

THE IMPACT OF FACULTY EMPOWERMENT ON ORGANIZATIONAL LEARNING EFFECTIVENESS

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Abstract

The study focuses on the employee empowerment and job satisfaction in the Universities of Pakistan. The methodology involved the data collection through survey questionnaires using random sampling technique from the faculty members in the Universities in Pakistan. SPSS was used for analyzing data and concluding results. Instrument reliability was pre-tested and reliability analysis were also conducted through Cronbach Aloha. Moreover, Independent T-test, ANOVA, regression and correlation analysis of the data was tested. The results show significant impact of the gender of the person on overall performance, empowerment upon the overall performance of the faculty in the learning organization like university in Pakistan.

Keyword: *Faculty Empowerment, Organizational Learning Effectiveness, Higher Educations' Institution, Pakistan*

INTRODUCTION

Teacher is the constructor of the society and generations, who molds the society, gives it new directions, enthusiasm, philosophy, resolution and new way of life. They nurture soul, mind and stature of the learners, developed learner internally and externally. History shows that teacher has not been given its due weightage, importance, rights, powers and status as he deserves. Around the globe, in the

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developing and developed countries, teacher has not been let to play their decisive role on their level at their level. Therefore, teacher has not been considered the satisfied elements of the society. moreover, their motivational level remains low. In this study, the effects of the empowerment on the performance and job satisfaction have been checked in the universities of the Pakistan. Delegation of powers and empowering of the teachers improved their behavioral, cognitive and social intelligences, has improved commitments, involvement and psychological satisfaction of the teachers.

LITERATURE REVIEW

Employee empowerment indispensably contributes in the success of an organization or a firm and there has been found an unswerving positive association on overall organizational performance and development. Main contributors, among other components and contributors, are the level of performance, level of empowerment of the knowledge workers, commitment, and employees' performance (Susan & Francis, 2017; Kwon, Kim, & Park, 2017).

The empowerment of employees helps improve the performance of an individual as well as an organization and also assists organization in becoming more accommodating, receptive and alert as it is hugely essential to innovations in the organization (Susan & Francis, 2017; Kwon, Kim, & Park, 2017; Seth & Lee, 2017; Sideri & Giannotti, 2013). Teacher empowerment and organizational commitment, professional commitment and organizational citizenship behavior results reveal that in a school environment many domains of teacher empowerment have an influence on these results (Argote, 2013; Belle, 2016; Alhabeeb & Rowley, 2017). It promotes skills to make decisions, personality development, effectiveness and self-sufficiency among the faculty (Alhabeeb & Rowley, 2017). Moreover, these practices improve the outcomes in the educational setting (Joseph, 2014; Belle, 2016; Conklin, 2001; Hooff, Elving, Meeuwsen, & Dumoulin, 2011).

Employee empowerment is a modern day phenomenon as organizations are more devolved and follow divisional organizational structures with more knowledgeable human resource involved (Joseph, 2014; Belle, 2016). Employee empowerment influences job satisfaction levels of employees they feel more responsible and authoritative which also reveals that it's not the financial enticements that always motivates an employee to perform better (Hameed, 2014; Alhabeeb & Rowley, 2017). Steps should be taken to adopt the dimensions of empowerment as they have huge impact and are highly related to job satisfaction such as emotional exhaustion (Swiss VBS, 2017; Nwaocha, 2016).

If teacher becomes bored, resentful, and unhappy, then they may not be able to achieve educational goals and setting. The leader's role of empowering faculty has been found very successful among the research findings among the university's faculty (Alhabeeb & Rowley, 2017). It paves foundations for teacher's job satisfaction, promote social and emotional settings, negate negative behaviors, feel powered and honor to be decision maker, earn respects and feel enthusiastic opportunist and optimist (Pimmer, Pachler, & Attwell, 2010; Attwell, 2010; Pachler & Seipold, 2009; Spindell, 2014; Cheon, Crooks, Chen, & Song, 2015).

To carry out this research, two models were chosen for estimating the basic concern. First Vogt and Murrell's model was utilized to check the performance and empowerment level of the employees. In the second stage, Thomas and Velthouse's model was deployed for the assessment of the job satisfaction and commitment level. Questionnaire was adopted from the previous studies for collecting data and information from the respondents (Attwell, 2010; Cheon, Crooks, Chen, & Song, 2015). Data was collected from the faculty, academic managers and heads of the programs/ department. The results depict significant relationship among the faculty empowerment and organizational learning effectiveness. The level of empowerment from the program and head department sides showed

more significant concern towards organizational learning effectiveness and development. The gender of the person was having more significant results, as psychologically also, as the previous research findings, show, significant association among the empowerment and organizational learning. These models have also been used in Washington, where total of 660 teachers participated (77% Female and 23% male), at the school level, where data was collected from the school managers, heads and school teachers.

