

CrossRef DOI of original article:

# The Relationship between Employee Empowerment, Motivation and Job Satisfaction in Ghana Education Service. A Case Study of Atwima Mponua District in the Ashanti Region

Charles Akomea Bonsu<sup>1</sup>

<sup>1</sup> Kumasi Technical University

Received: 1 January 1970 Accepted: 1 January 1970 Published: 1 January 1970

---

## Abstract

The objective of this study is to assess the relationship between employee empowerment and motivation on job satisfaction in the Ghana Education Service (GES), using Atwima Mponua District in the Ashanti Region as a case. The study adopted primary data which was solicited from two hundred teachers who were conveniently sampled from the Atwima Mponua District of the GES with a structured questionnaire on a five-point Likert Scale. Data collected were analysed quantitatively using both descriptive and inferential statistics with SPSS version 21.

---

**Index terms**— employee empowerment, motivation, job satisfaction.

## 1 I. Introduction

Job satisfaction may be explained as the pleasant feeling an individual has towards a required remunerative responsibility or assignment. According to Alsharah (2014) job satisfaction refers to both the external and internal circumstances/factors that affects employee feelings towards their remunerative duties which is influenced by one's ability to accomplish the tasks required, the level of communication within an organization, and how management treats employees. Mandan, et al, (2016) posit the factors mentioned above improve and enhance employees' performance and productivity in attaining organizational goals. In view of this, it becomes imperative for management of organizations to ensure that employees are provided with both internal and external incentives that will boost their work done as they have a role to play in determining the total efficiency, productivity and sustainability of an organization.

Employee empowerment in terms of shared power and control is receiving attention in management circles as a fundamental element in organizational governance and efficiency (Argente et al., 2007). Employee empowerment is a process of giving employees' authority to be able to make the necessary important decisions on their own about their day to day activities. Empowerment of employees are expected to perform their work more effectively and efficiently than non-empowered employees (Hass, 2010). Motivation impacts job satisfaction and increases the productivity of employees.

## 2 a) Problem Statement

An efficient and effective utilization of human resources in an organization is very important to improve its overall efficiency and productivity. Literature reveals that job satisfaction can be influenced by various organizational behavioural factors such as employee training (Bhat, 2013), employee empowerment, and teamwork. An organization that is capable to design an environment which emphasizes on training and empowerment that can be valued by its employees will have better chances to obtain greater commitment (Hass & Abdullah, 2013).

Previous studies (Colquitt et al, 2009; Azar & Shafiq, 2013) have emphasized that motivation positively affects employee performance and job satisfaction and hence directly job performance as the value of these

of employ? b?hav?ors that contr?but?s to ach??v? organ?zat?onal targ?ts. To these researchers, mot?vat?on w?ll ?ncourag? th? ?mploy??s of an organ?zat?on to s?r?ously pursue their line of duties.

### 3 ?nhanc?ng

?mploy?? sat?sfact?on and product?v?ty ?s on? of th? ma?n conc?rns for manag?m?nt ?n any organ?zat?on. ?t should be not?d however, that, inspite of th? l?m?t?d stud??s so far ?xam?ning th? ?ff?cts of ?mploy?? mot?vat?on and ?mploy?? ?mpow?rm?nt on ?mploy?? job sat?sfact?on, there is no such study ?n the Ghana?an cont?xt. ?mploy?? job sat?sfact?on ?n Ghana using the GES as a case. Th? ?ducat?on ?ndustry was s?l?ct?d as a case du? to th? lack of ?mp?r?cal r?s?arch on ?mploy?? job sat?sfact?on ?n th?s sector.

### 4 b) R?s?arch Qu?st?ons

Th? r?s?arch?rs would l?k? to ans?r th? underlisted qu?st?ons in pursuing the aim of this article.

### 5 c) Research Objectives

To achieve the over-all aim and purpose of the study, at the end of the study, the researchers will achieve the following.

