

Psychological Empowerment in a Recruitment Company

**Suzette Hartmann
BA(Hons)**

Mini-dissertation submitted in the partial fulfillment of the requirements for the degree Magister Artium in Industrial Psychology in the School of Behavioural Sciences at the Vaal Triangle Campus of the Potchefstroom University for Christian Higher Education.

Study Leader: Mr. M.W. Stander
Vanderbijlpark
November 2003

**NORTH WEST UNIVERSITY
VAAL TRIANGLE CAMPUS**

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
OPSOMMING.....	ix
CHAPTER 1	11
1.1 INTRODUCTION	11
1.2 PROBLEM STATEMENT	11
1.3 RESEARCH OBJECTIVES	15
1.3.1 General Objective	15
1.3.2 Specific objectives	16
1.4 BASIC HYPOTHESIS	17
1.5 METHOD OF RESEARCH	17
1.5.1 Literature study	17
1.5.2 Empirical study	18
1.5.3 Research design	18
1.5.4 Study population	18
1.5.5 Measuring instruments	19
1.5.6 Research procedure	20
1.6 STATISTICAL ANALYSIS	21
1.7 CHAPTER DIVISIO	21
1.8 CHAPTER SUMMARY.....	21
CHAPTER 2	22
2.1 INTRODUCTION	22
2.2 DEFINITION AND CONCEPTUALISATION OF EMPOWERMENT	23
2.3. SITUATIONAL EMPOWERMENT	26
2.4 LEADERSHIP	28
2.5 PSYCHOLOGICAL EMPOWERMENT	35
2.5.1 Meaning	37
2.5.2 Competence	38
2.5.3 Self-determination	40
2.5.4 Impact	41
2.6 OUTCOMES OF EMPOWERMENT	42
2.6.1 Job Satisfaction	43
2.6.2 Organisational Commitment	46
2.7 CHAPTER SUMMARY	47
CHAPTER 3	49
3.1 INTRODUCTION	49
3.2 RESEARCH OBJECTIVES	49
3.2.1 General Objectives	49
3.2.2 Specific Empirical Objectives	50
3.3 RESEARCH DESIGN	51
3.4 STUDY POPULATION	51
3.5 MEASURING INSTRUMENTS	52
3.5.1 The Measuring Empowerment Questionnaire (Spreitzer, 1995)	52
3.5.2 The Leader Empowering Behaviour Questionnaire (LEBQ)	53
3.5.3 The Minnesota Job Satisfaction Questionnaire	54

3.5.4 The Organisational Commitment Questionnaire	55
3.6 RESEARCH PROCEDURE	55
3.7 RESEARCH HYPOTHESIS	56
3.8 STATISTICAL ANALYSIS	57
3.8.1 Arithmetic Mean	57
3.8.2 Skewness and Kurtosis	58
3.8.3 Reliability	58
3.8.4 Validity	59
3.8.5 Significant differences between groups	59
3.3.6 Practical significance	60
3.3.7 Correlations	60
3.3.8 Regression analysis	60
3.9 CHAPTER SUMMARY	61
CHAPTER 4	62
RESULTS OF THE STUDY	62
4.1 INTRODUCTION	62
4.2 BIOGRAPHICAL DATA OF STUDY SAMPLE	62
4.2.1 Tenure	63
4.2.2 Qualifications	64
4.2.3 Gender	64
4.2.4 Age	64
4.2.5 Organisational Level	64
4.3 DESCRIPTIVE STATISTICS	64
4.4. VALIDITY AND RELIABILITY OF MEASURING	
INSTRUMENTS:	66
4.4.1. The Measuring Empowerment Questionnaire	66
4.4.2 The Leader Empowering Behaviour Questionnaire	67
4.4.3 The Minnesota Job Satisfaction Questionnaire	68
4.4.4 The Organisational Commitment Questionnaire	69
4.5 RESULTS AND DISCUSSION OF EMPIRICAL OBJECTIVES	69
4.5.1 The degree of psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment experienced by employees.	70
4.5.2 The difference between organisational levels (management, accountant, and administrative) in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction, and organisational commitment	72
4.5.3 The difference experienced between different age groups in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment	79
4.5.4 The difference in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment experienced by people of different gender	84
4.5.5 The difference in terms of the degree of psychological empower- ment, leader-empowering behaviour, job satisfaction and organisational commitment experienced between graduates and non-graduates.	86
4.5.6 The difference in the levels of psychological empowerment, leader- empowering behaviour, organisational commitment and job satisfaction with regard to years of service.	88
4.5.7 To determine the correlation between psychological empowerment on	

the one hand and leader empowering behaviour , job satisfaction and organisational commitment on the other hand.	92
4.5.7.1 Psychological Empowerment	92
4.5.7.2. Leader Empowering Behaviour.	95
4.5.7.3 Job Satisfaction and organizational commitment.	96
4.5.8 To determine if psychological empowerment and leader empowering behaviour can predict organisational commitment and job satisfaction in the recruitment industry.	98
4.6 CHAPTER SUMMARY	103
CHAPTER 5	104
5.1 INTRODUCTION	104
5.2 SYNOPSIS OF STUDY	104
5.3 RECOMMENDATION	105
5.3.1 Psychological empowerment	105
5.3.2 Leader empowering behaviour	108
5.4 LIMITATIONS OF THE RESEARCH	110
5.5 FUTURE STUDY	110
5.6 APPLICABILITY OF FINDING	111
5.7 CONCLUSION	111
REFERENCES	113

LIST OF TABLES

Table 1: Reflection of biographical data across variables	63
Table 2: Descriptive statistics for the instruments	65
Table 3: Degree of psychological empowerment, leader empowering behaviour, job satisfaction and organizational commitment	72
Table 4: Mean distribution of variables across organizational levels	74
Table 5: Difference between organizational levels	76
Table 6: Mean distribution of variables	79
Table 7: Comparing age groups	80
Table 8: Comparing gender groups	85
Table 9: Comparing qualifications	87
Table 10: Comparing years of service	88
Table 11: Difference between 3 groups for tenure	89
Table 12: Correlation table	90
Table 13: Regression analysis of job satisfaction	98
Table 14: Regression analysis of affective commitment	100
Table 15: Regression analysis of continuance commitment	101
Table 16: Regression analysis of normative commitment	102

LIST OF FIGURES

Figure 1: Open system model of a motivating climate (Coetsee, 1999)	45
Figure 2: A graphic display of psychological empowerment, leader empowerment, job satisfaction and organizational commitment	70
Figure 3: A graphic display of variables at different levels	73
Figure 4: Cycle of empowerment (Spreitzer and Quinn)	107

ACKNOWLEDGEMENTS

The success of this study came through the support of many individuals. I wish to thank my Heavenly Father for granting me the strength to complete this study. I also wish to thank the following people:

- Marius Stander, my study leader, for guidance and inspiration.
- My children Ludwig and Lize-Mey for their encouragement.
- Henry for his support with the tables and graphs.
- My parents for the moral support that fostered the ability to believe in myself.
- Aldine Oosthuizen for the statistical consultation service.
- Kevin for technical support.
- Sorina for silent support and willingness.
- My manager, Mike, and colleagues for support during a difficult period in my life.
- The organisations involved in this study and the respondents for their honesty and frankness in completing the questionnaires.
- Librarians at Potchefstroom University for CHE for their resourcefulness in searching, finding and e-mailing reams of information to me.

ABSTRACT

KEY TERMS: Psychological empowerment; commitment; employee empowerment; organisational commitment; workplace empowerment.

People are without a doubt our most important asset. It is imperative that companies develop their people to unleash their full potential, which will in turn be a benefit to the company. The future of successful, competitive companies will depend on the work force of that company. The context that organisations operate within has undergone a change from a hierarchical structure to one of building of human capital. This means that organisations need leadership as a vehicle to ensure successful empowerment. It is essential that leaders utilise and develop the potential of their people.

This study conceptualises empowerment from a psychological and organisational perspective. Empowerment is defined and divided into the categories of leadership-empowering behaviour, motivational empowerment (psychological empowerment) and structural empowerment. The psychological perspective measures the four cognitions (meaning, competence, self-determination and impact) that provide employees with a sense of empowerment.

The objective of this study is to determine the levels of psychological empowerment, leader-empowering behaviour, organisational commitment and job satisfaction. Data were gathered from 90 employees of the financial division within a recruitment company. The research results of the empirical study were reported and discussed according to the empirical objectives. The descriptive statistics and the internal consistency of the measuring instruments of the total population were highlighted. Thereafter reliability and validity of the measuring instruments were discussed.

A correlation design was applied to determine the relationship between the constructs. The Cronbach Alpha coefficient and factor analysis was determined for the measuring instrument and the Pearson correlation was computed. A regression analysis has been

conducted to determine to what extent psychological empowerment and leader-empowering behaviour predicts job satisfaction and organisational commitment.

Results of the empirical study indicated that differences exist between organisational levels, tenure, age and gender groups in terms of psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment experienced. Employees reflected a positive experience with regard to psychological empowerment, job satisfaction and organisational commitment whereas leader empowering behaviour is not experienced at a positive level.

Recommendations are based on the research results. The implications of psychologically empowered employees for organisations were discussed. The recommendations focus on management and leader development, career development, career counselling, creating a motivational climate, performance and team development.

OPSOMMING

SLEUTELTERME: Psigologiese bemagtiging; toewyding; werknemersbemagtiging; organisasie toewyding; werkplekbemagtiging.

Die belangrikste bate van 'n organisasie is sonder twyfel sy werknemers. Dit is van kardinale belang dat ondernemings hul werkerskorps moet ontwikkel ten einde die volle potensiaal van hul werknemers te ontgin. Die toekoms van suksesvolle en mededingende organisasies word bepaal deur die werknemers. Die hele konteks waarbinne organisasies funksioneer het verskuif vanaf 'n hiërargiese struktuur tot die ontwikkeling van die mens as belangrike hulpbron. Dit het daartoe gelei dat leierskap as 'n middel beskou word tot effektiewe bemagtiging. Dit is noodsaaklik dat leiers potensiaal wat opgesluit is in werknemers moet ontgin.

Die studie konseptualiseer bemagtiging vanuit die psigologiese perspektief. Bemagtiging word verduidelik en bespreek vanuit die volgende kategorieë: leierskapsbemagtiging, motiveringsbemagtiging (psigologiese bemagtiging) asook strukturele bemagtiging. Die psigologiese perspektief meet vier kognisies (betekenis, bevoegdheid, selfbeskikking en impak) wat dan vir die individu 'n aanduiding gee van sy bemagtiging.

Daarna is die betroubaarheid en geldigheid van die meetinstrumente bespreek. Die doel van die studie was om die vlakke van psigologiese bemagtiging, organisasie toewyding, leierskap-bemagtigende gedrag en werkstevredenheid te bepaal. 'n Korrelasie ontwerp is gebruik om vas te stel of daar 'n verband tussen die verskillende konstrukte is. Die werknemersproefgroep het bestaan uit 90 mense. Die Cronbach Alfa koëfisiënt en faktoranalise is bereken vir die meetinstrumente asook Pearson se korrelasie. 'n Regressie analise is gedoen om te bepaal in watter mate psigologiese bemagtiging en leierskap- bemagtigende gedrag werkstevredenheid en organisasietoewyding kan voorspel.

Die resultate van die empiriese studie het aangetoon dat daar 3 verskille is tussen posvlakke, jare diens, ouderdom en geslag ten opsigte van die mate waartoe psigologiese bemagtiging, leierskapsbemagtiging, werkstevredenheid en organisasietoewyding ervaar word. Werknemers reflekteer 'n positiewe ervaring ten opsigte van psigologiese bemagtiging, werkstevredenheid en organisasietoewyding terwyl leierskapsbemagtigende gedrag nie positief ervaar word nie.

Aanbevelings is op grond van die navorsingsresultate gemaak. Die implikasies van bemagtiging vir werknemers in die organisasie is bespreek. Die aanbevelings fokus op bestuur-en leierskap-ontwikkeling, loopbaan ontwikkeling en loopbaan voorligting, die skep van 'n motiverende klimaat, uitmuntende prestasie en span-ontwikkeling.

CHAPTER 1

PROBLEM STATEMENT, RESEARCH OBJECTIVES AND METHODOLOGY

1.1 INTRODUCTION

It is envisaged to determine the relationship between psychological empowerment, leader-empowering behaviour, organisational commitment and job satisfaction in this study. The difference between these variables and the difference between organisational levels, different age groups, level of qualification and years of service will be investigated and reported. This study will also determine whether psychological empowerment and leader-empowering behaviour can predict organisational commitment and job satisfaction.

1.2 PROBLEM STATEMENT

President Thabo Mbeki's 2002 State of the Nation address to parliament in which he declared that he wants to "reduce the level of poverty, develop our greatest resource, our people, give us quality of life, and higher rates of economic growth and development" clearly emphasises the need to invest in people in order to become globally competitive (Financial Mail, 2002). In South Africa empowerment has received much attention towards increasing the country's global economic position (Wadula, 2001).

Widespread interest in empowerment comes at a time when global competition and organisational change has stimulated a need for employees who can take initiative, embrace risk, stimulate innovation and cope with gher uncertainty (e.g. Block, 1987; Kizilos, 1990). Organisations are finding they need to change how they do business. These include the development of global market places, rapid innovations in work

technologies, shifting work force and customer demographics, and an increasing demand for quality and flexibility in products and services (Silver, 2000).

In today's competitive environment, the only organisations that will survive are those that are able to withstand constantly changing conditions both internally and externally, to continuously innovate and to make decisions directed at achieving organisational success (Choo, 1998 cited in Duvall, 1999). Globalisation puts pressure on companies to fundamentally rethink and redesign their existing organisational processes, to increase production, speed and quality, while cutting costs and eliminating layers (Arnold, Arad, Rhoades and Drasgow, 2000). According to (Sherratt, 2001) globally competitive organisations are acknowledging that traditional approaches in dealing with crucial human resource issues are no longer viable and that human capital management is defined as the strategic processes designed to optimise the flow, deployment and development of human talent within an organisation.

