

The Relationship between Empowerment and Human Resource Productivity in Organization

Noor-Mohammad Yaghoobi¹, Jamshid Moloudi², Omolbanin Azadikhah³

^{1,3}Islamic Azad University, Zahedan Branch, Zahedan, Iran

²University of Sistan and Baluchestan, Zahedan, Iran.

ABSTRACT

In the complex and dynamic condition of economic, social, policy and etc can be said that one of factor organizational survive is productivity of human resource in organization. Therefore, the present study tried to identify the main factor of human resource productivity and how to increase it by cognitive empowerment. In present research the sample size consists of 183 employees (69 women and 114 men) that were selected at random from Tabriz 3 zone education in East Azerbaijan-Iran. Data analysis was carried out by using the statistical program packages SPSS 17.0, Amos 16.0.1 and Lisrel 8.5. Findings of the present study were illustrated that there is significant relationship between empowerment and its dimensions and human resource productivity in the present organization ($p < 0/01$). The results of Enter regression showed that predictor variables significantly (choice, competency, meaningful and impact) have determined 71.0 % of the variance of HRP together. Also the result of Lisrel statistical software was illustrated that the data of present study involve significant goodness of fit. Also the interesting results were obtained from Regression analysis to predict cognitive empowerment and its dimensions on the HRP that will watch in the present study.

KEY WORDS: Empowerment, Choice, Competence, Meaningful, Impact and human resource productivity and its dimensions.

INTRODUCTION

Nowadays, the role and importance of human resource clear for everyone. Among of produce factors (earth, technology, human resource, capital and etc.), human resource is most valuable and rare factor in every organization that inattention to human resource productivity and paying attention to other factors cause to decrease efficiency and effectiveness in organization. Also, that cause to make non-satisfaction among human resource and increasing wastage and accidents (Sahay, 2005). One of the main challenges of present directors in organization, lack of sufficient use intellectual resource and mental power of human resource that existing potentially. In many organizations do not use employee's capability optimally that cause to decrease organization productivity (Abtahi & Kazeni, 2004).

Human resource empowerment is as a modern approach of job internal motivation that it means free up internal forces of employee and also providing platforms and to create opportunities for blossoming talents, abilities and competence of employee. In addition, it makes positive attitude in employees about their job and organization. Empowerment begins with in beliefs, ideas and attitudes of employees. Thus, they must come to believe that are capable for doing their tasks successfully (Abdolahy & et al., 2006).

Every organization need to knowledge, idea, energy, employee support and commitment to success in international business environment. Organizations use empowerment to answer and face with situations of external environment. According to Spreitzer (2007), more than 70% of organizations have empowerment plans for some of their workforces. While perceptions human resource as maim factor productivity of organization can be acceptable and optimum, because that increasing commitment and job satisfaction and decreasing job stress and absence.

LITERATURE REVIEW

Empowerment: In the current years, empowerment has transformed to part of speech of management and has paid attention in organizational sciences area. Of course, there are no agreement on the empowerment term among of many researchers and theorizers. Some of them were defined that empowerment process is as award authority from managers to employees in order that employees can be shared in power process. On the other hand, other of them believe that empowerment is creating motivation and energy in workforce to do their work efficiency and effectiveness (sanderson, 2003).

*Corresponding Author: Noor-Mohammad Yaghoobi, Islamic Azad University, Zahedan Branch, Zahedan, Iran.
Email: yaghoobinor@yahoo.com