## 6 III. Methodolgy a) Sampl? and Sampl?ng T?chn?qu?

A non-probab?l?ty sampl?ng t?chn?qu? were ?mployed ?n s?l?ct?ng th? r?spond?nts. Purpos?v? sampl?ng t?chn?qu? was us?d to s?parat? th? t?ach?rs accord?ng to th??r work ?xp?r??nc?s wh?l? conv?n??nc? sampl?ng was us?d to s?l?ct th? r?spond?nts for th? study. Bas?d on th? r?comm?ndat?ons of Kr?jc?? and Morgan (1970) for d?t?rm?n?ng sampl? s?z?, a total of 200 qu?st?onna?r?s ar? cons?d?r?d acc?ptabl? for th? sampl? s?z? bas?d on th? populat?on of th? pr?s?nt study. Th? sampl? s?z? was d?t?rm?n?d us?ng Kr?jc?? and Morgan (1970) formula?:  $n = N1 + N(e^{-2})$ , wh?r?:  $n = \text{sampl? s?z?}$ ;  $N = \text{populat?on s?z?}$ ; and  $? = \text{l?v?l of pr?c?s?on or marg?n of ?rror}$ . Bas?d on th? formula?  $g?v?n$  and an ?xp?ct?d pr?c?s?on l?v?l of 95%, th? sampl? s?z? was:  $(n) = 321 / (1 + 371 (0.05^2)) = 178$ . Th? sampl? of 200 t?ach?rs was ut?l?z?d ?n th?s study drawn from all th? JHS ?n th? D?str?ct. Th? sampl?ng plan d?scr?b?s th? sampl?ng un?t, sampl?ng fram?, sampl?ng proc?dur?s and th? sampl? s?z? for th? study. Th? sampl?ng fram? d?scr?b?s th? l?st of all populat?on un?ts from wh?ch th? sampl? was b? s?l?ct?d ??Coop?r & Sch?ndl?r, 2003). Bas?d on th?s, a sampl? of 200 r?spond?nts (62% of th? targ?t populat?on) was drawn from th? poss?bl? 321 targ?t populat?on.

A s?mpl? r?gr?ss?on mod?l was appl?d to d?t?rm?n? th? ?ff?cts of ?mploy?? ?mpow?rm?nt and mot?vat?on on job sat?sfact?on. R?gr?ss?on ?s conc?rn?d w?th d?scr?b?ng and ?valuat?ng th? r?lat?onsh?p b?tw??n a g?v?n var?abl? and on? or mor? oth?r var?abl?s. Mor? sp?c?ff?cally, r?gr?ss?on ?s an att?mpt to ?xpla?n mov?m?nts ?n a var?abl? by r?f?r?nc? to mov?m?nts ?n on? or mor? oth?r var?abl?s. Two mod?ls was adopt?d for th? study Data are values of qualitative or quantitative variables, belonging to a set of items. To meet the objectives of the study, the researcher used a prima r y data which were collected directly y from the respondents on the g round. The y are data collected for the need at hand. According to Ghau ri and Gronhaug (2005), primary data is the first-hand data since it is collected primarily for the cu r rent research’s purpose. The y further explained that this type of data often helps to obtain suitable responses to cu r rent research’s objectives.

#### Mod?l On?

A comprehensive questionnaire designed to cove r the objectives of the problem was used to collect the data. The stud y made use of quantitative methods to achieve the objective. It also made use of prima r y data and hence uses a questionnaire in the collection of data from the respondents. Structured questionnaires were adopted for the stud y.

## 7 IV. Results and Discussion

### 8 a) Correlation Analysis

Th? importance of correlation analysis is to ensure that independent variables are not corr?lat?d w?th ?ach oth?r to avoid multicollinearity. Corr?lat?on also provides ?nformat?on r?gard?ng th? l?n?ar assoc?at?on b?tw??n th? d?p?nd?nt var?abl? and ?ach of th? ?nd?p?nd?nt var?abl?s. Corr?lat?on r?ff?rs to th? str?ngth of l?n?ar assoc?at?ons b?tw??n two or mor? Var?abl?s (Albr?ght ?tal., 2011). Th? outcom? of th? corr?lat?on analys?s (Tabl? 4.2) ?s r?pr?s?nt?d ?n P?arson Corr?lat?on by calculat?ng th? corr?ct?on of th? var?abl?s w?th ?ach oth?r.