Krawitz, (2000) predicts that the sixth revolution will be "The People Revolution". He emphasises that in an economy where technology has the power to duplicate any product within hours, the only way to sustain a competitive advantage is to "out people" the competition. Managers recognise that an organisation's only true sustainable competitive advantage is its people, and that all organisational members need to be involved and active for the firm to succeed (Lawler, Mohrman and Ledford, 1995). If people are the key to a competitive advantage, the way companies treat people becomes critical to success (Krawitz, 2000).

For more than a decade, organisations have been engaged in restructuring and re-engineering in order to become lean and efficient. Traditional organisations have hierarchical structures, centralised decision-making and a top-down control philosophy (Manz and Sims, 1993); (Walton and Hackman, as cited in Arnold et al. 2000). Individuals who work in departments that have a participative climate will report a higher level of empowerment than individuals who work in departments with non-participative climates (Spreitzer, 1996).

Research refers to three types of empowerment, viz. structural empowerment, leadership empowerment and psychological empowerment. The motivational approach focuses on the leader who energises his followers to act while the leader provides the future vision (Menon, 2001). In order for subordinates to be empowered, managers need to exhibit leader- empowering behaviour, such as delegation of authority and accountability for outcomes, coaching, informing, leading by example, showing concern, interacting and participative decision making (Drucker, 1983); (Lawler, 1986); (Lawler, 1995); (Manz and Sims, 1987).

Menon, (2001) refers to two dimensions of empowerment, namely, structural (contextual) and psychological empowerment motivational approach. Structural empowerment can be defined as being the granting of power and decision-making authority. According to (Gilgeous, 1997) empowerment involves devolving the level of responsibility all the way down the organisational hierarchy to those individuals who have the best understanding to make decisions.

Conger and Kanungo, (1998), cited in (Konczak, Stelly and Trusty, 2000) were among the first to define psychological empowerment. They defined psychological empowerment as a process of enhancing feelings of self-efficacy among organisational members through the identification of conditions that foster powerlessness and through their removal by both organisational practices and informal techniques of providing efficacy information. Beach, (1996) states that the concept of empowerment is similar to the concept of intrinsic motivation. She also says that a state of empowerment can only come from within an individual. It is an inner urge that drives people to action. (Thomas and Velthouse, 1990) define empowerment as intrinsic motivation manifested in four cognitions. Together these four cognitions reflect an individual's active orientation to shape his/her work role context.

This study will concentrate on psychological empowerment. Conger and Kanungo, (1998) suggested that psychological empowerment is important for stimulating and managing change in organisations. Thomas and Velthouse, (1990) also indicated a link between psychological empowerment and individual flexibility, which may contribute to innovative behaviour. The psychological point of view stresses the fact

that empowerment is not a personality disposition; it is a dynamic construct that reflects individual beliefs about person-environment relationships (Mishra and Spreitzer, 1998).

Thomas and Velthouse, (1990) state that a major premise of empowerment theory is that empowered individuals should perform better than those who are relatively less empowered. Linden, Sparrow and Wayne, (2000) support this, and elaborate further, stating that empowering individuals may result in higher levels of job performance and work satisfaction. They state that individuals who perceive their jobs to be significant and worthwhile feel higher levels of work satisfaction than those who perceive their jobs as having little value. Empirical findings have supported this, whereby a dimension of empowerment was found to be significantly related to work satisfaction in two organisations (Spreitzer and Quinn, 1997).

In a previous study by (Konczak et al. 2000), it was found that leader-empowering behaviour and psychological empowerment were related to job satisfaction and organisational commitment. When organisations create an environment in which members are empowered, the probability for organisational success is increased due to efforts being focused toward the same goal. Personal commitment to and ownership of outcomes exist (Duvall, 1999). According to a study conducted by (Dwyer, 2001), in a manufacturing company attempting to re-engineer itself via retrenchments and development of people, it is imperative to consider the psychological and situational components in designing interventions to increase feelings of empowerment.

The holding company of six recruitment agencies (each having a different brand name and branches across the country) is currently experiencing major downsizing exercises within most of the divisions. The company involved in this study strategically re-positioned itself through retrenchments, quality recruitment and a limited amount of employee development over the past three years and it is, therefore, an opportune moment to investigate the level of empowerment in the financial division. This specific division aims to drive growth and profitability by firstly, managing debtors and creditors more effectively and secondly, by improving leadership and job satisfaction.

Based on the above, the following research questions can be formulated:

- How is psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment conceptualised in literature?
- What is the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment experienced by employees.
- What is the difference experienced between organisation levels in terms of degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment?
- What is the difference experienced between employees of different age and gender groups, years of service and level of qualification in terms of the degree of psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment?
- What is the relationship between psychological empowerment on the one hand and leader-empowering behaviour, job satisfaction and organisational commitment.
- To what extent are empowering-leader behaviour and psychological empowerment predictors of job satisfaction and organisational commitment among employees in a recruitment company?

1.3 RESEARCH OBJECTIVES

The objective or objectives of this research includes both a general and specific objectives.

1.3.1 General Objective

The general objective of this research is to determine the relationship between psychological empowerment, on the one hand and leader-empowering behaviour, job

satisfaction and organisational commitment on the other hand within the recruitment company and to determine whether psychological empowerment and leader empowering behaviour predicts organisational commitment and job satisfaction.

1.3.2 Specific objectives

1.3.2.1 Specific Literature objective

To conceptualise the concept 'empowerment' from the literature.

1.3.2.2 Specific empirical objectives

- To determine the current degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment experienced by employees within a recruitment company.
- To determine the differences experienced between different organisational levels in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.
- To determine the differences experienced between different age groups in the financial department in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.
- To determine the differences experienced between different gender groups in the financial department in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organizational commitment.
- To determine the differences experienced between years of service groups in the financial department in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organizational commitment.

- To determine the differences experienced between levels of qualification groups in the financial department in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organizational commitment.
- To determine the relationship between psychological empowerment on the one hand and leader-empowering behaviour, job satisfaction and organisational commitment on the other hand.
- To determine to what extent empowering-leader behaviour and psychological empowerment are predictors of job satisfaction and organisational commitment among employees in a recruitment company.

1.4 BASIC HYPOTHESIS

There is a relationship between psychological empowerment, leader-empowering behaviour, organisational commitment and job satisfaction within the recruitment company.

1.5 METHOD OF RESEARCH

The aims of this research will be achieved by means of a literature study and empirical research.

1.5.1 Literature study

A literature study will be undertaken to gather information on psychological empowerment, leader-empowering behaviour and organisational commitment.

The following databases will be used as primary sources:

- Social sciences index
- Library catalogues

- Index of South African Journals
- RGN-Nexus: current and completed research
- Psychlit
- Business periodicals index
- Internet

1.5.2 Empirical study

The following aspects regarding empirical research can be mentioned.

1.5.3 Research design

It has been decided to make use of a cross-sectional design to achieve the research objectives. The correlation design has been decided upon because the relationship between the constructs of psychological empowerment and leader-empowering behaviour will be investigated at the same point in time without any planned intervention (Huysamen, 1995).

1.5.4 Study population

The study population consists of the total population of staff (N= 90) in the financial department of a holding company in the recruitment industry. The department structure is as follows:

- 1 Departmental Head
- 4 Section Managers
- 12 Financial Accountants
- 73 Administrative Staff

1.5.5 Measuring instruments

The following measuring instruments will be used in this research.

- **The Leader Empowering Behaviour Questionnaire (LEBQ)**

Konczak, et al. (2000). With respect to leadership development, the LEBQ would appear to be a psychometrically sound instrument for providing managers with feedback on behaviour relevant to employee empowerment. As an applied tool, the six-factor model provides a behaviourally specific feedback for coaching and development purposes. The six dimensions are delegation of authority, accountability, self-directed decision-making, information-sharing, skill development and coaching for innovative performance. It can be used for providing managers with very prescriptive and useful feedback concerning the types of behaviour necessary to empower subordinates. Research provides support for the use of the LEBQ and studies indicate that the scales comprising the LEBQ have stable factor structure. All alpha reliability coefficients for scores on the six-factor model were acceptable (range = 0.82 to 0.90). All standardised factor coefficients were greater than 0.78 with the exception of item 6 (0.65) and item 12 (0.62). There was moderate variability in the scales as indicated by the standard deviations (SDs = 0.99 to 1.37). The interfactor correlations ranged from 0.40 to 0.88.

- **The Minnesota Job Satisfaction Questionnaire**

The Minnesota Satisfaction Questionnaire's short version (Schriesheim, *et al.* 1993) is used to measure employees' satisfaction with their jobs. The short version of the Minnesota Job Satisfaction questionnaire consists of 20 items that measure satisfaction with specific aspects of the job and the work environment.

- **Organisation Commitment Questionnaire**

The Organisational Commitment Questionnaire by (Meyer, Allen and Smit, 1993) will be used in this study. Continuance, affective and normative commitments are dimensions measured by the questionnaire. The questionnaire consists of 18 items. The Cronbach Alpha coefficient was above 0.80 (Sulliman and Iles, 2000). Dwyer, (2001) found an alpha coefficient of 0.79 for reliability.

- **The Measuring Empowerment Questionnaire (Spreitzer, 1995)**

This is a theory-based measure of empowerment developed by (Spreitzer, 1995) based on the four facets (meaning, competence, self-esteem and impact) of psychological empowerment hypothesised by (Thomas and Velthouse, 1990). The Cronbach Alpha reliability coefficient for the overall empowerment construct was 0.72 for the industrial sample and 0.62 for the insurance sample, thus the overall reliabilities are acceptable. Internal consistency and test-retest reliability was established for the empowerment scales items (note that no significant organisational changes transpired in the months prior to the questionnaires that would have given rise to new work experiences). Convergent and discriminate validity of the empowerment measures in the industrial sample indicate an excellent fit [(AGFI (adjusted goodness-of-fit index)) = 0.93, RMSR (root-mean-square residual) = 0.04, NCNFI (non-centralised normal fit index) = 0.98. Spreitzer, (1995) suggested the need for continued work on discriminant validity.

1.5.6 Research procedure

The research group in the measuring battery will be set up. The measuring battery will, after the appointments are made with members, be undertaken by the researcher individually or in groups.

1.6 STATISTICAL ANALYSIS

Statistical analysis will be carried out by means of the SAS-program (SAS-Institute, 2000). Descriptive statistics, for example mean, standard deviation and intercorrelations will be used to analyse the data. Cronbach Alpha coefficients and factor analysis will be calculated to determine the reliability and validity of the measuring instruments.

Pearson product-moment correlation coefficients will be used to determine the extent to which one variable is related to another variable. A multiple regression analysis will be conducted to determine the proportion of variance in the dependent variable that is predicted by the independent variables.

1.7 CHAPTER SUMMARY

This chapter served as introduction, sketching the research problem context and setting the scene for the rest of the dissertation. In the following chapter the literature study with regard to empowerment, organisational commitment and job satisfaction will be discussed. This presents the theoretical knowledge that serves as the basis for this research.

CHAPTER 2

EMPOWERMENT WITHIN AN ORGANISATIONAL CONTEXT

2.1 INTRODUCTION

The previous chapter outlined the importance of exploring and enhancing empowerment within organisations. In this chapter the specific literature objective will be achieved by focussing on the definition and conceptualisation of empowerment. Theories dealing with empowerment, from both a situational and psychological perspective, will be reviewed. The situational perspective will focus on leadership empowerment whereas the psychological perspective focuses on four sub-dimensions of psychological empowerment. Proposed outcomes related to empowerment will be discussed briefly, but is not the main objective of this chapter. The chapter will conclude with a summary.

The multiple definitions of empowerment make it a difficult concept to define. Additionally writers on the concept use different words to describe similar approaches. Empowerment in its varied forms has been prevalent for many years. Sullivan, (1994) indicates that prior to 1990 empowerment could only be accessed through articles that discussed topics such as participative management and total quality control, individual development, quality circles, and strategic planning. However since 1990 the number of articles referring to ‘employee empowerment’ has increased. This is partly because the term can be used to describe both the individual and the organisational aspects of the concept (Honold, 1997). The term empowerment has become part of everyday management language (Collins, 1999; Wilkinson, 1999).

Workplace empowerment has been hailed for over a century, as the major new industrial weapon against domestic and international threats (Mathes, 1992; Shipper and Manz, 1992). While the word “empowerment” is relatively new, the notion of granting work related decision making authority to employees as a means of enhancing performance is not altogether new in the management literature. The

concept of job enrichment through vertical loading (Hackman and Oldham, 1980; Herzberg, Mausner and Snyderman, 1959) and managerial practices such as delegation, have long had currency among management scholars. But it is only recently that researchers have enlarged these approaches under the rubric of employee empowerment to include transfer of organisational power (Kanter, 1977, 1983), energising followers through leadership (Bennis and Nanus, 1985; Block, 1987; Burke, 1986; Conger, 1998; Neilson, 1986), enhancing self-efficacy through reducing powerlessness (Conger and Kanungo, 1998), and increasing intrinsic task motivation (Thomas and Velthouse, 1990). However theoretical research on psychological empowerment is still limited in scholarly journals to (Conger and Kanungo 1998; Menon 2001; Spreitzer 1995, 1996; Thomas and Velthouse 1990 and Zimmerman, 1990).

The various definitions conceptualising empowerment will now be reviewed.

2.2 DEFINITION AND CONCEPTUALISATION OF EMPOWERMENT

The multiple definitions and approaches to empowerment briefly outlined above bear testimony to the diversity of thinking on empowerment. A holistic definition is not available and authors often use different words to describe similar approaches. The researcher proposes the following definition of “empowerment” as simply the ability to feel in command of a situation. These statements can only be valid if they are based on a commonly accepted understanding of the definition and conceptualisation of empowerment.

According to (Menon, 2001) academic literature on empowerment can be classified into three broad categories based on the underlying thrust and emphasis of the various streams of research namely the structural approach, the motivational approach, and the leadership approach. In the structural approach, empowerment is understood as the granting of power and decision-making authority. This has been the traditional approach to empowerment and it focuses on the actions of the “powerholder” who transfer some power to the less powerful. Honold (1997) states that the structural approach to empowerment emanates from the work of Deming and is specifically

equated to total quality management (TQM). The psychological state of those being empowered is not addressed by this line of research (Menon, 2001).