HYPOTHESES

For the study, based on the cited theories, research findings, assumptions and presumptions, the researchers developed the following hypotheses:

- H1: The empowerment of the faculty has significantly positive effects on the organizational learning effectiveness.
- H1a: The Autonomy of the faculty has significantly positive effects on the organizational learning effectiveness.
- H1b: The Competence of the faculty has significantly positive effects on the organizational learning effectiveness.
- H1c: The Influence had significantly positive effect on the organizational learning effectiveness.

THEORETICAL FRAMEWORK

The following Figure shows the conceptual framework Employee's Empowerment and Organization Learning act as independent and dependent variables respectively:

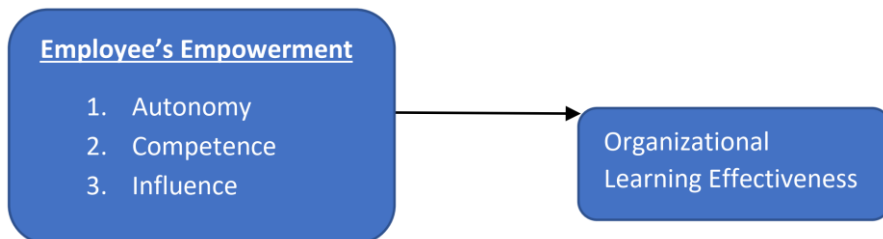


Figure 1: Conceptual Framework for the Study (Self-developed)

RESEARCH METHODOLOGY

A research investigation was carried out using questionnaires to get detailed data from faculty members in the selected universities of the Pakistan. Instrument was composed of two main constructs, i.e. employees' empowerment (autonomy, competence and influence) taken from (Fulford & Enzi, 1995). The second part of the instrument on organizational learning effectiveness was taken from by Di Xin (2005) and Salazar (2000). Random sampling technique was adopted to get the objectives of the study. Universities from public and private sectors were selected from Islamabad and Rawalpindi in Pakistan. Efforts was made to select faculty from different faculties/ departments, to make the results more generalizable. Total of 50 faculty members participated in the research study, selected from private and public sectors university in Islamabad region. The size of the sample was not based on the gender, as the questionnaire was distributed randomly.

Table 1: Demographics of the Study

Profiles	Categories	Frequencies	Percentage (%)
Gender	Male	28	56%
	Female	22	44%
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%

Table 1 depicts the demographics of the respondents. 56% male and 44% participated in the survey. Their age and serving timing shows that they were qualified respondents and can better understand the meaning and application of the faculty empowerment for the organizational learning.

Table 2: Mean, Standard Deviation and Cronbach Alpha of the Constructs

	Number of respondents	Mean	Std. Deviation	Cronbach Alpha
Autonomy	50	3.6236	.52089	.904
Competence	50	3.2848	.64132	.844
Influence	50	3.4524	.62595	.855
OLE	50	3.4814	.63640	.825
Valid N	113			

Table 2 shows mean, standard deviation and Cronbach Alpha values of each construct. Mean values for all constructs Autonomy, competence, influence and OLE are near to means' values and the standard deviation's values are very small, which show that autonomy, competence and influence play a pivotal role in organizational learning and the respondents also agree while considering that, employees in organization consider and accept role of employees' empowerment in organizational learning. Mean values

for autonomy, competence and influence factors are 3.6236, 3.2848, 3.4524 and 3.4814 respectively in contrast to the values of the standard deviation which are 0.52089, 0.64132, 0.62595 and 0.63640. These numbers indicate that faculty members are interested to be empower, so that they can play positive role in organizational learning. Similarly, Cronbach values for autonomy, competence, influence and OLE are 0.904, 0.844, 0.855 and 0.825 respectively, which are greater than 0.7 and falls in the acceptable range, which prove that the questionnaire is reliable enough to proceed with it for data collection.