?t was found that th? var?abl?s hav? w?ak to mod?rat? corr?lat?on and th?r?for? do not pos? any probl?m of mult?coll?n?ar?ty. ?nt?r?st?ngly, all th? var?abl?s acc?ss ar? pos?t?v?ly corr?lat?d to ?ach oth?r. Th? analys?s also found a s?gn?ff?cant corr?lat?on b?tw??n ?mploy?? ?mpow?rm?nt and job sat?sfact?on. Also, th?r? was a pos?t?v? corr?lat?on b?tw??n ?mploy?? ?mpow?rm?nt and ?mploy?? mot?vat?on.

---

## 9 . Correlation Analysis

The importance of correlation analysis is to ensure that independent variables are not correlated with each other to avoid multicollinearity. Correlation also provides information regarding the linear association between the dependent variable and each of the independent variables. Correlation refers to the strength of linear associations between two or more Variables (Albright et al., 2011). The outcome of the correlation analysis (Table 4.2) is represented in Pearson Correlation by calculating the correction of the variables with each other.

It was found that the variables have weak to moderate correlation and therefore do not pose any problem of multicollinearity. Interestingly, all the variables access are positively correlated to each other. The analysis also found a significant correlation between employee empowerment and job satisfaction. Also there was a positive correlation between employee empowerment and employee motivation.

## 10 The Impact of Employee Empowerment on Motivation in the Ghana Education Service

The first objective of the study sought to assess the impact empowering (EMP) teachers in the Ghana Education Service have on their motivation (MOT). This section of the analysis presents results of data estimation on this objective. The results are based on Ordinary Least Square (OLS) estimation technique and are reported on Table 4.3. Evidence from the results indicates that employee empowerment has positive effect on motivation. EMP had a coefficient of 0.082 in the regression model with a p-value of 0.052 at 5% level of significance. The result indicates that all other things remaining constant, an increase in the empowerment of teachers leads to teacher motivation however the magnitude of the impact is minimal.

Enormous organizations are built on the inherent value of their employees as motivated and committed employees almost always allow an organization to grow faster than similar competitive organizations. Motivated and Empowered employees with high levels of commitment are the most important asset for any organization and keeping the employee motivation, and empowerment up is always rewarding to an industry as motivated and committed employees are more productive and higher productivity usually results in higher profits.

Researchers have suggested that employee empowerment and motivation are positively associated with employees' participation, job satisfaction, organizational commitment, and higher productivity (Iqbal et al., 2013). Swarnalatha and Prasanna (2012) studies on employee empowerment to motivate the employees in health care industry in a private multispeciality organization. Tutar et al. (2011) studied on the effects of employee empowerment on achievement motivation and the contextual performance of employees. The authors have discussed about the perceived employee empowerment on achievement motivation and performance of employees. The study has mentioned that the perceived employee empowerment has a positive impact on the achievement motivation and contextual performance of employees in the organisation.

## 11 ii. The Link between Motivation and Employee' Job Satisfaction in the Ghana Education Service

The results are an indication that when teachers are motivated in their work it influences their level of satisfaction in delivering their service and desire to continue servicing in the Ghana Education Service. In the teaching profession, teachers' performance depends on what they perceive as important to them in their teaching or professional career. These factors are much dear to the hearts of teachers and hence determine their level of satisfaction and will make them happy to put up their best at work.

The finding of the study is consistent with Seniwoliba (2013) who assessed teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana and found that teacher motivation leads to job satisfaction of teacher. Similarly, in the study by Khalid, Salim and Loke (2011) to examine the impacts of rewards and motivation on job satisfaction between public and private water utility organization in Malaysia, the study found that motivation influence employee job satisfaction positively.