In the motivational approach pioneered by (Conger and Kanungo 1998), empowerment was conceptualised as psychological enabling. These authors defined empowerment as “a process of enhancing feelings of self-efficacy among organisational members through the identification of conditions that foster powerlessness and through their removal by both formal organisational practices and informal techniques of providing efficiency information.” (Thomas and Velthouse, 1990) extended this approach by viewing power as energy: to empower is to energise. According to these authors empowerment is associated with “changes in cognitive variables (called task assessments), which determine motivation in workers” (Spreitzer’s, 1995) model, based on the (Thomas and Velthouse, 1990) approach, defines empowerment as increased intrinsic motivation manifested in four cognitions: meaning (value of work goal or purpose) competence (self-efficacy), self-determination (autonomy in initiation and continuation of work behaviours), and impact (influence of work outcomes).

In the leadership approach, the emphasis is also on the energising aspect of empowerment. Leaders energise and hence empower their followers to act by providing an exciting vision for the future (Menon, 2001). Bandura, (1997) highlights a concern when he states that leaders who exercise authority and control do not go around voluntarily granting to others power over resources and entitlements in acts of beneficence. According to Bandura a share of benefits and control is often negotiated through concerted effort and, often, through prolonged struggle.

The various approaches to empowerment briefly outlined above are testimony to the diversity of thinking on empowerment. Empowerment has been considered an act: the act of granting power to the person(s) being empowered (e.g. Kanter, 1977; London, 1993). It has been considered a process: the process that leads to the experience of power (e.g. Conger and Kanungo, 1998; Thomas and Velthouse, 1990). It has also been considered a psychological state that manifests itself as cognitions that can be measured (e.g. Spreitzer, 1995).

According to (Menon, 2001) the three above-mentioned approaches are not mutually exclusive but rather provide a comprehensive picture of the empowerment phenomenon. Empowering acts such as delegation leads to changes in the employee perceptions of the workplace. Empowerment as a process describes these changes, the contributing factors, and the mechanism by which cognitions are affected. Empowerment as a state is a cross-sectional snapshot of certain employee cognitions e.g. feelings of self-efficacy or a sense of control over the work environment at a given point in time.

Collins, (1999) states that whether an individual employee feels empowered or not depends on a variety of factors including the actual behaviour of the manager, environmental conditions (e.g. a rigid hierarchy) and individual variables such as locus of control. Empowerment initiatives can be as diverse as job enrichment, flexi time, joint labour-management committees, self-managed workgroups, equity participation, and labour representation on the board. An individual can feel empowered even in the absence of formal empowerment initiatives. The common denominator is the intended effect of these various actions on the individual employee, therefore studying empowerment from the perspective of the individual employee will contribute to understanding of the empowerment process. According to (Menon, 2001), considering empowerment as a psychological state provides a mediating link between empowering acts and employee outcomes such as satisfaction, involvement and organisational commitment. An empowering act such as delegation is considered to lead to the empowered state, which in turn possibly leads to desirable employee behaviours and outcomes such as satisfaction.

Conger and Kanungo, (1998) suggested that psychological empowerment is important for stimulating and managing change in organisations. While there are multiple meanings of empowerment (Conger and Kanungo (1998) and Wilkinson, 1999), in practice empowered employees have a higher sense of self-efficacy, are given significant responsibility and authority over jobs, engage in upward influence, and see themselves as innovative (Conger and Kanungo, 1998; Ford and Fotler, 1995; Quinn and Spreitzer, 1997). Empowered employees view themselves as more effective in their work and are evaluated as more effective by their co-workers (Quinn and Spreitzer.

Quinn and Spreitzer state that if a company wants and needs people who are more effective, innovative, and transformational, then empowerment is worth the effort. Researchers believe that both the employee and the company benefit from empowerment (Arnold, et al. 2000); Conger and Kanungo, 1998; Gecas, 1989; Lawler, 1986; Manz and Sims, 1987; Thomas and Velthouse, 1989). The employee benefits in terms of increased job satisfaction and having empowering leaders. The organisation benefits by having human capital that is committed and productive. Researchers have attributed, among others, the following benefits to empowerment: increased productivity, enthusiasm, morale and creativity, higher quality products and services, improved teamwork, customer service and competitive position, increased speed and responsiveness, lessened emotional impact of demoralising organisational changes and restructuring (Appelbaum and Honeggar, 1998); Appelbaum, et al. 1999; Blanchard et al. 1999).

Following will be a discussion of empowerment, from the situational perspective, focussing on organisational culture (including structure, rewards and teams) and leadership (focussing on power) .

2.3 SITUATIONAL APPROACH

According to the situational approach, empowerment is influenced by external factors. Conger and Kanungo, 1998) identify contextual factors, which they believe will lead to lowered psychological empowerment. The first stage of Conger and Kanungo's five-stage model to empowerment entails that management conduct a diagnosis of organisational conditions that are responsible for feelings of powerlessness among subordinates. Numerous authors argue that managers are able to empower employees when they share information, provide structure, develop a team-based alternative to hierarchy, offer relevant training opportunities, and reward employees for risks and initiatives they are expected to take (Conger and Kunango; Spreitzer and Quinn, 1997).

Talking about culture is a lot easier than creating a culture in which empowerment can prosper (Blanchard, Carlos and Randolph, 1999). The organisation must provide for a climate that promotes open communication and active listening , and encourages personal risk, trustworthy behaviour and initiative. For individuals to feel empowered they must perceive their working environment as being liberating rather than constraining (Appelbaum, et al. 1999).

Empowerment cannot materialise itself without structural and procedural changes within the organisation. In response to increasing global economic competition, to increase speed and efficiency, as well as to reduce costs, many companies have undergone dramatic structural changes. There must, however, be congruence between corporate goals, management goals and the goals of the organisation's employees (Appelbaum, et al. 1999).

Many companies have replaced their traditional hierarchical management structures with empowered work teams in order to improve overall flexibility and efficiency. Centralised decision-making and a top-down philosophy of control is being replaced with semi-autonomous or self- managing work teams. The current emphasis on teams, and most importantly on empowered teams, has been accompanied with different requirements for both employees and leaders in those organisations (Arnold, et al. 2000).

According to research by (Spreitzer, 1996) a participative climate can be significantly related to perceptions of empowerment. Four key levers have been identified by (Quinn and Spreitzer, 1997) as being able to assist in the integration of empowerment programmes. These levers are as follows:

A Clear Vision and Challenge

Highly empowered people feel that they understand top management's vision and strategic direction for the organisation. Such a vision must also provide a challenge to employees, stretching their capability to improve themselves for empowerment.

Openness and Teamwork

For people to feel empowered, they must feel they are part of a corporate culture that emphasises the value of the organisations human assets. Empowered employees must feel that the people in their unit can work together to solve problems – that employees' ideas are valued and taken seriously.

Discipline and Control

Highly empowered people report that their organisations provide clear goals, clear lines of authority, and clear task responsibilities. They have clear but challenging goals and objectives aligned with their leader's vision of the organisation. This lever reduces the disabling uncertainty and ambiguity that so often accompany empowerment effort.

Support and a Sense of Security

In order to feel that the system really wants empowered employees, individuals need a sense of social support from their bosses, peers, and subordinates. Employee efforts to take initiative and risk must be reinforced rather than be punished. They must believe that the company will support them as they learn and grow.

Having concluded the impact of organisational factors above, the influence that supervisory style have on an employee's task assessment will be discussed in the following section.

2.4 LEADERSHIP APPROACH

Siegall, (2000) stated that since the early writings on participative management (Likert, 1961; Vroom, 1964; Hertzberg, 1966; Lawler, 1969), it has become something akin to organisational folk wisdom to believe that the leaders' behaviour is

one of the, if not the most significant influence on how subordinates feel about their work. Certainly there is much research to support the idea that leader behaviour effects subordinates satisfaction (e.g. Sims and Szilagyi, 1975; Podsakoff, Todor and Skov, 1982; Podsakoff and Schreisheim, et al. 1985, 1990). The beliefs and behaviours of an organisation's leaders are also perhaps the most frequently discussed enablers of worker empowerment found in the literature (Bennis and Nanus, 1985; Block, 1987; Kouzes and Postner, 1987; Sashkin, 1992).

Roodt, (2001) describes leadership as the starting point of organisational success and one of the outstanding success factors of organisational success is to entrench credible and competent leaders. Leaders appear to be energising workers by moving towards enhanced performance through team efforts, improved processes, self-management, and other forms of empowerment to accomplish meaningful organisational outcomes (Bennis and Nanus, 1985 and Kanter, 1983). As organisations move towards greater levels of empowerment, one of the important roles of leaders is to reframe empowerment as a construct that is perceived by the employee rather than given by the leader (Bandura, 1989, 1991, 1997; Conger and Kanungo, 1998; Thomas and Velthouse, 1990). Self-directed decision making can best be described as a process where managers encourage independent decision-making which is a valuable element in the empowering process. This dimension is similar to the participative decision-making dimension of (Arnold, et al. 2000).

Gazda, (2002) declares that delegation increases productivity and opens up new lines of communication. Effective delegation enables managers to focus on important strategic issues while employees are provided with an opportunity to grow and develop.

According to a study conducted by (Appelbaum, et al. 1999) it became clear that trust is built by sharing information. He states that given the increasing complexity of the global environment, it is no longer conceivable for managers to be the source of all knowledge, therefore managers are bound to consult and involve workers in the decision-making process as opposed to simply expecting compliance. Linked to the above statement, (Appelbaum, et al. 1999) declares that employee empowerment will be achieved if employees feel valued, supported, have high self-esteem, understand

the company's direction and have internalised the company's culture and values; on the condition that the organisation has clearly defined and stated its vision and mission and that the characteristics of the "empowered leader" have been integrated by managers.

Management is at root a social process; a process whose outputs are dependent, to some degree, on the ability of managers to secure consent, if not commitment to a range of core tasks and values which increasingly have come to focus upon quality service and innovation (cEvan and Sackett, 1996 and Collins, 1999). According to Collins, managers have become increasingly aware that worker commitment to the goals of quality and service excellence is vital for competitiveness. They are also keenly aware that it can be extremely difficult to tap the skills, talent and creativity of workers. In wrestling with this problem of tapping worker creativity for competitive success, the concept of empowerment has emerged as the key means of mobilising and maintaining worker commitment (Wilkinson, et al. 1997 and Lashley, 1999).

Transformational leadership (Burns, 1978; Bennis and Nanus, 1985; Bass, 1990; Thomas and Velthoue, 1990; Sashkin, 1995; Robbins, 2003), in particular, is described as a key factor in developing empowered employees. Transformational leaders share power with followers, provide opportunities for the followers to succeed at challenging tasks, and increasingly delegate responsibility and authority (Sashkin, et al. 1996). Transformational leadership may be the primary enabler of the organisational dimension of empowerment, what (Conger and Kanungo, 1998) would term as the relational perspective.

According to (Appelbaum, et al. 1999)] transformational leadership focuses on shaping the values, attitudes and goals of followers (Bennis and Nanus, 1985; Kuhnert and Lewis, 1987; Podsakoff, et al. 1990; Sashkin, 1995 and Robbins, 2003), and inspiring them to transcend their own self-interest for a higher collective purpose (Burns, 1978). Utilising these behaviours as a means to develop trust through consistency, demonstrating respect for employees, and creating empowering opportunities, transformational leaders instil values and develop employees in such a way as to enhance employee motivation and self-confidence (Kouzes and Postner, 1987, 1992 and Sashkin, 1995, 1996). Research on transformational leadership has

suggested a positive relationship with employees' individual performance, satisfaction and effectiveness (Bass and Avolio, 1999 and Podsakoff, et al. 1990), as well as employee locus of control and business unit performance (Howell and Avolio, 1993 and Colyer, 1996). Hence, according to these authors, transformational leaders foster worker empowerment by expanding organisational power (Tannenbaum, 1986), enhancing generalised self-efficacy (Bandura, 1997) and improving feelings of perceived control.

Konczak, et al. (2000) and Arnold, et al. (2000) identified various dimensions of leader-empowering behaviour that are as follows:

- **Delegation of Authority**

Conger and Kanungo, (1998) portrayed empowerment as a process that involves a manager sharing power with subordinates. To empower implies the granting of power or delegation of authority (Burke, 1986) that, in turn should increase intrinsic motivation by influencing task assessments relating to meaning, competence, self-determination, and impact in conceptualisation (Thomas and Velthouse, 1990). Early research by Tannenbaum, (1986) indicated that the sharing of power and control increases organisational effectiveness.

According to (Cohen, et al. 1996) the context for employee involvement should be the primary focus for anyone trying to design effective self-managing work teams. Kanter, (1977) defines empowerment as giving power to people who are at a disadvantaged spot in the organisation. She sees a continuum of power from powerlessness to empowered. Block, (1987); Sullivan, (1994); Sullivan and Howell, (1996) and Collins, (1999) also focus on the role of the manager in empowering employees. This perspective suggests that an empowered organisation is one where managers supervise more people than in a traditional hierarchy and delegate more decisions to their subordinates. Malone, (1997) states that managers rather act like coaches and help employees solve problems. Providing for the development of self-worth by negotiating for latitude in decision making leads to increased levels of

perceived self-control and hence empowerment (Vogt and Murrell, 1990; Keller and Dansereau, 1995; Menon, 2001; Collins, 1999 and Silver, 2000).

- **Accountability for outcomes**

According to (Ford and Fottler, 1995) empowerment involves the redistribution of power but also provides a mechanism by which responsibility for outcomes is placed with individual teams. Conger and Kanungo, (1998) describes how changes in authority must be accompanied by restructuring of performance measurement systems to ensure that individuals and teams are evaluated and held accountable for performance they can control. Blanchard, Carlos and Randolph, (1999) define empowerment as having the freedom to act but also the responsibility for results.

- **Encouragement of Self-Directed Decision Making**

Tannenbaum, (1986) defines control as the individual's ability to determine outcomes, act as a casual agent, and have an impact to the extent that empowerment is related to heightened self-efficacy perception. The extent to which managers encourage independent decision-making should be an important element in the empowerment process. Konczak, et al. (2000) based this sub-dimension on the work of (Manz and Sims, 1987, 1993) conducted on self-directed teams, and the extent to which empowerment is related to heightened perceptions of self-efficacy (Conger and Kanungo, 1998).