CORRELATION OF THE STUDY

The following table shows the strength of the correlation among the constructs of the study:

Table 3:

Scales	1	2	3	4
1. Autonomy	1			
2. Competence	.527	1		
3. Influence	.721	.719	1	
4. Organizational learning	.480	.498	.510	1

There was a substantial relationship among meaningfulness and competence as $r=0.527$. Similarly, meaningfulness and influence were strongly correlated with correlation value $r =0.721$ and 0.719 respectively. The findings showed that the Influence has significantly positive association with employees' autonomy and competence. The significant association among the constructs show that all of the contributors of the empowerment contribute to organizational learning effectiveness, performance and development. The correlational ratio for Autonomy, Competence and Influence are $r =$

.480, $r = .498$ and $r = .510$ respectively, showing significant contribution to organizational learning effectiveness.

HYPOTHESIS TESTING

Table 4:

Model	Unstandardized	Standardized	T	Sig.	R ²
	Coefficients	Coefficients			
	B	Beta			
(Constant)	-2.547		-1.780	.082	
Competence	.454	.241	1.852	.027	0.412
Competence	.465	.275	2.109	.040	
Influence	.441	.382	3.344	.002	

a. Dependent Variable: Organizational learning

H1: The empowerment of the faculty has significantly positive effects on the organizational learning effectiveness.

The above table of multiple regression depicts the strong association between autonomy and the overall organizational learning effectiveness and development. The coefficient of adjusted R Square, having value 0.412 show 41% impact of the faculty autonomy on organizational learning effectiveness and performance. Similarly, Competence having value of 0.465 having 46% impact of the faculty competence on the organizational learning effectiveness. Moreover, the third construct of the empowerment, Influence showed 44% contribution of the faculty to organizational learning and development. The P-values for the all these constructs were less than 0.05 i.e. ($P < 0.05$). from the above stated statistics, it can be easily concluded that the major hypothesis and their sub-parts (H1a, H1b, H1c) are accepted and supported from the findings of the results analysis.

Table 5:

		t-test for equality of means				
	Gender	N	Mean	Std. Deviation	T	Sig. (2-tailed)
Organizational learning	Male	28	5.0357	1.46941		
	Female	21	5.7937	.82548	-2.122	.039

Independent t-Test

Keeping in mind the second objective of the study, to assess the effect of the gender of the person on the overall organizational learning effectiveness, performance and development, independent T-Test was applied. The mean values were near to the maximum and the standard deviation value was less than one. This means that the data was consistent and no significant difference were there on the basis of the gender of the person/faculty. Moreover, the value of the mean and S.D for male were $M= 5.50$ and $SD= 0.73$ at $p=0.059$ ($p>0.05$) and the mean and standard deviation for female are ($M=5.87$ and $SD=0.55$) have no significant differences. These results shows that the empowerment factor remains same for the male and female faculty and no significance difference was found on the basis of gender. So the basic premise of the study, based on the earlier research findings, that the female faculty members were more contributive to organizational learning, performance and development, was not supported by the data and results of the study.

DISCUSSION

Findings of the research study depicts that empowerment of the faculty contributes toward the organizational learning effectiveness, performance and development. The three dimensions of the study, which were taken under consideration in this study, proved string association among the faculty empowerment and organizational learning effectiveness. Moreover, no significant association was found between the age of the faculty and organizational learning effectiveness. It means that, new faculty members, can comprehend

and contribute better towards organizational learning effectiveness. It's also seems, logical, because most of the aged faculty members, especially on the underdeveloped region like Pakistan, do not believe in continuous professional development. Therefore, new faculty members are backed by latest theoretical backgrounds, can contribute better, if they are empowered, towards, organizational learning effectiveness.

Similarly, marital status was found no significant effect on organizational learning and development. The P value ($P > 0.05$) was insignificant, which proves that the material status of the employees has no association with the organizational learning effectiveness.

CONCLUSION & FUTURE RESEARCH RECOMMENDATIONS

This study concludes that faculty empowerment, in the learning organization like university, has greater contribution to the organizational learning effectiveness. The psychological empowerment of the faculty develop citizenship behaviors among the faculty, feels more safe and secure, optimistic and resilient, as they feel leadership support from the top management. Social safety and security is one of the main human right of the employees, when they feel secure and supportive they can deliver best, which leads the learning organization to further enhancement, development and resolution. They feel not only empowered, but also socially, emotionally, ethically and morally secure. Therefore, the learning organization should take empowerment as an organizational strategy and it will lead organization and its workers towards self-actualization. For the fullest development of the organization, the learning organizations should focus on the autonomy, influence and of their workers.

The current study was limited to only three main constructs and contributors of the empowerment. Further research is recommended to dig out the other dimension of the employee's empowerment like

work-profile in the learning and industrial set ups. The role of the leader regarding gender mainstreaming inside the organization, woman leadership role in the learning organization can be a good future research orientation in the learning organizations.

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