## 12 b) The Relationship between Empowerment and Job Satisfaction of Employees in the Ghana Education Service

The third objective of the study was meant to examine the effect of employee empowerment (EMP) on satisfaction of their job. Employee empowerment (EMP) had a positive effect on job satisfaction. Employee empowerment (EMP) had a positive unstandardised coefficient of 0.284 and a probability of 0.011 at 5 percent significant level. This is an indication that teacher empowerment has a significant impact on satisfaction of their job. The result indicates that all other things being equal, an increase in teacher empowerment will engender their satisfaction in their job by 0.284.

Empowerment has now become an imperative for the organizations, especially for those who want to win external pressures with the help of their workforce support. Until the employees do feel empowered, they are not satisfied with their jobs. The findings were also supported by other previous studies, which confirmed a significant relationship between empowerment and job satisfaction (Hechanova et al., 2006; ??atah et al., 2009; ??elit et al., 2011).

152 **13 c) Recommendations**

153 Based on the findings, discussions and the conclusions drawn, the following recommendations are submitted:  
154 ? Given that

155 **14 d) Conclusions**

156 ? The first objective of study sought to assess the impact of employee empowerment on motivation in the Ghana  
157 Education Service. The analysis revealed

158 The second objective of the study sought examine the link between motivation and employee satisfaction in the  
159 Ghana Education Service. This section of the analysis presents results of data estimation on this objective. The  
160 results are based on the ordinary least square (OLS) technique and are reported on Table 4.3. The results of data  
161 processed suggested that employee motivation significantly affect employee satisfaction. Motivation significantly  
162 had a positive and significant relationship at 1% level of significance with employee motivation. Evidence from  
163 the table suggests that employee motivation has a coefficient of 0.137396 in the regression model with a pvalue  
164 of 0.0003 at 1% level of significance. The result indicates that all other things remaining constant, an increase in  
165 the employee motivation will stimulate 0.137396 increase in the satisfaction of teachers in the Ghana Education  
166 service. that teacher empowerment has positive effect on motivation at 5% level of significance. This is an  
167 indication that when teachers are empowered with the necessary skills, knowledge, and logistics it motivates  
168 them to deliver better services to the Ghana Education Services and the people of Ghana at large. ? The second  
169 objective of the study examined the link between motivation and teachers' job satisfaction in the Ghana Education  
170 Service. The results of data processed suggested that employee motivation positively and significantly affect their  
171 satisfaction on the job. The results implies that when teachers are motivated either intrinsically or extrinsically  
172 it positively impacts their satisfaction. Motivation is particularly useful because, teacher's performance depends  
173 on what they perceive as important to them in their teaching or professional career. These factors are much  
174 dear to the hearts of teachers and hence determine their level of satisfaction and will make them happy to put  
175 up their best at work. ? The third objective also examined the relationship between teacher empowerment  
176 and job satisfaction in the Ghana Education Service. The results indicated that teacher empowerment had a  
177 positive unstandardised coefficient of 0.284 and a probability of 0.011 at 5 percent significant level, an indication  
178 of a positive relationship. When teachers are given the necessary empowerment that they need it will boost  
179 the satisfaction at work. According to (2013), empowerment and its dimensions, access to information, reward  
180 systems, selfdetermination and competence had a significant positive relationship on job satisfaction

181 **15 Global**



Figure 1:



Figure 2:

---

**1**

Figure 3: 1 .