The degree in which managers encourage independent decision-making should be an important element in the empowerment process. This dimension cited in (Konczak, et al. 2000) also relates to (Tannenbaum's, 1986) definition as mentioned above. Wilkinson, (1999) links the categorization scheme to this aspect whereby one can see that empowerment can be conceptualised as affecting employees' inner natures (e.g. attitudinal shaping), their expressed behaviour (e.g. information-sharing) or both (e.g. self-managing).

- **Information-Sharing and Skill Development**

According to (Ford and Fottler, 1995), empowerment requires managers to share information and knowledge that enables employees to contribute optimally to organisational performance. With regard to skill development, (Collins, 1999) described the managers role as one of facilitating rather than directing and controlling, with a significant proportion of the leader's time spent on securing appropriate training to ensure that employees develop skills needed to support empowerment efforts. Siegall and Gardner, (2000) declared that even when a person has the organisations "permission" to act autonomously but does not believe that he/she has the capability of acting effectively, then the autonomy would not result in improved outcomes for either the organisation or the person. Spreitzer, (1996) also explained this by stating earlier that "resources may be decentralized in objective reality, but if employees are not informed that these resources are available for their use (a perceptual reality), then access to recourses will have little influence on feelings of empowerment" nor will employees utilize these resources to effect desired organisational outcomes.

Randolph in (Blanchard, et al. 1999) posited that empowerment is essentially "recognising and releasing into the organisation the power that people already have in their wealth of useful knowledge and internal motivation. Management must begin to share the type of information they use to run the business. This includes sensitive financial information, market share data, competitors' strategies, etc. When employees have such information they can be held accountable for making informed and responsible business decisions, and will be able to rely less on management for direction and decisions (Silver, 2000).

- **Coaching for Innovative Performance**

Leader behaviours that encourage calculated risk taking and new ideas, provide performance feedback, and which treat mistakes and setbacks as opportunities to learn, need to be developed. Leaders must ensure that risk taking is not punished while working with subordinates to help them understand the reason for mistakes and

reducing the risk of their recurrence (McConnell, 1994 and Wallace, 1993). Leaders ought to emphasise these types of behaviours, to the extent that psychological empowerment is influenced in a positive manner.

According to (Siegall and Gardner, 2000), there is a common assumption among the empowerment leaders that employees can benefit themselves and their firms if their under-utilised personal resources are tapped and channelled in such a way as to enhance organisational efficiency and personal satisfaction. Because effective empowerment requires people to make good decisions about their work, and then take the appropriate actions to carry out these decisions, poor communication and network systems could inhibit empowerment. When employees do not have the necessary information for making good decisions, uncertainty increases and taking action in the context of interdependent actors becomes difficult. Employees need to have good communication with management. Furthermore, employees have to believe that they can work together to solve problems in order for them to be willing and able to take empowered actions (Siegall and Gardner, 2000).

According to (Menon, 2001) it is the task of organisational leadership (Bass, 1985), charismatic leadership (Bass, 1985; Conger and Kanungo, 1998; House, 1988), and more generally, transformational leadership (Burns, 1978) to transform the beliefs and attitudes of employees in line with the organisations mission and objectives. Kanungo and Mendonca, 1996) also declared that leaders formulate and articulate idealised future goals that serve to energise and hence empower subordinates to the extent that these goals are internalised.

Arnold, et al. (2000) highlight the fact that change in the role fulfilled by managers, as well as responsibilities in an empowered environment, requires a corresponding change in type of leadership behaviour required. An empowering leadership questionnaire (ELQ) has been developed by (Arnold, et al. (2000). The leader behavioural variables measured with the aid of the ELQ focusses on a shift in the source of control from the leader to the team member. Konczak, et al. (2000) focus their study on the leader role in the empowerment process. The purpose of their study was to identify leader behaviours associated with employee empowerment and to

identify a measure for this - resulting in the development of the Leader Empowering Behaviour Questionnaire (LEBQ).

The following discussion will deal with psychological empowerment.

2.5 PSYCHOLOGICAL EMPOWERMENT

The five-stage model to empowerment by (Conger and Kanungo, 1998) has aspects of situational (stages one and two) as well as psychological empowerment (stages three and four), which highlights that there are no clear boundaries between the situational and the psychological in defining empowerment. Stage five of the model focuses on outcomes which will be touched on in the last section of this chapter.

Conger and Kanungo, (1998) view empowerment as a motivational construct which aims to enable, rather than simply to delegate power. Enabling implies creating conditions for heightening motivation for task accomplishment through the development of a strong sense of personal efficacy (Conger and Kanungo, 1998). Duvall, (1999) supports this view and states that empowerment is vital to the success of the 21st century organisation and describes empowerment as the process of implementing conditions that increase employees' feelings of self-efficacy and control.

Conger and Kanungo, (1998) regard empowerment as giving and putting processes in place for employees to experience a sense of self-efficacy. The assumption that empowerment equals the sharing of power with subordinates, implies that the construct requires no further analysis beyond the power construct. This reasoning is flawed in that the process of sharing power (delegation) is too constrictive in scope to accommodate the complex nature of empowerment. Conger and Kanungo, (1998), thus propose a more psychological approach to empowerment, which they refer to as the motivational construct. This pioneers the psychological understanding of empowerment. Menon, (2001) also refers to the motivational approach in her research.

Thomas and Velthouse, (1990) extended the approach of (Conger and Kanungo, 1998) by viewing empowerment as being associated with changes in cognition (called task assessments), which determine motivation in workers. Thomas and Velthouse, (1990) proposed a cognitive model in which they argued that empowerment is a multifaceted construct. They defined empowerment as an intrinsic motivational construct manifested in four cognitions namely: meaning, competence, choice and impact. These four cognitions, combined, reflect an active rather than a passive, orientation to a work role. By active, is meant an orientation in which an individual wishes and feels able to shape his or her work role and context. Thomas and Velthouse, (1990) stated that the four dimensions specify a nearly complete or sufficient set of cognitions for understanding psychological empowerment.

Psychological empowerment, as discussed above, refers to empowerment at an individualised deep psychological level and impact on both individual and organisational effectiveness. The focus is on intra-personal cognitive processes, and the core of the model is the on-going cycle of environmental events, task assessments and behaviour. Duvall, (1999) supports this and declares that empowerment is an internal decision by an individual to commit him to achieving organisational goals and to choose to act freely within the boundaries and structure of the organisation for the purpose of achieving individual and organisational success.

Spreitzer, (1995) supports this view and highlights the following important assumption regarding her definition of psychological empowerment, namely that psychological empowerment, reflects an individual's active orientation to his work role and these cognitions are shaped by the work environment, and does not constitute an enduring personality trait. Thomas and Velthouse, (1990) support this view and emphasised that an individual's work context and personality characteristics shape empowerment cognitions.

Based on the work of (Thomas and Velthouse, 1990; Spreitzer, 1995) developed a multidimensional 12-item measure of perceived empowerment, consisting of four sub-dimensions. Each dimension contributes to an overall construct of psychological or perceived empowerment.

The Measuring Empowerment Questionnaire of (Spreitzer, 1995) has been utilised in the empirical study. The four cognitive determinants of intrinsic motivation, namely *meaning, competence, choice and impact* will therefore be discussed in detail:

2.5.1 Meaning

Thomas and Velthouse, (1990) described meaning as the value of a work goal or purpose, judged in relation to an individual's own ideals or standards. Brief and Nord (1990) and Hackman and Oldham, (1980) describe meaning as involving a fit between the requirements of a work role and a person's beliefs, values, and behaviours. Bandura, (1997) states that people do things that give them a feeling of self-worth and self-satisfaction. For workers to feel empowered they need to have a vivid picture and understand clearly where the organisations is going in order to establish a sense of meaning. According to (Spreitzer and Quinn, 1997), empowered employees have a sense of meaning and thus feel that their work is important to them; they care about what they are doing.

Spreitzer and Quinn, (1997) state that empowered employees with a strong sense of meaning, are seen as charismatic by the people who work for them. This charisma enhances an ability to facilitate transformational change in a organisation. It is impossible for unempowered people to lead other people. Menon, (2001) states that employees need to internalise the goals of the organisation because goals are important for energising, particularly if it is meaningful. If individuals believe and cherish the goals of the organisation, they will act on its behalf. The goal internalisation dimension is a unique feature of the present day conceptualisation of empowerment (Menon, 2001).

Meaningfulness is the opportunity one feels to pursue a worthy task purpose. Appelbaum and Honeggar, (1998). The feeling of meaningfulness is a feeling that one is on a path that is worth one's time and energy. In other words individuals feel that they are on a valuable mission, where their purpose matters in the higher scheme of things. They also emphasise that in order to build feelings of meaningfulness the following should be in place: non-cynical climate, clear values, and exciting vision,

relevant task purposes and whole tasks. This highlights the relevance and importance of contextual variables (as discussed under our situational perspective) within a psychological perspective.

2.5.2 Competence

Spreitzer and Quinn, (1997) state that empowered people have a sense of competence, this means that they are confident about their ability to do their work well. Individuals who hold themselves in high esteem are likely to extend their feelings of self-worth to a work-specific sense of competence. This dimension is labelled competence rather than self-esteem because of a focus on efficacy specific to a work role.

Appelbaum and Hare, (1996) state that extensive empirical evidence has given strong support to the existence of strong links between task performance and self-efficacy. They indicated that self-efficacy beliefs have been shown to be correlated with and predictive of supervisor ratings of performance. According to them, these findings point to the centrality of self-efficacy beliefs with respect to performance. The concept of self-efficacy has been derived from social cognitive theory. Wood and Bandura, (1989) reported that self-efficacy refers to the belief in one's capabilities to mobilise the motivation, cognitive resources, and courses of action needed to meet given organisational demands. Stajkovic and Luthans, (1998) described self-efficacy as beliefs of individuals in their capabilities to affect the environment and the way in which they control their actions to produce desired outcomes.

Competence is analogous to agency beliefs, personal mastery, or effort-performance of expectancy (Bandura, 1991). Bandura, (1997) explained that empowerment is not something bestowed by default. It is rather gained through development of personal efficacy. Empowerment enables people to take advantage of opportunities and to remove environmental constraints; often guarded by those in power positions. In the efficacy-building process, individuals need early experiences in producing tangible results to convince themselves that they have the capability to change the environment

in which they live. Having gained some success, they come to believe that they can overcome tougher problems.

Spreitzer, (1995) states that self-esteem, which is defined as feelings of self-worth, is positively related to feelings of psychological empowerment. Through self-esteem individuals see themselves as valued resources having talents worth contributing, and are thus more likely to assume an active orientation with regard to their work (Spreitzer, 1995).

The implementation of empowerment strategies and techniques, as indicated in the second stage of the (Conger and Kanungo's, 1998) Five-stage Model to empowerment relates to both the situational and psychological perspective of empowerment. The reason is that these identified strategies and techniques aim to remove some of the external conditions (contextual factors) responsible for powerlessness. More importantly, however, is the result when leaders provide employees with self-efficacy information (from four sources – inactive attainment, vicarious experience, verbal persuasion and subordinates) who feel empowered in stage four by strengthening their effort, performance expectancy or belief in their own personal efficacy. When employees feel this, they are experiencing psychological empowerment because they themselves create and strengthen these beliefs.

Menon's, (2001) perceived competence denotes self-efficacy and confidence with regard to role demands: the individual believes that s/he can successfully meet routine task demands as well as any non-routine challenges that might arise in the course of work. Perceived competence is an underlying theme of a majority of empowerment research. It is the cornerstone of (Conger and Kanungo's 1998) empowerment strategy and is a major component of (Thomas and Velthouse's, 1990) model of empowerment.

The intrapersonal components of psychological empowerment of (Zimmerman, 1990) include perceived control (similar to Menon's model), competence and efficacy (similar to Spreitzer's model). Zimmerman's intrapersonal component relates to how individuals evaluate themselves, namely, when their view is positive they are able to perceive themselves as having some control or influence on their environment. This

includes the individual's view of personal efficacy and the motivation to accomplish goals. The interaction component of the psychological empowerment model of (Zimmerman, 1990) implies environmental mastery or competence whereby individuals gain skills such as decision-making, problem-solving and leadership which empower them to become more independent and able to control events in their lives.

Conger and Kanungo, (1998) state that as a result of receiving such information, subordinates feel empowered in stage four by strengthening their effort-performance expectancies, or belief in their own personal efficacy. By helping employees feel more assured of their ability to perform well, and by increasing linkages between effort and performance, empowerment can result in positive individual and organisational payoffs. Choice as reflecting an individual's active orientation to shape his work role and context need to be highlighted next.

2.5.3 Self-determination

Deci, Connell and Ryan, (1989) report that, where competence is a mastery of behaviour, self-determination is an individual's sense of having a choice in initiating and regulating actions. Bell and Staw, (1989) and Spector, (2000) state that self-determination reflects autonomy in the initiation and continuation of work behaviours and processes, for example deciding about work methods, pace, and effort. Brown and Brown, (1996) state that empowerment is applied to liberate employees by giving them more autonomy over their actions, in other words, freedom to choose how and where they contribute. Spreitzer and Quinn, (1997) expand on the views of the above authors by stating that empowered people have a sense of self-determination which means that they feel free to choose how to do their work and they are not micro-managed.

Bandura, (1997) is of the opinion that most behaviour is codetermined by many factors operating interactively. Within a reciprocally deterministic system, events produce effects probabilistically rather than inevitably. According to Bandura, given the same environmental conditions, people who have the ability to exercise many

options have greater freedom to make things happen than those who have limited means of personal agency. The choice of actions from among alternatives is not completely and involuntarily determined by environmental events because people exert some influence over what they do via the process of considering various alternatives.

Conger and Kanungo, (1998) support the above statement by emphasising that any managerial strategy that strengthens this self-determination need or self-efficacy belief of employees will make them feel more powerful. Menon's, (2001) perceived control corresponds to the "task assessments of self-determination" in the (Thomas and Velthouse, 1990 and Spreitzer, 1995) models. Perceived control refers to beliefs about autonomy in the scheduling and performance of work, availability of resources, authority and decision-making latitude. Conger and Kanungo, (1998) and (Thomas and Velthouse, 1990) also reflect the importance of perceived control for psychological empowerment.

2.5.4 Impact

According to (Spreitzer and Quinn, 1997), empowered people have a sense of impact, this means that people believe they can have an influence on their work unit and that others listen to their ideas. Spreitzer, (1996) states that the impact dimension of empowerment extends the notion that individuals have some control over their own jobs with the implication that they also have some influence over higher organisational matters. Ashforth, (1989) states that impact is the degree to which an individual can influence strategic, administrative or operating outcomes at work.