Most managers think they are familiar with the concept of empowerment, while only a limited number of them are familiar with concept and application of it. The term of “empower” in the compact oxford dictionary is mean “being strong, giving permission and being able”. The researchers were defined empowerment in different forms (Abdolahy, 2007). Grave (1971) was believed that empowerment concept has vague and non-uniform and different people due to their characteristics concluded it, they defined empowerment as enable people to work. Zimmerman (1990) was believed that negative definition of empowerment is easier than demonstrability definition; in the absence of those people are self-alienation and feeling powerless and developed to feel they need help. But according to contingency theory can be said that demonstrability definition is difficult. Block (1987) was stated that attention to mental and moral factors of people make richer the empowerment. If empowerment is product of good condition, policies and special practices, so it is a mental condition. Kelley (1993) distinguished among three types of discretionary empowerment: routine, creative, and deviant, available during the service-delivery process. Routine discretion is implemented when employees select an alternative from a list of possible actions to do their jobs. Creative discretion is present when employees develop alternate methods of performing a task. Deviant discretion, which is not preferred by organizations, involves behaviors outside the scope of an employee’s formal job description and authority. Thomas and Velthouse (1990) defined psychological empowerment as inherent motivation evident in four cognitions (meaning, competence, self-determination, and impact) reflecting an employee’s orientation to his or her work role. According to communication perspective, the process of empowerment related to power sharing between flowery by a leader or manager (Canger & Kanungo, 1988). William and et al. (1993) were believed that empowerment is defined granting more authority to employees to decision making without confirmed by higher authorities. Horrenkol and et al. (1999) was sated that empowerment is a tool that employees use it when they have veto from higher managers. For example, it called these views of the empowerment as communication perspective to authority.

Numerous studies have shown that empowerment increases job satisfaction and reduces role stress (Zeithaml, Berry, & Parasuraman, 1988). Singh (1993) found that customer-contact employees experienced less role ambiguity when their discretionary powers increased. Empowerment led to quicker resolution of customer problems because employees did not waste time referring customer complaints to managers (Rafiq & Ahmed, 1998). The authors stated that empowerment was highly crucial in situations where customer needs are highly variable, in order to enable employees to customize service delivery. Empowerment also increased the scope and opportunity for customization of service products in comparison to manufactured products.

General models of empowerment

According to Baruch (1998), Thomas and Velthouse (1990) define empowerment by the existence of four components:

- 1) **Choice** - providing employees with genuine job enrichment and opportunities to have not only their voice heard, but giving them real power for control and influence over work processes.
- 2) **Competence** - enabling the people to be confident in their capacity to make these choices. Enhancing their self efficacy as a pre-condition to make decisions and stand for them.
- 3) **Meaningfulness** - valuing the work being done by the empowered people.
- 4) **Impact** - letting the people have actual influence over what is going on in the organization, ensuring their decisions make a difference.

According to Dee et al. (2003): Empowerment appears to reinforce a range of requisites for effective employee functioning, including:

- 1) **Autonomy**- (freedom to do the work);
- 2) **Knowledge**- (tools to do the work);
- 3) **Importance**- (a sense of personal impact); and
- 4) **Feedback**- (information about how people are doing).

According to Dee et al. (2003), empowerment can be defined with Spreitzer's four dimensions:

- 1) **Meaning**- the value of a work goal or purpose, judged in relation to an individual's own ideals or standards (Velthouse, 1990).
- 2) **Competence**: an individual's belief in his or her capacity to perform activities with skill (Spreitzer, 1995).
- 3) **Self-determination**- an individual's sense of having a choice in initiating and regulating actions (Deci et al., 1989).
- 4) **Impact**- degree to which an individual can influence outcomes at work (Ashforth, 1989).

Human resource productivity: Altin and Lars (2005) believed that productivity index in the services sector depends on human factors (human resource). Japan productivity center (JPC) introduced to increase productivity of employees in three factors: development of employees is included empowerment and their education, participative management, justice and equitable distribution (understanding of employees from equitable distribution and

productivity growth); likewise, this center (JPC) knows factors of speed of operations, quality of operations, unit cost, job flexibility, people commitment, right communications, understanding of productivity, satisfaction and quality of work life and goodness of people participation as indexes of people productivity (Stainer, 1997).