S?rv?c?. 3. To ?xam?n? th? r?lat?onsh?p b?tw??n ?mpow?rm?nt and job sat?sfact?on of ?mploy??s ?n th? Ghana ?ducat?on S?rv?c?. II. Literature Review a) Job Satisfaction W??hr?ch and Koontz (1999) ?n ?xpla?n?ng th? g?n?s?s of job sat?sfact?on argu? that, th? d?bat? on job sat?sfact?on start?d w?th Maslow 's H??rarchy of n??ds th?ory (1943) but th? whol? story about th? ph?nom?na ?manat?s from Taylor?sm or Sc??nt?f?c Mov?m?nt by Fr?d?r?ck W?nslow Taylor (1911) wh?ch cons?d?rs human b??ng as ?conom?c man with mon?y b?l?v?ng to b? th? b?gg?st r?ason for job sat?sfact?on. How?v?r, th?s ?d?a was cr?t?c?z?d by th? Hawthorn? Stud??s (1924-1933) by ?lton Mayo and Assoc?at?s about th? natur? of human b??ng. Th?y argu?d that apart from mon?y, th?r? ar? oth?r ?mportant ?l?m?nts such as p?rsonal moral?, pos?t?v? ?nt?rr?lat?onsh?ps, manag?m?nt und?rstand?ng of ?nd?v?dual ?mploy?? and group b?hav?our as oth?r factors that contr?but? to ?mploy?? sat?sfact?on. Stud??s show that c?rtain cond?t?ons can ??th?r br?ng about job sat?sfact?on or d?ssat?sfact?on, and th? burg?on?ng l?t?ratur?

Ahm?d, Nawaz, ?qbal ?t al (2010) ?mphas?s? that, th? factors of mot?vat?on play a major rol? ?n ?ncr?as?ng ?mploy?? sat?sfact?on. ?n a study by Khal?d, Sal?m and Lok? (2011) to ?xam?n? th? ?mpacts of r?wards and mot?vat?on on job sat?sfact?on b?tw??n publ?c and pr?vat? wat?r ut?l?ty organ?sat?on ?n Malays?a, th?y found that mot?vat?on ?nflu?nc? ?mploy?? job sat?sfact?on pos?t?v?ly. Surv?ys conduct?d also show that tr?at?ng ?mploy??s w?th r?sp?ct, prov?d?ng r?gular ?mploy?? r?cogn?t?on, ?mpow?r?ng ?mploy??s, off?r?ng abov? ?ndustry av?rag? b?n?f?ts, comp?nsat?on (D?shpand?, (2011); and N?ng, Zhong, L?bo and Q?uj?? (2009) stat?d s?gn?f?cant and pos?t?v? r?lat?onsh?p b?tw??n ?mploy?? ?mpow?rm?nt and job sat?sfact?on ?n th??r r?s?arch Ar?kar, Rana and S?ngh, (2016); Choong and Lau

Global Journal of Management and Business Research Volume XXIII Issue I Version I Year 2023

4

2: Correlations Analysis

	MOT	SAT	EMP
MOT Pearson Correlation	1	.131	.080
Sig. (2-tailed)		.064	.258
N	200	200	200
SAT Pearson Correlation	.131	1	.038
Sig. (2-tailed)		.064	.593
N	200	200	200
EMP Pearson Correlation	.080	.038	1
Sig. (2-tailed)		.258	.593
N	200	200	200

Figure 5: Table 4 .

43

Variables	B	S. E	T	P-value
Constant	4.230	.296	14.291	.000
EMP	.082	.080	.072	1.135
F-statistic	1.289 (.028)			
R	.380 a			
R Square	.16			
Adjusted R Square	.11			

Figure 6: Table 4 . 3 :

