing teacher performance with respect to empowerment components. In this kind of regression, the values of the performance variable (i.e. the criterion variable) are extracted and assessed from the empowerment components (predictor variables) via a linear equation, and the teacher performance can be predicted based on the empowerment components. Moreover, according to Table 3, the empowerment components influence by 60.1% the performance variations. From Table 4, we conclude that the following components have a positive significant effect on performance: impact, meaning, competence, and self-determination. The competence component with a standardized coefficient of 0.55 had the greatest effect on performance.

Table 3: Linear relationship between empowerment components and teacher performance

Model	R	R ²
1	0.775	0.601

a. Predictors: (Constant), Impact, Meaning, Competence, Self-determination

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Table 4: Coefficients between empowerment components and teacher performance

Model	Unstandardized Coefficients		Unstandardized	t	Sig
	B	Std.Error	Coefficients Beta		
(Constant)	0.056	0.193		0.287	0.774
<i>Impact</i>	0.165	0.037	0.182	4.415	0.000
<i>Meaning</i>	0.153	0.051	0.122	3.018	0.003
<i>Competence</i>	0.523	0.045	0.550	11.645	0.000
<i>Self-Determination</i>	0.137	0.050	0.125	2.715	0.007

Dependent Variable: Performance

The multiple-regression model was used for assessing teacher performance with respect to job satisfaction components. In this kind of regression, the values of the performance variable (i.e. the criterion variable) are extracted and assessed from the job satisfaction components (predictor variables) via a linear equation, and the teacher performance can be predicted based on the job satisfaction components. Moreover, according to Table 5, the job satisfaction components influence by 44.5% the performance variations. From Table 6, we conclude that the following components have a positive significant effect on performance: regularity in payment, working condition. The working condition component with a standardized coefficient of 0.374 had the greatest effect on performance.

Table 5: Linear relationship between job satisfaction components and teacher performance

Model	R	R ²
1	0.667	0.445

a. Predictors: (Constant), Regularity in Payment, Nature of Work, Opportunities to Promotion, Organizational Climate, Supervisor Style, Working Condition

Table 6: Coefficients between job satisfaction components and teacher performance

Model	Unstandardized Coefficients		Unstandardized	t	Sig
	B	Std.Error	Coefficients Beta		
(Constant)	0.175	0.268		0.651	0.516
<i>Regularity in Payment</i>	0.450	0.062	0.335	7.228	0.000
<i>Nature of Work</i>	0.129	0.067	0.097	1.924	0.055
<i>Opportunities to Promotion</i>	0.108	0.060	0.090	1.799	0.073
<i>Organizational Climate</i>	-0.122	0.065	-0.091	-1.880	0.061
<i>Supervisor Style</i>	0.118	0.063	0.102	1.877	0.062
<i>Working Condition</i>	0.365	0.054	0.374	6.741	0.000

Dependent Variable: Performance

Discussion and Conclusion

The results showed that there is a significant positive relationship between the empowerment and the performance of physical education teachers. Today, empowerment is considered as a useful instrument

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for qualitative promotion of employees and increased organizational effectiveness. To be successful in today's ever changing business environment, organizations need all the knowledge, energy, and creativity their employees at all levels, from the lowest organizational levels to the senior management level, can provide. For this to realize, organizations take measures through empowerment to persuade (without exerting pressure) their employees to innovate, to respect common organizational goals with minimum supervision, and to do their assigned duties as if they were owners of the organization. The results obtained in this study were in good agreement with those presented in Meyerson and Dewettinck (2012), Nzuv and Bakari (2012), Hechanova *et al.*, (2006) and Fathi (2012).

The results showed that there is a significant positive relationship between job satisfaction and its components on the performance of physical education teachers. A main subject which may be considered as the central core of organizational research is the relationship between job satisfaction and job performance. Some researchers like Hersberg argue that job satisfaction would lead to performance at a higher level, whereas others believe that the opposite is true. The results of the present study are in compliance with those obtained by Funmilola *et al.*, (2013), Sajuyigbe *et al.*, (2013), Tessema and Soeters (2006), Igalens and Roussel (1999) and Brudney and Coundrey (1993). In their research, Judge *et al.*, (2001) studied the relationship between job satisfaction and job performance and concluded there was a qualitative and quantitative review relation between the two. However, sometimes job satisfaction and job performance are inversely related. The Expectancy Theory has, to a certain extent, solved this problem. The two researchers proved that job satisfaction was the result of the Motivation Process in society. From their perspective, motivation entails activity as well as directing energy and behavior, whereas job satisfaction is the ultimate destination or the reward received for good behavior. When members of an organization are satisfied with their jobs, the percentage of absences, work delays, and even desertions would drop. In fact, job satisfaction can be regarded as a determinant factor for an organization.

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