Savery (1998) in the his study was stated main factors of people productivity in organization: satisfaction of people from work and work life, flexible work-time, participative of employees with managers, motivation and attempt of managers and employees, continuous planning and up-date technology, education and empowerment o people, effective management, intelligence of people, pay and reward systems, view of management about productivity (positive or negative / continuous or sort-term) and finally the moral and commitment of employees about their job, careers and organization and responsibility. Ozbiligin (2005) knows the most important factors of human resource productivity are included creativity, pay levels, capability and skills of people, how to job path and position of people in organization, kind of management on them and organizational flexibility. Wysocki & et al. (2006) were expressed that influence of human resource productivity in the today's world is as a fact and also were said about factors which can affect on this face that are included: nature of job and personality (appropriation of job and employee), motivation (financial and spirituality), job awareness and understanding, job satisfaction, QWL and participating people in organization activities, participating people in action and activity, importance to employees by CEO and not just important to work and finally having fair treatment with employees. Create areas of participation and corporation, use follower commands in creating objectives and pay attention to human behaviors, removing confrontations and contradictions, removing communication barriers are factors which cause to increase productivity in organization, likewise observing performance standards and attempt to improvement it, pay attention to satisfaction from kind of work and job, knowing the important of work and understanding the beneficial of work are agents which increasing productivity (Khaki, 2007).

According to theatrical research, main factors of productivity in the present study are creativity and innovation (Golestan, 2008; Razaviye & et al., 2005), organizational commitment (Kenna, 2005; Thomas et al., 2006), organizational participation (Zareian, 2008; Beiginia, 2002) and job satisfaction (Siegel & lane, 1987; Stifen, 1997).

The model used in the present study is following:

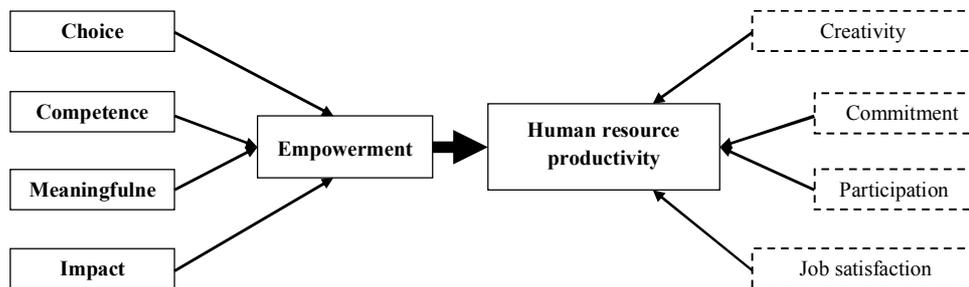


Fig (1): Cited by Thomas and Velthouse (1990)

Chang and Liu (2008) were studied that the conclusions of their study were illustrated that Employee empowerment and innovative behavior of PHNs has little influence on job productivity. Employees with greater competence for delivering public health showed higher self-evaluated job productivity. The negative influences on job productivity possibly caused by conflict meaning on public health among PHNs in current public health policy. It should be an issue in further researches. Public health department should strengthen continuing education to foster competence of psychological sense of empowerment and innovative behavior to increase job productivity. Chang and et al. (2010) were study about the mediating role of psychological empowerment on job satisfaction and organizational commitment for school health nurses: A cross-sectional questionnaire survey. The influence of empowerment on organizational commitment was mediated through job satisfaction. Psychological empowerment did not mediate the relationship between external factors and work attitudes, and job satisfaction emerged as an important factor. If school leaders can improve the job satisfaction of school health nurses, this will help them achieve greater commitment and loyalty of school health nurses to their employing schools. Voisard (2008) was studied that the findings reflect that employee empowerment has a stronger effect over employee satisfaction than other variables including employees' salaries. This study's findings have major significance for corporations given the steadfast globalization of the economy. Employee empowerment may offer organizations an invaluable tool in their quest for organizational competitiveness. Ugboro (2006) was studied that the results show statistically significant positive relationships between job redesign, empowerment and affective commitment. It therefore, provides empirical data to support theoretical models for managing and mitigating survivors' intent to quit and subsequent voluntary turnover among survivors of organizational restructuring and downsizing. The implications of

these findings, which suggest expanded roles for job redesign and employee empowerment, are discussed. Moezi and Hossenpour (2009) were studied that the results of this study were illustrated that there are significant relationship between empowerment and organizational commitment in two factors of empowerment (meaningful and impact) and there are not relationship between other factors of empowerment and it. Begeinia et al. (2009) were that the findings of this study were showed that there are more positive relationship between two factors of empowerment (competence and impact) and human resource productivity and less positive relationship between other factors of empowerment (meaningful and choice) and it. And also, the other results of their study were indicated that empowerment cause to increase creativity and participation in people of organization.