Spreitzer, (1995) proposed that because psychological empowerment comprises the motivational cognition of impact or the degree of perceived influence on work outcomes, individuals who are internal will feel more empowered than those who are external in their locus of control. People with an internal locus of control believe they have strong personal control over their life experiences, whereas those with an external locus of control feel luck, chance, fate or others determine their decisions and behaviour and their successes and failures (Koberg, et al. 1999). Impact is different

from locus of control. Impact is influenced by the work context, whereas internal locus of control is a global personality characteristic that endures across situations.

Spreitzer, (1996) stresses the fact that the four dimensions of empowerment are viewed from the perspective of the individual. Consequently, from this cognitive perspective, it is possible for individuals to experience empowerment even if their “objective” job characteristics are not enriched and vice versa. This emphasises the importance of *perceptions*, in the interpretation of the work environment, as either empowering or disempowering to individuals. The perceived competence of (Menon, 2001) corresponds to the task assessments of impact of (Thomas and Velthouse, 1990 and Spreitzer, 1995). Zimmerman’s, (1990) interpersonal components of psychological empowerment include perceived control or influence on their environment. The behavioural component of (Zimmerman’s, 1990) model focuses on actions taken in order to influence outcomes.

This concludes the review of individualised psychological empowerment and discussions about the four cognitions of empowerment. The researcher found that the (Spreitzer, 1995) model is the most encompassing, and has thus decided to use this model in the research that will be conducted in order to determine the level of psychological empowerment within the organisation involved in this study.

The final session reviews the outcomes of psychological empowerment as a mean to increase productivity, job satisfaction, and organisational commitment and enhance leadership practices.

2.6 OUTCOMES OF EMPOWERMENT

The behavioural effect of empowerment can be observed in stage five of (Conger and Kanungo’s, 1998) Five-stage Model to Empowerment which is demonstrated by the initiation and persistence of behaviour to accomplish task objectives (Figure 1). These behavioural outcomes such as job satisfaction and organisational commitment are of significant importance to organisational leaders and will now be discussed as ‘outcomes’.

2.6.1 Job Satisfaction

Job satisfaction is the attitude an employee has towards his job; in other words, it is concerned with the feelings one has towards a job. Attitudes are evaluating statements and judgements – either favourable or unfavourable – concerning objects, people or events. A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his job holds negative attitudes about the job (Robbins, 2003). Work motivation, on the other hand, is concerned with the behaviours that occur on the job (McCormick and Ilgen, 1987).

According to (Robbins, 2003) factors that influence job satisfaction are:

- **The work itself.** The extent to which the job provides the individual with stimulating tasks, opportunities for learning and personal growth, and the chance to be responsible and accountable for results.
- **Promotional opportunities.** The chances for promotion and advancement within the organisation, not necessarily associated with hierarchical progress in the organisation, but including opportunities for lateral movement and growth.
- **Supervision.** The abilities of the supervisors to provide emotional and technical support and guidance with work-related tasks.
- **Co-Workers.** The extent to which fellow workers are technically, emotionally and socially supportive.
- **Working conditions.** The extent to which the general work context facilitates job satisfaction. The context may refer to the psychological as well as the physical conditions.
- **Pay.** The remuneration received and the degree to which this is viewed as equitable compared to that of another person in a similar position within or outside the organisation.

In line with our framework for understanding empowerment, job satisfaction can also be viewed from three similar perspectives: situational, dispositional and interactional.

House, Shane and Herold (1996) describe the dispositional approach to job satisfaction as an individual's traits which influence his/her affective and behavioural reactions to organisational settings, which in turn affects, his/her level of job satisfaction.

According to (Manz and Sims, 1993 and Spector, 2000) employees select themselves into environments that are congruent with their dispositions. When the environment is not compatible with the employee's disposition, the employee will become dissatisfied and leave that environment in search of another. In other words, they see it as the employee's interpretation and not the situation, which is the determining factor of job satisfaction.

Employee attitudes and actions leading to perceptions of job satisfaction are a combination of the situational and dispositional perspectives – which give rise to an interactional perspective (Roberts and Foti, 1998). In line with this, the researcher is of the opinion that an employee's assessment of how satisfied or dissatisfied she is with her/his job is a complex summation of a number of discrete situational and dispositional variables.

Appelbaum and Honeggar, (1998) stated that a review of the literature suggests that empowerment leads to increased job satisfaction. The study of Konczak, et al. (2000) found correlations between the Psychological Empowerment Scale of (Spreitzer, 1995) and the measure of general job satisfaction of (Hackman and Oldham, 1975).

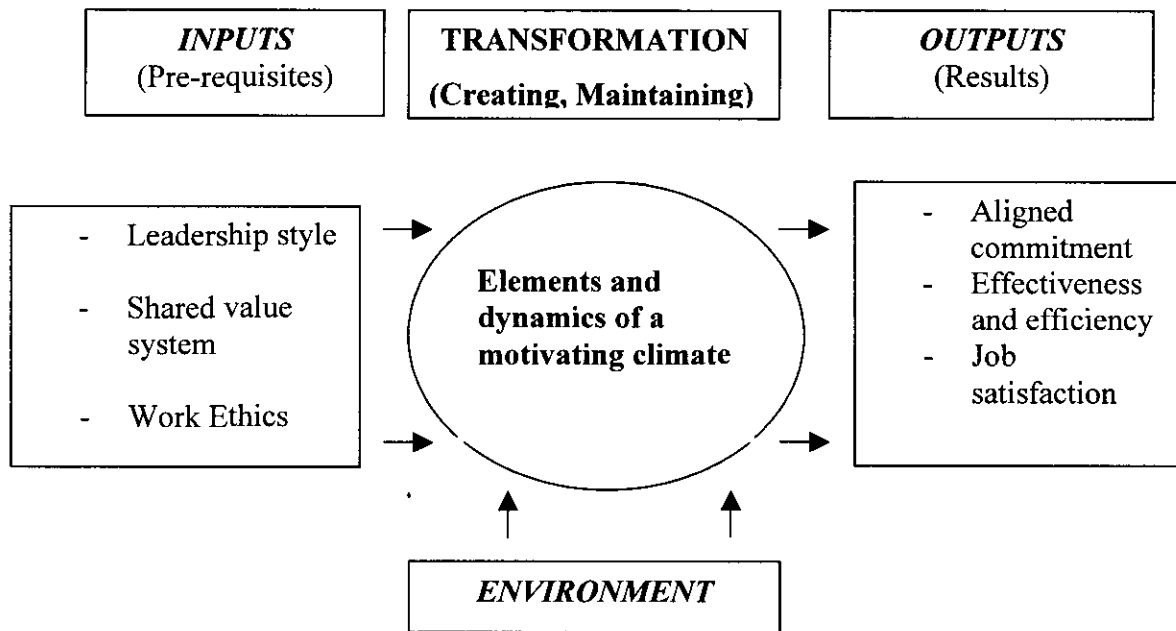


Figure 1. Open system model of a motivating climate (Coetsee, 1996)

Menon's, (2001) survey determined that the greater the empowerment, the higher the job satisfaction. Job satisfaction and meaning appear to go hand in hand. Employees who experience a sense of meaning are more committed. Job satisfaction includes mentally challenging work, equitable rewards, supportive working conditions, and supportive colleagues and personality-job-fit. People are also likely to search for jobs that fit their qualification, their needs and their job expectations. Intrinsic aspects of the job are directly related to the tasks (e.g. skill variety), whereas extrinsic aspects are related to external circumstances (e.g. promotion opportunities) (Dormann and Zaph, 2001).

The correlation study in this research will focus on the relationship of psychological empowerment, on the one hand, and leader empowerment behaviour, organisational commitment and job satisfaction on the other hand.

2.6.2 Organisational Commitment

Allen and Meyer, (1996) define organisational commitment as the psychological link between the employee and the organisation that makes it less likely for the employee to willingly want to leave. Geysken, Steenkamp, Scheer and Kumar , (1996) define it as the perceived need of employees to maintain a relationship with their organisation despite anticipating termination. Organisational commitment has been defined by (Mowday, Steers and Porter, 1979) as an employee's desire to stay on in the organisation; his/her willingness to exert for the organisation; and his/her trust in and acceptance of the values of the organisation.

Generally, an effectively committed employee is a key ingredient to "the ideal" or empowered organisation. When an employee reaches the effectively committed stage, he is truly empowered and inherently willing to identify with the organisation, make personal sacrifices, perform beyond normal expectations, work selflessly and contribute to the organisation's overall effectiveness. An effectively committed employee has no desire to leave the organisation for self-interest or personal gain.

Meyer, Allen and Smith, (1993) distinguish between the following dimensions of organisational commitment:

- Continuance commitment – this refers to an employee's behavioural orientation. Continuance commitment refers to an employee's general awareness of the costs associated with leaving the organisation, especially when the employee perceives a lack of suitable alternative and/or when the personal costs of leaving are too high. Employees feel committed to stay, but more out of desperation than anything else.
- Affective commitment - this refers to an employee's emotional attachment to, identification with, and involvement in his workplace.
- Normative commitment together with affective commitment refers to an employee's attitudinal disposition.

The demands made on employees increase on a continuous basis. Employees are expected to be more global, more responsive to customers, more flexible, more

learning orientated, more team driven and more productive. These very real competitive demands require increasing commitment from employees, who are being asked to give their emotional, intellectual, and physical energy to ensure organisational success (Ulrich, 1997).

According to (Coetsee, (1996) employees can also experience various levels of commitment, for example:

Taking Note- “To know about it”

Support- “You will vote for it”

Involvement- “Participate and feel part of it”

Commitment- “Being passionately committed”

In a highly competitive environment where profit margins become smaller and smaller, the only real competitive edge is the commitment of people, states (Smith, 1998). Organisational commitment has received substantial attention in past research due to its significant impact on work attitudes such as job satisfaction and performance (Yousef, 1999). According to (Smith, 1998) employees are naturally committed- the problem arises when they are taught to be competitive and not co-operative; to be obedient and not inquisitive; to be distrustful and not trusting; to be suspicious and not open.

Menon’s survey found that the greater the empowerment, the greater the organisational commitment. Single and Pearson, (2000) found only partial support for the relationship between perceptions of empowerment (Spreitzer’s Questionnaire, 1995) and organisational commitment. The study of (Konczak, et al. 2000) found correlations between Spreitzer’s Psychological Empowerment Scale and (Mowday, et al’s. 1979) Organisational commitment.

2.7 CHAPTER SUMMARY

This chapter discussed the literature study with regard to empowerment, psychological empowerment, leader-empowering behaviour, organisational

commitment and job satisfaction. The objectives in terms of a literature study have therefore been met.

To date, studies on empowerment have focused mainly on its potential to enhance motivation and performance, and to reduce strain. Human capital is a critical factor for promoting competitiveness as it provides the required knowledge, skills, attitudes and capacities for developing competitive strategies.

Employee empowerment is a term that is frequently used in management circles. It is, however, a daunting effort to find an exact definition of it.

CHAPTER 3

EMPIRICAL RESEARCH

3.1 INTRODUCTION

In the previous chapter a literature study was undertaken with regard to the definition and conceptualisation of empowerment. For the purpose of this study “empowerment” was defined with the focus on two perspectives, namely situational empowerment and psychological empowerment. Both the researcher as well as (Dwyer, 2001), concluded that neither perspective is complete in itself, and that they in fact need to be juxtaposed. The outcomes of empowerment were discussed as well as a review of their correlation with empowerment.

This chapter will deal with the research process. The general and specific objectives of the study will be reviewed, after which the research design and target population will be highlighted. An explanation of the reliability and the validity of the questionnaires used in the battery will be provided. The hypotheses that have been formulated will be stated and attention will then be given to the statistical analysis conducted. The chapter will conclude with a summary.

3.2 RESEARCH OBJECTIVES

3.2.1 General Objectives

The first objective of this study is to determine whether a relationship exists between psychological empowerment on the one hand and, leader-empowering behaviour, job satisfaction and organisational commitment, on the other hand, among employees within a recruitment environment and to determine whether leader- empowering behaviour, job satisfaction and organisational commitment can predict the extent of psychological empowerment.

3.2.2 Specific Empirical Objectives

- To determine the current degree of psychological empowerment, leader empowerment behaviour, job satisfaction and organisational commitment experienced by employees within a recruitment company.
- To determine the difference experienced between organisation levels in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.
- To determine the difference experienced between different age groups in terms of the degree of psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment.
- To determine the difference experienced between the different gender groups in terms of the degree of psychological empowerment, leader empowerment behaviour, job satisfaction and organisational commitment.
- To determine the difference experienced between employees with different educational levels in terms of the degree of psychological empowerment, leader empowerment behaviour, job satisfaction and organisational commitment.
- To determine the difference experienced according to years in service (tenure) in terms of the degree of psychological empowerment, leader empowerment behaviour, job satisfaction and organisational commitment.
- To determine the relationship between psychological empowerment, on the one hand, and leader-empowering behaviour, job satisfaction and organisational commitment on the other hand.
- To determine to what extent are leader-empowering behaviour and psychological empowerment effective predictors of job satisfaction and organisational commitment among employees in a recruitment company.

3.3 RESEARCH DESIGN

The purpose of a research design is to plan and structure a research project in such a way that it enhances the ultimate validity of the research findings (Mouton and Marais, 1992). Information collected from the sample is used to describe the population at that point in time (Shaughnessy and Zechmeister, 1997). It also has to do with the study of the relationship that occurs without any planned intervention between two or more variables and indicating causality between the variables. Quantitative research methods will be used for the purpose of this study (Huysamen, 1995).

3.4 STUDY POPULATION

The study population was compiled from within the financial division of the holding company of five different recruitment organisations. The organisation involved in this study had strategically re-positioned itself through retrenchments, quality recruitment and employee development over the past 3 years. This organisation's holding company is today one of the largest recruitment concerns in South Africa. The specific organisation in which this study was conducted has been in operation for 25 years, and, as a result, employee tenure ranges from newly employed to 13 years. Qualifications range from standard eight to Masters degrees. The employee age range is from 21 to 59 years of age. These biographics indicate the diversity of the study population.