- ?n th?s r?sp?ct, salary par?ty analys?s could b? conduct?d to ?nsur? that cond?t?ons of s?rv?c? of t?ach?rs and oth?r s?ctors of th? ?conomy ar? ?qu?tabl?.
- ? S?nc? t?ach?rs hav? low s?lf-?st??m and f??l th?y ar? not r?sp?ct?d by commun?t??s and soc??ty ?n g?n?ral, t?ach?r's soc?al status could b? ?nhanc?d through a two-prong approach: (a) By prov?d?ng t?ach?rs w?th ?ff?ct?v? tra?n?ng, d?c?nt work?ng cond?t?ons and ?nhanc?d r?mun?rat?on; and
- ? s?ns?t?z?ng all ?ducat?onal stak?hold?rs a?m?d at ?mprov?ng, r?stor?ng th? d?gn?ty and status of th? t?ach?ng prof?ss?on.
- ? Th? gov?rnm?nt should r?-look, d?s?gn a s?ngl?-sp?n? salary structur? for all c?v?l and publ?c s?rvants to ?nsur? that p?opl? ?n d?ff?r?nt ?stabl?shm?nts w?th ?qual qual?f?cat?ons, knowl?dg?, sk?lls and ?xp?r??nc? w?th s?m?lar job r?spons?b?l?t??s ar? plac?d on th? sam? scal? to avo?d d?spar?ty and ?l?m?nat? th? p?rc?pt?on of ?n?qu?ty
- ? Any ?mprov?m?nt ?n ?ducat?on should s??k th? ?nt?r?st of t?ach?rs and so part of th? G?TFUND could b? us?d to ?mprov? th? lot of t?ach?rs to ?nsur? that th?y r?ma?n to g?v? off th??r b?st
- ? T?ach?rs' probl?ms w?th accommodat?on and m?d?cal allowanc? n??d to b? addr?ss?d s?nc? th?y ar? cr?t?cal factors for attr?t?on; and
- ? R?cru?tm?nt, post?ngs, transf?rs and promot?ons should b? bas?d on p?rformanc? and not s?n?or?ty. Th? abs?nc? of a m?chan?sm to r?cogn?z? th? ach??v?m?nt of t?ach?rs' m?ans th?r? ?s l?ss mot?vat?on among th?m. Th?r?for? an am?cabl? solut?on should b? sort?d to addr?ss th?s ?ssu?.

Figure 7:



- 182 [Holdsworth and Cartwright ()] , L Holdsworth , S Cartwright . 2003.
- 183 [Jaafar et al. ()] , S Jaafar , K M Noh , K A Muttalib , N H Othman , J Healy , : O Maskon , K Abdullah , A  
184 R Zainuddin , J Bakar , A A . *Health System Review. Health Systems in Transition* 2012. 3 (1) p. .
- 185 [Kumar ()] ‘An Empirical study: Relationship between employee motivation, satisfaction and organizational  
186 commitment’. A Kumar . *International Journal of Management Business Research* 2014. 4 (2) p. .
- 187 [Abdulla et al. ()] ‘Determinants of job satisfaction in the UAE’. J Abdulla , R Djebarni , K Mellahi .  
188 10.1108/004834811111095555. <https://doi.org/10.1108/00483481111095555> *Personnel Review* 2011.  
189 40 (1) p. .
- 190 [Carless ()] ‘Does psychological empowerment mediate the relationship between psychological climate and job  
191 satisfaction?’. S A Carless . *Journal of Business and Psychology* 2004. 18 (4) p. .
- 192 [Deshpande et al. ()] ‘Effect of Employee Satisfaction on organisational Performance: An Empirical Study in  
193 Hotel Industry’. B Deshpande , K Arekar , R Sharma , S Somaiya . *Ninth AIMS International Conference  
194 on Management, 2012.*
- 195 [Mandani and Minhaj ()] ‘Effects of Motivational Incentives on Employees’ Performance: A Case Study of Banks  
196 of Karachi’. K F Mandani , S Minhaj . *Pakistan. Southeast Asia Journal of Contemporary Business, Economics  
197 and Law* 2016. 9 (2) p. . (18)
- 198 [Rana and Singh ()] ‘Employee empowerment and job satisfaction: An empirical study of manufacturing sector’.  
199 S Rana , V Singh . *International Journal of Business and Quantitative Economics and Applied Management  
200 Research* 2016. 2 (9) p. .
- 201 [Baker et al. ()] ‘Empowerment and job satisfaction in associate degree nurse educators’. S Baker , J Fitzpatrick  
202 , M Griffin . *Nursing Education Research* 2012. 32 (4) p. .
- 203 [Ripley and Ripley ()] *Empowerment, the cornerstone of quality: Empowering management in innovative  
204 organizations in the 1990’s, Management Decision*, R Ripley , M Ripley . 1992. 30 p. .
- 205 [Ayupp and Chung ()] ‘Empowerment: Hotel employees’ perspective’. K Ayupp , T H Chung . *Journal of  
206 Industrial Engineering and Management* 2010. 3 (3) p. .
- 207 [Akbar et al. ()] *Impact of employee empowerment on job satisfaction: An empirical analysis of Pakistani service  
208 industry*, S W Akbar , M Yousaf , N U Haq , A I Humjra . 2010. 2. (Interdisciplinary journal of contemporary  
209 research in business)
- 210 [Wang et al. ()] ‘Influential effects of intrinsic-extrinsic incentive factors on management performance in new  
211 energy enterprises’. P Wang , Z Lu , J Sun . 10.3390/ijerph152020292Citation. [https://doi.org/10.  
212 3390/ijerph152020292Citation](https://doi.org/10.3390/ijerph152020292Citation) *International Journal of Environmental Research and Public Health*  
213 2018. 15 (2) .
- 214 [Soonhee ()] ‘IT employee job satisfaction in the public sector’. K Soonhee . *International Journal of Public  
215 Administration* 2009. 32 (12) p. .
- 216 [Wallach and Mueller ()] ‘Job characteristics and organizational predictors of psychological empowerment among  
217 paraprofessionals within human service organizations’. V A Wallach , C W Mueller . *Administration in Social  
218 Work* 2006. 30 (1) p. .
- 219 [Kinicki et al. (ed.) ()] A Kinicki , R Kreitner . *Organisational Behaviour: Key Concepts, Skills and Best  
220 Practices*, Mcgraw-Hill/ Irwin (ed.) (Boston) 2009. (4th ed)
- 221 [Madanat ()] *Level of Effectiveness of Human Resource Management Practices and Its Impact on Employees’  
222 Satisfaction in the Banking Sector of Jordan*, H G Madanat . 2018. 22 p. .
- 223 [Heather ()] ‘Linking nurses’ perceptions of patient care quality to job satisfaction: The role of authentic lead-  
224 ership and empowering professional practice environments’. S L Heather . *Journal of Nursing Administration*  
225 2015. 45 (5) p. .
- 226 [Wilson and Crowe ()] ‘Maintaining equilibrium: A theory of job satisfaction for community mental health  
227 nurses’. B Wilson , M Crowe . *Journal of Psychiatric and Mental Health Nursing* 2008. (10) p. 15.
- 228 [Zhang et al. ()] ‘Management by values: A theoretical proposal for strategic human resource management in  
229 China’. Y Zhang , S Dolan , Y Zhou . *Chinese Management Studies* 2009. 3 p. .
- 230 [Carter ()] ‘Managers empowering employees’. J D T Carter . *American Journal of Economics and Business  
231 Administration* 2009. 1 (2) p. .
- 232 [Mol ()] ‘Motivating subordinates’. A Mol . *IPM Journal* 1992. 11 (2) p. .
- 233 [Butkus and Green ()] ‘Motivation, beliefs, and Organizational Transformation’. R T Butkus , T B Green .  
234 *Organizational Quorum Books* 1999.
- 235 [Bakker and Schaufeli ()] ‘Positive organizational behavior: Engaged employees in flourishing organizations’. A  
236 B Bakker , W B Schaufeli . *Journal of Organizational Behavior* 2008. 29 (2) p. .