RESEARCH QUESTIONS

Considering to high content, can be said that the main questions of present study are following:

- 1) Is there any significant correlation between dimensions of cognitive empowerment and human resource productivity?
- 2) What is regression equation of human resource productivity on dimensions of cognitive empowerment?
- 3) Is there acceptable goodness of fit in exploratory model and structural equation modeling in present study?

METHODOLOGY

Tabriz 3 zone education is one of successful organization in East Azerbaijan in Iran that to be subset of education ministry. This organization is acting around training and education. The process of human productivity in the present organization is clear and also in this organization were persuaded employees to motivation and makes entrepreneurship ideas. Data for this study were collected by the questionnaires of human resource productivity that has planned by researcher with 34 items of four indexes (job satisfaction, organizational participation, organizational commitment and organizational creativity) and also, for assess empowerment of employees, be used the questionnaires of empowerment that has planned by Spreitzer (1992) that contained 16 items that was responded by employee of Tabriz 3 zone education of East Azerbaijan-Iran. The questionnaires used 5 point Likert scales (1 represent strongly disagree and 5 represent strongly agree) to measure the construct. Cronbach's α for this scale was 0.83 to Cognitive Empowerment questionnaire and 0.87 to Human Resource Productivity questionnaire respectively. Data analysis was carried out by using the statistical program packages SPSS 17.0 Amos 16.0.1 and Lisrel 8.5. Among the respondent, 62.3% was male and 37.7% female. Majority of the respondent are in the middle age which is between 35 to 45 years (57.6%). 41.3% has been working with the organization for more than 15 years, 36.1% have been working between 10 to 15 years, 17.5% have been working between 5 to 10 years and 5.1% have been working less than 5 years. Majority of the respondent have masters and bachelors degree (63.7%).

EXAMINE OF QUESTIONS

The Pearson correlation for the study variables is given in Table-1. Cognitive Empowerment and its dimensions of were correlated with Human resource productivity. Dimensions of empowerment were significantly related to empowerment and. The results of table-1 illustrates that there are positive relationship between all items.

Table-1: shows Pearson correlation coefficient between empowerment and its dimensions and HRP (n=183).

		Choice	competency	meaningful	impact	Empowerment
Human resource productivity	Correlation	.535**	.592**	.622**	.531**	.662**
	Sig.	.000	.000	.000	.000	.000

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

The Table-2 is illustrating Model summary of regression of empowerment and human resource productivity.

Table-2: Model summary of regression of empowerment and HRP (n=183).

R	R Square	Adjusted R Square	Std. Error of the Estimate
.843 ^a	.710	.703	12.368

a. Predictors: (Constant), impact, choice, competency and meaningful

As seen, the significant predictor (choice, impact, competency, meaningful) have determined 71% of the variance of HRP.

As, it was expected to predict creating depending on empowerment and its dimensions, P-variable regression was applied, empowerment as predictor variable and HRP as depended variable were analyzed. Data of table-3 illustrated that empowerment and its dimensions predicts on the HRP. Eventually each increase or decrease in dimensions of empowerment reason same change in HRP.

Table-3: Regression analysis to predict empowerment and its dimension on the HRP (n=183).