The study sample was drawn from all organisational levels (management, accountants and administrative) within the financial department representing all functions (management, financial accounting, debtors and creditors). The total population of management, accountants, and administrative staff in the organisation is 90. The study provided 88 unspoilt and workable questionnaires.

3.5 MEASURING INSTRUMENTS

The battery consists of four questionnaires: Measuring Empowerment Questionnaire [Spreitzer, (1995)], Leader Empowering Behaviour Questionnaire (Konczak, et al. 2000), the Revised Minnesota Job Satisfaction Questionnaire and the Organisational Commitment Questionnaire (Meyer, et al. 1993). To ensure consistency the job satisfaction and organisation commitment questionnaires were extrapolated to be measured on a seven point scale. All the questionnaires were measured on a seven-point scale. This was done mainly to ensure a sufficient spread of data across a wide scale. The scale ranged between one (strongly disagree or dissatisfied) to seven (strongly agree or satisfied).

3.5.1 The Measuring Empowerment Questionnaire (Spreitzer, 1995)

This is a theory-based measure of empowerment developed by (Spreitzer, 1995) based on the four sub-dimensions (meaning, competence, self-determination and impact) of psychological empowerment hypothesised by (Thomas and Velthouse, 1990). The questionnaire consists of twelve items that measure psychological empowerment. Each construct is measured by three items. Spreitzer's, (1995) purpose with this instrument was to contribute to the growing literature on empowerment by developing and validating a measure of psychological empowerment in a workplace context.

The Cronbach Alpha reliability coefficient for the overall empowerment construct of the industrial sample in Spreitzer's study was 0.72 and 0.62 for the insurance sample, indicating that the overall reliabilities are acceptable. Konczak, et al. 2000) found a high alpha coefficient of 0.86 in their study. Dwyer, (2001) found an alpha coefficient of 0.92 for reliability, (Malan, 2002) found 0.79, (Graca, 2002) 0.87 and (Rugg, 2001) found a Cronbach Alpha of 0.84 for reliability.

Convergent and discriminate validity of the empowerment measures in the industrial sample indicated an excellent fit AGFI (adjusted goodness-of-fit index) = 0.93, RMSR (root-mean-square residual) = 0.04, NCNFI (non-centralised normal fit index)

= 0.97.) In the insurance sample, a modest fit was obtained (AGFI = 0.87, RMSR = 0.07, NCFI = 0.98). Spreitzer, (1995) suggested the need for continued work on discriminate validity.

3.5.2 The Leader Empowering Behaviour Questionnaire (LEBQ)

The LEBQ appears to be a psychometrically sound instrument for providing managers with feedback on behaviour relevant to employee empowerment. As an applied tool, the six-factor model provides behaviourally specific feedback for coaching and development purposes. The six sub-dimensions are; delegation of authority, accountability, self-directed decision-making, information-sharing, skill development and coaching for innovative performance. Each construct is measured by three items except for the construct information-sharing which is measured by four items. According to (Dwyer, 2001 and Konczak, et al. 2000) recommended that future investigations should explore additional items to the dimensions of empowering leader behaviour. They felt a need for additional items on the information-sharing dimension that originally contained only two items for this specific sub-dimension. Two items were therefore taken from the information-sharing sub-dimension of the Empowering Leadership Questionnaire of (Arnold, et al. 2000) and (Konczak, et al. 2000).

All alpha reliability coefficients for scores on the six-factor model were high (range = .82 to .90). Dwyer, (2001) found a Cronbach Alpha coefficient of 0.95 for reliability, Malan found a Cronbach Alpha of 0.85 while both (Rugg, 2001 and Graca, 2003) found a Cronbach Alpha coefficient of 0.97 for reliability. All standardised factor coefficients were greater than 0.78 with the exception of item six 0.65 and item 12 0.62. Variability in the scales was moderate as indicated by the standard deviations (SDs = 0.99 to 1.37). The interfactor correlations ranged from 0.40 to 0.88.

3.5.3 The Minnesota Job Satisfaction Questionnaire

The Revised Satisfaction Questionnaire (short-version) of (Schriesheim, et al. 1993 as cited in Hirschfield, 2000), is used in this study. According to (Cook, et al. (1996) this short version of 20 items offers a reliable and valid measure of general job satisfaction. The Manual for the (Minnesota Satisfaction Questionnaire, 1967) reported reliability coefficients (Cronbach's Alpha) of the short-version varying from 0.87 and 0.92.

This finding is also supported by (Lam, Baum, and Pine, 2001), who found that Cronbach Alpha coefficients of the five sample, ranged from 0.87 and 0.95. A pilot study was undertaken in March 1998, with ten Chinese restaurant managers, in order to assess the reliability of the job factor, and to revise confusing wordings in the questionnaire. Reliability showed that the Cronbach Alpha coefficients for the 20 job factor (short-version) attributes ranged from 0.77 to 0.92, which were considered relatively high and internally consistent (Hair, Anderson, Tatham and Black, 1998). Dwyer, (2001) found a Cronbach Alpha coefficient of 0.92 for reliability on the short version of the Minnesota-Satisfaction Questionnaire.

Alpha Coefficients higher than 0.90 are reported in South Africa Studies (Coetzee, 1998 and Khwela, 2001) results reached 0.91. Thomas and Tymon, (1994) found it to be 0.87, and the research of (Konczak, et al. 2000) indicates that it is 0.85. Sagie, 1998) obtained alpha coefficients of 0.70. Naudé, (1999) reports high reliability coefficients of 0.96 for the long version of the Minnesota Satisfaction Questionnaire, and also indicates that (Coetzee and Rothmann, 1999) and that of (Rothmann and Agathagelou, 2000) support his results with coefficients of 0.96, also for the long version. Thus, it is evident that these results support the reliability and validity of the questionnaire.

3.5.4 The Organisational Commitment Questionnaire

The Organisational Commitment Questionnaire of (Meyer, et al. 1993) was used in this study. Continuance, affective and normative commitment are sub-dimensions measured by the questionnaire. The questionnaire consists of 18 items. Affective commitment, continuance commitment and normative commitment are respectively each measured by six items. Before scoring, the following four items of the Organisational Commitment Questionnaire were reversed: 3, 7, 10, and 16.

Inter-correlations between factor counts for different samples could indicate that the factor is congruent over different populations. Inter-corelations between populations were often above 0.90, which indicate that the combined factor is congruent. The results of (Sulliman and Iles, 2000) coefficient alphas were above 0.80. Konczak, et al. (2000) scored higher at 0.87, and (Khwela, 2001) was even higher at 0.87. Dwyer, (2001) found a Cronbach Alpha coefficient of 0.79 for reliability and (Rugg, 2001), 0.86.

3.6 RESEARCH PROCEDURE

Approval to distribute the questionnaires was obtained from the General Manager. A hundred and twenty envelopes with questionnaire were distributed and accompanied by a covering letter.

- The researcher personally addressed approximately 95 percent of the respondents at a meeting and issued them with a questionnaire. The personal contact made it easier to emphasise the purpose and confidentiality of the questionnaire, as well as to obtain commitment from employees.
- Collection of questionnaires were conducted by the General Manager. Only two questionnaires were not returned.
- Completed questionnaires were placed into a security sealed carton box, indicating to respondents that their responses were anonymous.

The next paragraph states the research hypothesis.

3.7 RESEARCH HYPOTHESIS

According to (Mouton and Marais, 1994), a hypothesis is a statement used in research to help clarify the research question. Shaughnessy and Zechmeister, (1997) regard a hypothesis as a tentative explanation for something in other words. It may offer a reason for the way that particular variables are related.

Two basic formats used are the null hypothesis and the directional hypothesis. The null hypothesis is a statistical statement in which it is postulated that no relationship or difference exists between the variables that are being studied. The directional hypothesis is a statistical statement in which it is postulated that a relationship does exist between the variables that are being studied.

Based on the problem statement and research objectives the following null hypotheses were formulated.

- Ho₁ There is no significant difference between organisation levels (management, accountants and administrative) in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.
- Ho₂ There is no significant difference experienced between different age groups in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.
- Ho₃ There is no significant difference experienced between different gender groups in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.

- Ho₄ There is no significant difference experienced between different educational levels in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.
- Ho₅ There is no significant difference experienced between employees with different lengths of service (tenure) in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.
- Ho₆ There is no significant correlation between psychological empowerment, on the one hand and leader-empowering behaviour, job satisfaction and organisational commitment on the other hand.
- Ho₇ Leader-empowering behaviour and psychological empowerment can not predict the degree of job satisfaction and organisational commitment.

3.8 STATISTICAL ANALYSIS

Statistical analysis was computed with the assistance of the Statistical Consultations Service, University of Potchefstroom by means of the SAS computer programme. Descriptive statistics were used in this research. Shaughnessy and Zehmeister, (1977) regard description as the procedures by which events and their relationships are defined, classified, catalogued or categorised.

3.8.1 Arithmetic Mean

The arithmetic mean is represented as a one-figure summary of a mass of data and because it takes into account both the magnitude of all scores and the number of scores, it is by far the single best way of representing a set of data (Allen and Meyer, 1996).

The description of results was done with arithmetic means and standard deviations, skewness and kurtosis. The arithmetic mean according to (Shaughnessy and Zechmeister, 1997) describes the typical score in a group of scores and it is an important summary measure of group performance. The arithmetic mean is the best known measurement of locality (Steyn, 1999) and is used to indicate the mean (average) score of the study population on each questionnaire. The standard deviation approximates the average distance of a score from the mean. The higher the standard deviation, the greater the distance is, on average, from the arithmetic mean (Steyn, 1999).

3.8.2 Skewness and Kurtosis

Skewness is a descriptive indication of symmetry, which gives an indication of the level of skewness (positive and negative) of a population, whereas kurtosis indicates the level of pointedness of a distribution of scores (Steyn, 1999). Skewness (this term was first used by Pearson) measures the deviation of the distribution from symmetry. If the skewness is clearly different from 0, then that distribution is asymmetrical, while normal distributions are perfectly symmetrical. If the kurtosis (which measures “peakedness” of the distribution) is clearly different from 0, then the distribution is either flatter or more peaked than normal.

3.8.3 Reliability

The Cronbach Alpha coefficient was utilized to determine the internal consistency of each of the items of the questionnaire used in this study. This index is indicative of the extent to which all the items in the questionnaire measure the same characteristics consistently (Huysamen, 1995).

3.8.4 Validity

This study utilized construct validity. Construct validity can be defined as the extent to which the test measures the theoretical construct it is intended to measure (Shaughnessy and Zechmeister, 1997). According to (Steyn, 1999) the three indicators for construct validity from the results of a factor analysis applied to the variables (items) of a measuring instrument are:

- a) Commonalities which is the proportion of the variance of each item, which is accounted for by the common factors, that have to be high.
- b) Few common factors explain a high percentage of the total variance, ideally only one factor for each supposed construct has to be extracted.
- c) Allocation of each factor to items of the supported constructs.

3.8.5 Significant differences between groups

The simplest form of analysis is the one -way analysis of variance (ANOVA). The one-way ANOVA is the statistical test applied to data collected on the basis of a simple randomised subject design (Christensen, 1994). One-way analysis is applied to determine if there is any statistical significant difference between means.

The independent samples t-test is based on the difference between the two sample means, therefore the expected value of “*t*” when the independent variable has had no effect is zero. If the independent variable has had an effect, however, the “*t*” will differ from zero. The obtained “*t*” must be compared with a critical value from the appropriate *t*-distribution to determine if it is statistically significant (Shaughnessy and Zechmeister, 1997).

The significance of the differences between organisational levels, years of service and large groups, will be determined. The t-test was used to determine the differences. A 5% level of significance was used. Statistical significance is used to determine the difference between two groups. The smaller the p-value, the more evidence there is

that statistical significance exist (Moore and McCabe, 1993). A “ p ” value of less than 0.05 will be accepted in this study.

3.3.6 Practical significance

Practical significance is only calculated for statistical significant differences. According to (Cohen, 1988) valid cut-off points for practical significance are the following:

$d > 0.3$ (small effect)

$d > 0.5$ (medium effect)

$d > 0.8$ (large effect and of practical importance)

For this purpose of this study the d -values of 0.5 (medium effect) and higher are viewed as practically significant.

3.3.7 Correlations

Pearson moment correlations were applied to determine the relationship between constructs. The cut off points: (Steyn, 1999) for practical significance are as follows (r-Pearson correlation):

$r > 0.1$ (small effect)

$r > 0.3$ (medium effect)

$r > 0.5$ (large effect and of practical importance)

3.3.8 Regression analysis

Regression analysis was utilised to describe the relationship between variables (Wisniewski, 1997). The multiple regression was done with competence, self-determination, impact, meaning, goal internalisation, perceived control, perceived

competence, delegation of authority, accountability, self-directed decision-making, information sharing, skill development and coaching for innovative performance as independent variables and job satisfaction, affective commitment, continuance commitment and normative commitment as dependent variables.

According to (Cohen, 1993) a correlation “ r ” can only be understood better by determining its square (r^2). A regression analysis is used to determine the proportion of the total variance of one variable that is explained by another variable (Moore, 1995). In this study, multiple regression analysis is conducted to determine the proportion of the total variance of psychological empowerment and leader-empowering behaviour (dependent variables) explained by job satisfaction, affective commitment, continuance commitment and normative commitment (independent variables).

3.9 CHAPTER SUMMARY

This chapter discussed the research objectives and formulated hypotheses in relation to the research objectives. The target population as well as the procedure followed to obtain the study sample were discussed. The reliability and validity of the questionnaires were also highlighted. The following chapter will deal with research results regarding null hypotheses and findings resulting from this.

CHAPTER 4

RESULTS OF THE STUDY

4.1 INTRODUCTION

The empirical study has been discussed in Chapter 3, with regard to the general and specific research objectives. The hypotheses regarding research objectives were also determined. The chapter ended with the discussion on statistical analysis to be undertaken in this research.

The results will be discussed according to the empirical objectives outlined in Chapter 1 and 3. Before discussing the empirical objectives, biographical data regarding the study sample will be presented followed by a discussion of the descriptive statistics, which includes an analysis of the reliability and validity of the measuring instruments. This will assist in conceptualising the remainder on the findings discussed throughout this chapter.