- 237 [Ergeneli et al. ()] ‘Psychological empowerment and its relationship to trust in immediate managers’. A Ergeneli  
238 , G S Ari , S Metin . *Journal of Business Research* 2007. 60 (1) p. .
- 239 [Sparks ()] ‘Psychological empowerment and job satisfaction between Baby Boomer and Generation X nurses’.  
240 A M Sparks . *Journal of Nursing Management* 2012. 20 (4) p. .
- 241 [Dickson and Lorenz ()] ‘Psychological empowerment and job satisfaction of temporary and part-time nonstan-  
242 dard workers: A preliminary investigation’. K E Dickson , A Lorenz . *Institute of Behavioral and Applied*  
243 *Management* 2009. 10 (2) p. .
- 244 [Spreitzer ()] ‘Psychological empowerment in the workplace: Dimensions, measurement, and validation’. M  
245 Spreitzer . *Academy of Management Journal* 1995. 38 (5) p. .
- 246 [Laage ()] *Psychological empowerment, job satisfaction and organizational commitment in a chemical industry*,  
247 L Laage . 2003. Master Dissertation.
- 248 [Hechanova et al. ()] ‘Psychological empowerment, job satisfaction and performance among Filipino service  
249 workers’. M R M Hechanova , R B A Alampay , E P Franco . *Asian Journal of Social Psychology* 2006.  
250 9 p. .
- 251 [Robbins et al. ()] ‘Relationship between empowerment of employees and their job satisfaction in central  
252 headquarters of Iran insurance company during’. S P Robbins , T A Judge , R Shadpoor . *Journal of Basic*  
253 *and Applied Scientific Research* 2010. 2013. 2010-2011. 3 (5) p. . (USA: Pearson Education Inc 36)
- 254 [Reddy and Madhav ()] ‘Research Article’. K S Reddy , B G V P Madhav . *Open Access A Study on the Impact*  
255 *of Employee Satisfaction on Quality and Profitability of Organizations* 2581-4559. 2018. 1 (1) p. .
- 256 [Yilmaz ()] ‘Revisiting the impact of perceived empowerment on job performance: Results from front-line  
257 employees’. O Yilmaz . *International Scientific Journal-Turizam* 2015. 19 (1) p. .
- 258 [Alsharah ()] *Rewards and Incentives Impact on Job Satisfaction of Saudi Bank Employees*, A M Alsharah . 2014.
- 259 [Empowerment] ‘stress and satisfaction: An exploratory study of a call centre’. Empowerment . *Leadership &*  
260 *Organization Development Journal* 24 (3) p. .
- 261 [Choong and Lau ()] ‘The effect of psychological empowerment on job satisfaction: The development of  
262 conceptual framework’. Y O Choong , T C Lau . *International Journal of Academic Research* 2011. 3 (2) p. .
- 263 [Fuller et al. ()] ‘The effects of psychological empowerment on transformational leadership and job satisfaction’.  
264 J B Fuller  
265 & Brown. , R Morrison  
266 & Brown. , L Jones  
267 & Brown. , Bridger  
268 & Brown. . *Journal of Social Psychology* 1999. 139 (3) p. .
- 269 [Conger and Kanungo ()] ‘The empowerment process: Integrating theory and practice’. J A Conger , R N  
270 Kanungo . *Academy Management Review* 1988. 13 (3) p. .
- 271 [Elnaga and Imran ()] ‘The impact of employee empowerment on job satisfaction theoretical study’. A A Elnaga  
272 , A Imran . *American Journal of Research Communication* 2014. 2 (1) p. .
- 273 [Laschinger et al. ()] ‘The impact of leader member exchange quality, empowerment and core-self-evaluation on  
274 nurse managers’ job satisfaction’. H K S Laschinger , N Purdy , J Almost . *Journal of Nursing Administration*  
275 2007. 37 (5) p. .
- 276 [Ning et al. ()] ‘The impact of nurse empowerment on job satisfaction’. S Ning , H Zhong , W Libo , L Qiujie .  
277 *Journal of Advanced Nursing* 2009. p. 65.
- 278 [Abadi and Chegini ()] ‘The relationship between employee’s empowerment with job satisfaction in Melli Bank  
279 of Guilan Province’. M V N A Abadi , M G Chegini . *Arabian Journal of Business and Management Review*  
280 2013. OMAN Chapter. 2 (12) p. .
- 281 [Manojlovich and Laschinger ()] ‘The relationship of empowerment and selected personality characteristics to  
282 nursing job satisfaction’. R N Manojlovich , H K S Laschinger . *Journal of Nursing Administration* 2002. 32  
283 (11) p. .
- 284 [Colquitt et al. ()] ‘Trust, trust-worthiness, and trust. Propensity: A meta-analytic examina-tion of their unique  
285 relationships with risk taking and job performance’. J A Colquitt , B A Scott , J A Lepine . *Journal of Applied*  
286 *Psychology* 2007. 92 (4) p. .