Predictor Variable	B	Std. Error	Beta	T	Sig.
(Constant)	47.594	3.993	-	11.920	.000
Choice	2.937	.315	.449	9.321	.000
Competency	4.236	.585	.665	7.242	.000
Meaningful	10.777	.812	1.768	13.266	.000
Impact	-12.105	1.079	-1.930	-11.216	.000

As seen, meaningful has satisfied the entrance criterion of the regression and entered as a first important predictor (Beta= 1.768). In second step competency has satisfied the entrance criterion of the regression and entered as a second important predictor (Beta= 0.668). In third step Choice has satisfied the entrance criterion of the regression and entered as a second important predictor (Beta= -0.449). In second step impact has satisfied the entrance criterion of the regression and entered as a second important predictor (Beta= -1.930). Then regression equation of the regression of HRP on empowerment and its dimensions is following:

$$HRP = 1.768 (\text{Meaningful}) + 0.668 (\text{Competency}) + 0.449 (\text{Choice}) + (-1.930) (\text{Impact}).$$

In accordance with Byrne (1998), a ratio of χ^2 to df of less than 3 was generally considered an indicator of good model fit, and a ratio of less than 5 was considered acceptable. An adjusted goodness-of-fit index (AGFI) of more than 0.90, a root-mean-square error of approximation (RMSEA) of less than 0.05, and a normal fit index (NFI) of more than 0.90 were considered indicators of "good fit." Given their complementary features all four indexes were used to evaluate the path model. In this model we use abbreviation of both of criteria's dimensions (e.g. compet= competency, satis= job satisfaction and etc.). Data of figure (1), (2) and table-4 illustrated that the exploratory model including all hypothesized variables provided an adequate fit ($\chi^2 = 31.52$; $df = 19$; $p = 0.03534$; a ratio of χ^2 to df of less than 3; adjusted goodness-of-fit index [AGFI] = 0.88; goodness of fit index [GFI] = 0.93; root-mean-square error of approximation [RMSEA] = 0.048) for the data and indicated that the relationship between cognitive empowerment and HRP because of the strong direct effects of organizational empowerment on HRP. The following figures are respectively structural equation modeling (Standard solution) and T-value and table-4 is Model summary of Goodness of fit statistics.

Table-4: Model summary of Goodness of fit statistics (n=183)

Chi-square	df	RMSEA	GFI	AGFI	NFI
31.52	19	0.048	0.93	0.88	0.94

Figure (1): structural equation modeling (Standard solution).