4.2 BIOGRAPHICAL DATA OF STUDY SAMPLE

A distribution of biographical data (age, gender, tenure, job and qualification level) across the variables (psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment) is indicated in Table 1. The biographical data across the organisation will be discussed followed by an explanation of the total mean scores for the variables throughout the organisation

Table 1. Reflection of biographical data across variables

CONSTRUCTS	Measuring Empowerment		Leadership Empowerment		Job Satisfaction		Organisational Commitment	
	N	Mean	N	Mean	N	Mean	N	Mean
TENURE	87	4.137	86	3.730	87	4.680	87	4.322
1 - 3 Years	47	3.842	46	3.596	47	3.258	47	3.528
4 - 8 Years	29	4.364	29	3.693	29	3.284	29	3.710
8 + Years	11	4.803	11	4.392	11	3.845	11	4.242
QUALIFICATION	88	4.142	87	3.739	88	4.682	88	4.333
1. Less than Std. 10	7	4.619	7	4.488	7	3.985	7	4.507
2. Std. 10	52	3.799	52	3.461	52	3.260	52	3.587
3. Diploma	10	4.116	10	3.268	10	3.070	10	3.611
4. B Degree	16	4.848	16	4.513	16	3.512	16	3.715
5. M BA or M.com	3	5.277	3	4.157	3	3.250	3	3.333
GENDER	88	4.142	87		87	4.680	88	4.333
Male	56	4.069	55	3.595	56	3.169	56	3.507
Female	32	4.268	32	3.986	32	3.643	32	3.975
AGE	88	4.142	87	3.739	88	4.682	88	4.333
Younger than 25	39	3.722	38	3.476	39	3.221	39	3.522
25 - 35 Years	33	4.315	33	3.776	33	3.266	33	3.651
35 Years and Older	16	4.807	16	4.286	16	3.790	16	4.111
ORGANISATIONAL LEVEL	88	4.142	87	3.739	88	4.682	88	4.333
Management	5	5.483	5	5.168	5	3.810	5	3.544
Accountant	12	5.083	12	4.526	12	3.466	12	3.837
Administrative	71	3.888	70	3.502	71	3.288	71	3.660
TOTAL GROUP		4.142		3.739		4.682		4.333

4.2.1 Tenure

The average tenure is approximately 3 years of service and ranges from 1 year to more than 13 years' service. Of the population 42% have a tenure of 11 years and more. The average tenure is similar to the sample used by (Konczak, et al. 2000), who had an average tenure of 12,75 years and is also similar to (Spreitzer's, 1995) industrial sample, where the mean tenure was 13 years.

4.2.2 Qualifications

Due to small sample sizes qualifications will be divided into 2 categories for the purpose of this study, namely graduates (referring to a qualification) and non-graduates (Standard 10 and less). The above table indicates that a small part of the sample, namely 10 employees (32.95%) have a diploma or degree and will be referred to as graduates. The rest of the group, with standard 10 and less, will be referred to as the non-graduates.

4.2.3 Gender

A higher portion of the organisation is male namely 64% of the employees.

4.2.4 Age

Age in the population ranged between 19-53 years. The highest portion (44.35%) of the employees are younger than 25 years of age while only 18.2% of the employees are 35 years and older. The mean age for (Spreitzer's, 1995) industrial sample was 46 years, which is older than it was for this study.

4.2.5 Organisational Level

The organisational levels are divided into three categories for the purpose of this study, namely management, accountant and administrative categories with 80.6% of the group being in the administrative category.

4.3 DESCRIPTIVE STATISTICS

The mean (X), standard deviation (SD), skewness and kurtosis were determined for the questionnaires and their sub-scales. Alpha coefficients were calculated to

determine the internal consistency of the measuring instruments. The descriptive statistics and the internal consistency of the measuring instruments for the total population are reported in Table 2.

Table 2. Descriptive statistics for the instruments

VARIABLES	N	X	STANDARD DEVIATION	SKEWNESS	KURTOSIS	CRONBACH ALPHA
PSYCHOLOGICAL EMPOWERMENT						
Meaning	88	4.715	1.322	-0.033	-1.030	0.916
Competence	88	5.727	0.780	-0.713	0.207	0.821
Self-determination (choice)	88	3.234	1.072	0.648	-0.431	0.918
Impact	88	2.890	1.034	1.079	0.678	0.924
PSYCHOLOGICAL EMPOWERMENT (Spreitzer)	88	4.142	0.919	0.417	-0.681	0.945
LEADER EMPOWERING BEHAVIOUR						
Delegation	87	3.724	1.214	0.554	-0.897	0.885
Accountability	87	3.536	1.362	0.451	-0.059	0.963
Self-directed decision-making	87	3.647	1.277	0.552	-0.890	0.957
Information sharing	87	3.683	1.427	0.338	-0.880	0.950
Skill development	87	3.567	1.375	0.554	-0.888	0.964
Coaching	87	4.295	0.948	0.162	-0.414	0.595
TOTAL LEADER EMPOWERING BEHAVIOUR	87	3.739	1.164	0.443	-0.895	0.976
JOB SATISFACTION	88	4.682	0.900	-0.005	-0.234	0.956
ORGANISATIONAL COMMITMENT						
Affective Commitment	88	3.975	0.497	0.415	-0.411	0.375
Continuance Commitment	88	4.237	0.409	0.136	0.028	0.740
Normative Commitment	88	4.123	1.007	0.441	-0.716	0.818
TOTAL ORGANISATIONAL COMMITMENT	88	4.333	0.528	0.538	-0.510	0.866

The above Table indicates mean values for sub-dimensions of psychological empowerment (Spreitzer, 1995), leader-empowering behaviour (Konczak, et al. 2000), job satisfaction and organisational commitment. The results are indicated on a seven point scale.

The results for skewness and kurtosis need to be between 3 and -3 for normal distribution and ideally in the middle namely at 0. Values as indicated in Table 2 are within normal distribution range and are therefore acceptable.

The highest rating for Spreitzer's questionnaire was 5.72 for the sub-dimension competence. Impact was rated 2.89, which was the lowest dimension.. The highest sub-division of leader empowering behaviour was 4.29 for coaching. The average for job satisfaction was 4.68. For the organisational commitment questionnaire, the highest and lowest scores were, respectively, 4.23 for continuance commitment and 3.97 for affective commitment. Continuance commitment was the highest, which is an indication that people are committed to stay with the company.

In general the results for psychological empowerment, job satisfaction and organisational commitment are positive. The results obtained in the study correlate with the findings of (Dwyer, 2001; Rugg, 2001; Malan, 2002 and Buckle, 2003). The results for leader-empowering behaviour are slightly below the cut-off of 4 at 3.73 and will therefore require further investigation.

The validity of the measuring instruments will be discussed next, followed by a discussion of the reliability of the instruments.

4.4. VALIDITY AND RELIABILITY OF MEASURING INSTRUMENTS:

4.4.1. The Measuring Empowerment Questionnaire

The following is noted with regard to the construct validity found in this study:

- 4 factors were extracted.
- They explain a high (86%) percentage of the total variance.
- Two factors with Eigen Values higher than 1 explained 74.12% of the total variance. Two factors have Eigen values of less than 1.
- The commonalities are moderate to high (between 0.5164 and 0.8958).

The ideal with construct validity is to have one factor extracted per sub-dimension measured, a high percentage variance and high commonalities. The above results are put into perspective by indicating that the psychological empowerment questionnaire consists of 12 items and 4 sub-dimensions, thus 4 factors are desirable. Four factors were extracted but only 2 factors have an Eigen value of less than 1. The fact that two factors emerged and not four, is in the line with (Spreitzer's, 1995) recommendation for continued work on discriminate validity. There is a high percentage variance and the commonalities are moderate to high, thus we conclude that the questionnaire has acceptable construct validity. These findings correlate with (Spreitzer, 1995) who also found construct validity for the questionnaire. Further support can be found in the studies of (Dwyer, 2002; Malan, 2002; Halele, 2003 and Buckle, 2003) who indicated a high construct validity on the 4 factors.

The Cronbach Alpha reliability for psychological empowerment in this study is high 0.94. These findings indicate that the results of the questionnaires are reliable. These study results are higher than those found by (Spreitzer, 1995) for her industrial sample 0.72 and her insurance sample 0.62. The coefficient alpha of (Konczak, et al. 2000) 0.86 was also lower than the current study.

4.4.2 The Leader Empowering Behaviour Questionnaire

The following is noted with regard to the construct validity found in this study:

- Three factors were extracted.
- They explained a high (87.74%) percentage of the total variance.
- The commonalities are moderate to high (between 0.6439 and 0.9721).

The questionnaire has 19 items and 6 sub-dimensions. The above indicates that the questionnaire could condense its six sub-dimensions into three sub-dimensions. However, (Konczak, et al. 2000) are aware of this, but stated in their research that a parsimonious model (e.g. three to four factors) was not considered, because they felt that the six- factor model provided managers with very prescriptive feedback. The above results indicate that the questionnaires' construct validity is acceptable.

The Cronbach Alpha reliability is high 0.97, which indicates that the results are reliable. These findings are in accordance with (Sulliman and Iles, 2000) who found that the Cronbach Alpha coefficient was consistently above 0.80. The Cronbach Alpha reliability for the sub-dimensions is also high, according to the research of (Konczak, et al. 2000), who found results of 0.92 for delegation, 0.82 for accountability, 0.85 for self-directed decisions, 0.93 for information sharing, 0.86 for skill development and 0.89 for coaching. These findings are supported by (Dwyer, 2001) who obtained a high Cronbach Alpha coefficient of 0.95, (Rugg, 2001) found an alpha coefficient of 0.97 for reliability and (Buckle, 2003) reported a Cronbach Alpha coefficient of 0.96.

4.4.3 The Minnesota Job Satisfaction Questionnaire

The following is noted with regard to the construct validity found in this study:

- Three factors were extracted.
- They explained a high (69.98%) percentage of the total variance.
- The commonalities range from low to high (range between 0.1804 and 0.8471).

There are 20 items in this questionnaire with two sub-dimensions, therefore in this case it would be preferable to have only 2 factors; although the variance and commonalities indicate that the questionnaire validity is acceptable.

The Cronbach Alpha reliability is high 0.95. These findings are supported by (Khwela, 2001) with a result of 0.91. The result of (Thomas and Tymon, 1994) is lower at 0.87, comparable to (Konczak, et al. (2000) at 0.85. Sagie, (1998) obtained alpha coefficients of 0.70. Naude, (1999) reported higher reliability coefficients of 0.96 for his study on the long version of the Minnesota Satisfaction Questionnaire, and also indicates that the results of (Coetzee and Rothmann, 1999) and those of (Rothmann and Agathagelou, 2000) supported his results with coefficients of 0.96, also for the long version. Dwyer, (2001) found high 0.92 Cronbach Alpha coefficient

for her studies and (Rugg, 2001) also reported a high 0,91 Cronbach Alpha coefficient. Malan, (2002); Heymans, (2002) and Halele, (2003) reported Cronbach Alpha coefficient of 0.91, 0.89 and 0.91 respectively.

4.4.4 The Organisational Commitment Questionnaire

The following is noted with regard to the construct validity found in this study:

- Three factors were extracted.
- They explained a high (65.92%) percentage of the total variance.
- The commonalities are moderate to high (between 0.3523 and 0.8274).

The questionnaire consists of 18 items measured in 3 sub-dimensions. It is preferable to have only 3 factors in line with the 3 sub-dimensions, which indicate that the questionnaire is a valid instrument.

The Cronbach Alpha reliability is high 0.86: these finding indicate that results are reliable. These findings are in accordance with that of (Sulliman and Iles, 2000) who found that the Cronbach Alpha coefficient was consistently above 0.80. The coefficient alpha of (Konczak, et al. 2000) is higher at 0.87, similar to that of (Khwela, 2001) at 0.87. Dwyer, (2001) found a Cronbach Alpha coefficient of 0.79, (Rugg, 2001) found a Cronbach Alpha coefficient of 0.86 and (Buckle, 2003) found a Cronbach Alpha of 0.83. Malan, (2002) reported Cronbach Alpha for all three sub-dimensions of organisational commitment ranging from 0.71 to 0.82.

In the following paragraph the results and empirical objectives will be discussed in detail.

4.5 RESULTS AND DISCUSSION OF EMPIRICAL OBJECTIVES

The empirical objectives outlined in Chapter 1 and 3 will be investigated, reported and discussed in the following section. This is done through the use of descriptive

statistics, means and standard deviations. The statistical and practical significance of the results are discussed using ANOVA and t tests. Correlations are calculated between psychological empowerment and other variables using Pearson-product moment correlations. Finally, multiple regression analysis is conducted to determine the predictive value of the variables in terms of psychological empowerment.

4.5.1 The level of psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment experienced by employees.

Firstly the above empirical objective will be presented in graphic format to gain a quick overall perspective of what the financial department within the recruitment company is currently experiencing with regard to psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment. Secondly, a more detailed statistical analysis will then be presented in table format.

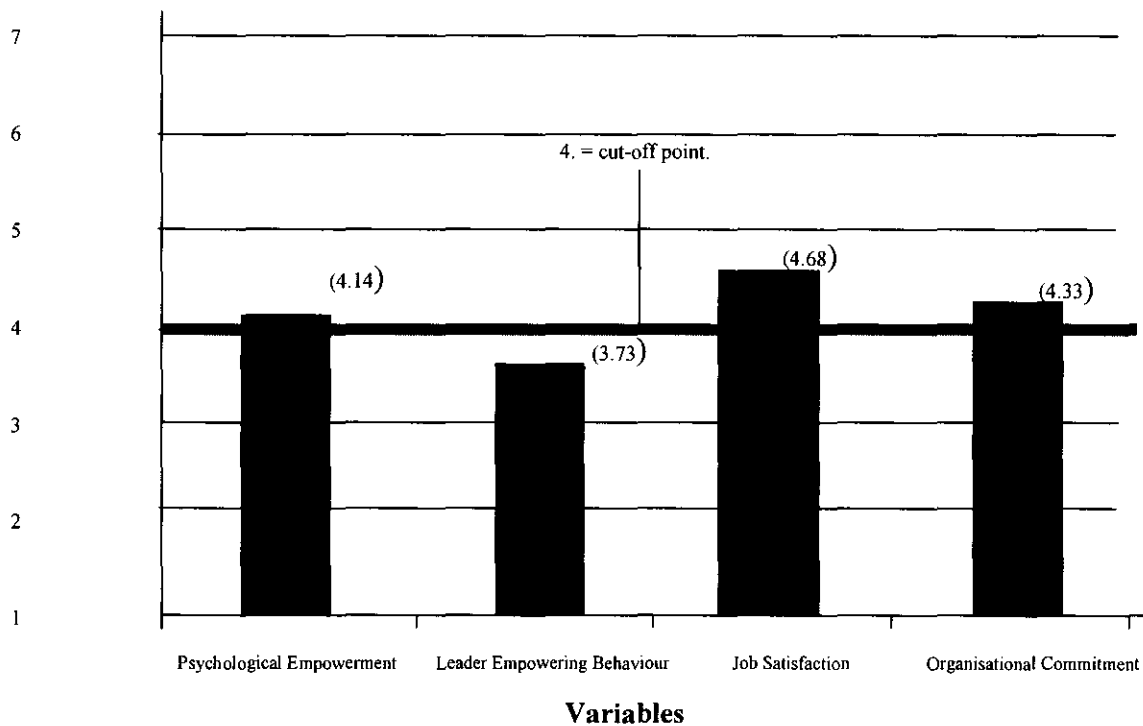


Figure 2 Graphic displays of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.