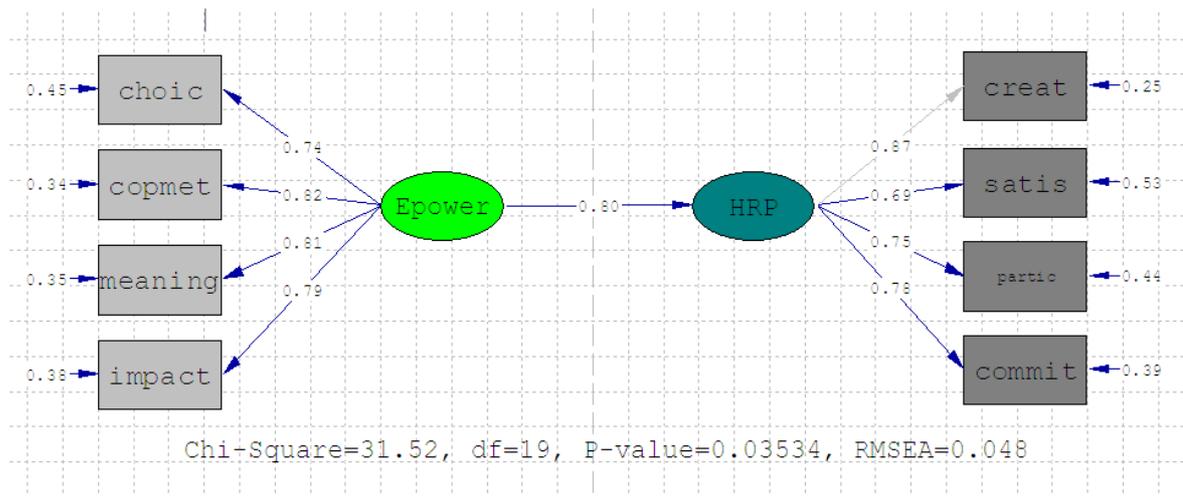
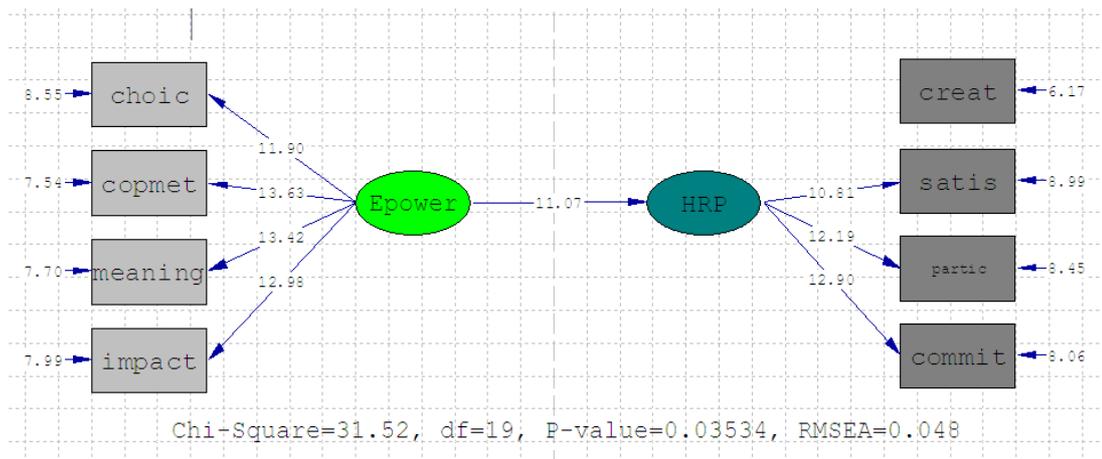


Figure (2): structural equation modeling (T-value).



CONCLUSION

According to the literature review of the present study about cognitive empowerment and human resource productivity and many researcher and scientists were established that there is positive relationship between productivity and empowerment. The findings of present study were illustrated that among the factors of empowerment, meaningful and competency factors respectively have high correlation score than other factors (choice & impact) with human resource productivity. Considering to the correlation result can be explained that meaningful and competency is more important than other dimensions of cognitive empowerment (in the employee's view). It means, in the workplace when these items is high, the workforces have satisfaction and commitment from environment of organization. So, totally there is positive and significant relationship between cognitive empowerment and HRP according to the results of table-1 that represents the first question of present study is acceptable. The findings of first question are in conformity with researches of Chang and Liu (2008), Chang and et al. (2010), Voisard (2008), Ugboro (2006), Moezi and Hosseinpour (2009) and Begeinia et al. (2009). Also, according to the results of table-2 can be concluded that significant of predictor variables namely (Choice, Competency, Meaningful and Impact) is 71.0 % variance of HRP. Also, according to results of table-3 can be told that significantly in the Meaningful is more than others. This means that present organizations pay attention to other dimensions of cognitive empowerment such as meaningful item. Because, we will have an HRP organization when can promote empowerment totally. So, the result of table-2, 3 which represents the second question of present study is acceptable. The findings of first question are in conformity with researches of Chang and Liu (2008), Chang and et al. (2010) and Begeinia et al. (2009). Likewise, according to table-4 and Data of figure (1), (2) were indicated that the relationship between cognitive empowerment and HRP because of the strong direct effects of organizational empowerment on HRP. Also, can be said that present model for measuring all items is favorable. So, the result of table-4 and figures 1, 2 which represents the third question of present study is acceptable. The findings of first question are in conformity with researches of Chang and et al. (2010), Hosseinpour (2009) and Begeinia et al. (2009). Therefore, all of organizations, both generally and specially, enhance the level of empowerment, because with higher it, HRP and organizational productivity increases too. Thus, if the present organization and even other organizations want to achieve HRP and OP, should invest as acceptable Empowerment in their organization.

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