The above Figure 2 indicates the four variables namely psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment. The red target line indicates the cut-off point of 4, as recommended by M.W. Stander (personal communication, 1 April 2003), thus any rating of 4 and above indicates that the variable is experienced positively in the organisation.

The results indicate that the employees in the organisation feel psychologically empowered, they experience job satisfaction and are committed to the organisation. More leader-empowering behaviour is, however, required. The level of psychological empowerment can possibly be attributed to either the change in organisational design (reporting structure) from eight to four layers (four years ago) or the nature of the responsibilities assigned to a financial person. The results of the study indicate that within this flat structure, employees feel psychologically empowered. The level of organisational commitment indicates that employees generally feel committed towards the organisation. This is surprising taking into account the re-engineering process that resulted in forced retrenchments a year prior to the distribution of the questionnaires. The employees that were fortunate enough to survive this process may either feel that they have a future with this specific company or may feel that frequent downsizing is a threat to job security. Uncertainty with regard to career prospects will be reflected in a lower score on continuance commitment and needs to be investigated in more detail in the following section.

A detailed analysis of the variables with their sub-dimensions is provided in the following table. Table 3 indicates mean values for the sub-dimensions of psychological empowerment as ranging from 2.8 for impact to 5.7 for competence. The highest rating and thus the most positive experience for the group is the sub-dimension competence indicating that people feel confident and self-assured about their ability to do their job due to having mastered the required skills. These ratings reflect a strong sense of personal belief in their ability to execute the tasks with success notwithstanding the fact that a limited degree of influence can be exerted with regard to decisions about “how” the work may be executed.

The sub-dimension of leader-empowering behaviour ranges from (3.5) for accountability to (4.2) for coaching. These scores are not always positive and may be

a reflection of the perception of the employees that the leaders do not always engage in empowering behaviour. Job satisfaction is high 4.6 and the total of organisational commitment is also high at 4.33. Standard deviations range from 0.40 to 1.42 indicating a high variability in the ratings.

Table 3. Degree of psychological empowerment, empowering leader behaviour, job satisfaction and organisational commitment experienced within the financial department of the recruitment company

VARIABLE	N	MEAN	STD DEV
Psychological Empowerment			
Meaning	88	4.715	1.322
Competence	88	5.727	0.780
Self-determination	88	3.234	1.072
Impact	88	2.890	1.034
Total Psychological Empowerment	88	4.142	0.919
Leader-Empowering Behaviour			
Delegation of authority	87	3.724	1.214
Accountability	87	3.536	1.362
Self-directed decision-making	87	3.647	1.277
Information sharing	87	3.683	1.427
Skill development	87	3.567	1.375
Coaching	87	4.295	0.948
Total Leader-Empowering Behaviour	87	3.739	1.164
Job Satisfaction	88	4.682	0.900
Organisational Commitment			
Affective commitment	88	3.975	0.497
Continuance commitment	88	4.237	0.409
Normative commitment	88	4.123	1.007
TOTAL ORGANISATIONAL COMMITMENT	88	4.333	0.528

The second empirical objective will be discussed next.

4.5.2 The difference between organisational levels (management, accountant, and administrative) in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction, and organisational commitment.

The above empirical objective will be presented firstly in graphic format, to gain a quick overall perspective of the different experiences of psychological empowerment, empowering-leader behaviour, job satisfaction and organisational commitment between the three levels. Thereafter, a more detailed statistical analysis will be presented in table format.

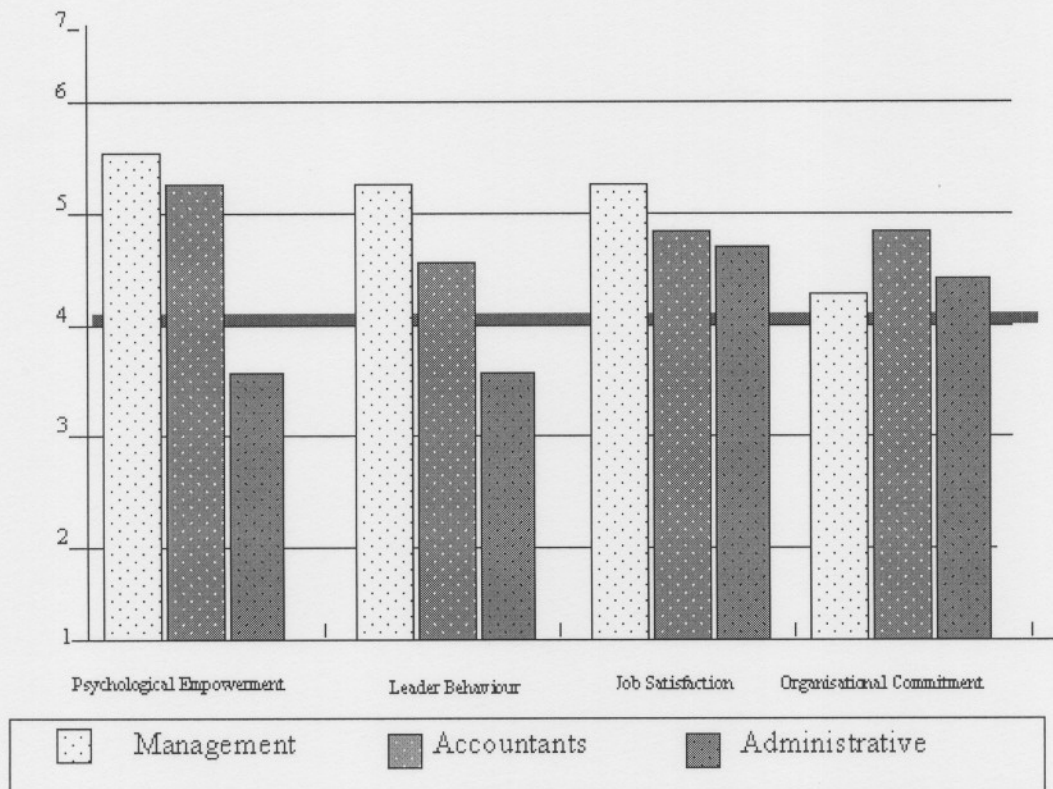


Figure 3 Graphic display of variables at different levels.

The above Figure 3 indicates that the administrative group, in comparison to the management and accountants, experiences the lowest degree of psychological empowerment, leader empowerment and job satisfaction and organisational commitment. The management group experiences the highest level of psychological empowerment; leader empowerment behaviour and job satisfaction but reflected the lowest level of organisational commitment.

The fact that the level of psychological empowerment is lowest amongst the largest group in the organisation (administrative), warrants a further detailed analysis. The

following table provides an analysis, indicating between which means and between which levels significant differences occur.

Table 4. Mean distribution of variables across organisational levels

		Management (N = 5)		Accountants (N = 12)		Administrative (N = 71)	
VARIABLE	P Value	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
PSYCHOLOGICAL EMPOWERMENT							
Meaning	*0.0032	5.533	0.380	5.722	0.919	4.488	1.325
Competence	*0.0041	6.400	0.547	6.222	0.574	5.596	0.772
Self-determination	*0.0000	5.200	0.649	4.250	0.753	2.924	0.875
Impact	*0.0000	4.800	0.730	4.138	0.869	2.544	0.728
TOTAL PSYCHOLOGICAL EMPOWERMENT	*0.0000	5.483	0.457	5.083	0.656	3.888	0.791
LEADER EMPOWERING BEHAVIOUR							
Delegation	*0.0000	5.933	0.149	4.833	1.020	3.376	0.770
Accountability	*0.0000	5.333	0.505	4.555	1.312	3.219	0.636
Self-directed decision making	*0.0000	4.466	0.298	4.388	1.384	3.461	0.770
Information sharing	0.0795	4.750	0.637	4.166	1.542	3.525	0.530
Skills development	*0.0383	4.666	0.666	4.138	1.480	3.390	0.697
Coaching	*0.0000	5.800	0.298	5.194	1.019	4.033	-0.172
TOTAL LEADER-EMPOWERING BEHAVIOUR	*0.0001	5.168	0.323	4.526	1.232	3.502	0.655
JOB SATISFACTION							
	0.1677	5.334	0.151	4.853	0.855	4.603	0.924
ORGANISATIONAL COMMITMENT							
Affective commitment	0.3958	4.246	-0.608	4.472	0.383	4.196	0.412
Continuance commitment	0.8003	3.840	0.590	4.016	0.872	3.977	0.532
Normative commitment	0.9141	4.293	-1.943	4.161	0.264	4.104	1.061
TOTAL ORGANISATIONAL COMMITMENT	0.6529	4.340	-0.246	4.439	0.460	4.313	0.575

Significant differences between the means are indicated by * ($P < 0.05$).

ANOVA (one-way analysis of variance) was conducted. Significant differences were found with regard to psychological empowerment, * $P = 0.000$ impact, * $P = 0.000$ competence, * $P = 0.004$ Self-determination, * $P = 0.000$ and meaning * $P = 0.003$. Significant differences were also picked up on Leader-Empowering Behaviour, * $P = 0.000$ including delegation * $P = 0.000$, accountability * $P = 0.000$, Self-directed decision-making * $P = 0.000$ Skill –development * $P = 0.038$ and coaching * $P = 0.000$.

Table 5 indicates between which levels (Management, Accountant and Administrative) and between which variables these differences exist. The next step will be to discuss specific differences.

Table 4 indicates differences between the organisational levels whereas Table 5 indicates differences between specific variables that are of both statistical and practical significance. Only the differences that are of large practical significance ($d > 0.8$) will be reported.

With regard to psychological empowerment, a large practical significant difference is indicated between management and administrative employees for all the dimensions except for the dimension of meaning. A large practical significant difference exists between the accountants and the administrative group for all the dimensions. A large practical significance exists between management and accountants for the dimension of self-determination. The results indicate that psychological empowerment is experienced differently across the various organisational levels.

All the constructs in leadership-empowering behaviour indicate a practical significant difference between management and the administrative group. Between the accountants and the administrative group a large practical significance exists for delegation, accountability, and coaching as well as for the total. Delegation of authority is the only construct that indicates a large practical significant difference between management and accountants. A difference exists between the highest and the lowest organisational level (management and administrative) in terms of total leadership empowerment. The above results are a reflection of the hierarchical structure of the recruitment company where the top-down approach of leadership is maintained and instructions are given, rather than delegated in order to encourage participation.

Table 5. Difference between organisational levels in terms of psychological empowerment, leader-empowering behaviour, organisational commitment and job satisfaction

PSYCHOLOGICAL EMPOWERMENT				Accountants			Administrative		
	N	Mean	Std Dev	t Value	p-Value	d	t value	p-value	d
Meaning									
Management	5	5.533	0.380	2.453	*0.026		5.688	*0.000	
Accountant	12	5.722	0.919				4.939	*0.000	0.930
Administrative	71	4.488	1.325						
Competence									
Management	5	6.400	0.547	0.588	0.564		2.279	*0.025	1.040
Accountant	12	6.222	0.574				2.679	*0.008	0.810
Administrative	71	5.596	0.772						
Self-Determination									
Management	5	5.200	0.649	2.453	0.*026	1.260	5.688	*0.000	2.599
Accountant	12	4.250	0.753				4.939	*0.000	1.832
Administrative	71	2.924	0.875						
Impact									
Management	5	4.800	0.730	1.487	0.157		6.689	*0.000	3.088
Accountant	12	4.138	0.869				6.816	*0.000	1.832
Administrative	71	2.544	0.728						
TOTAL PSYCHOLOGICAL EMPOWERMENT									
Management	5	5.483	0.457	1.232	0.236		4.437	*0.000	2.015
Accountant	12	5.083	0.656				4.944	*0.000	1.510
Administrative	71	3.888	0.791						

LEADER EMPOWERING BEHAVIOUR				Accountants			Administrative		
	N	Mean	Std Dev	t Value	p-Value	d	t value	p-value	d
Delegation									
Management	5	5.933	0.149	2.356	*0.032		5.729	*0.000	2.580
Accountant	12	4.833	1.020				4.687	*0.000	1.428
Administrative	71	3.376	0.990						
Accountability									
Management	5	5.533	0.505	1.591	0.132		4.245	*0.000	1.920
Accountant	12	4.555	1.312				3.504	*0.000	1.017
Administrative	71	3.219	1.205						
Self-directed Decision making									
Management	5	4.466	0.298	0.122	0.904		1.793	0.076	0.808
Accountant	12	4.388	1.384				2.349	*0.021	
Administrative	71	3.461	1.242						
Information Sharing									
Management	5	4.750	0.637	0.805	0.433		1.919	0.058	0.868
Accountant	12	4.166	1.542				1.437	0.154	
Administrative	71	3.525	1.409						
Skill development									
Management	5	4.666	0.666	0.754	0.462		2.094	*0.039	0.949
Accountant	12	4.138	1.480				1.756	0.082	
Administrative	71	3.390	1.344						
Coaching									
Management	5	5.800	0.298	1.283	0.218		5.145	*0.000	2.325
Accountant	12	5.194	1.019				4.643	*0.000	1.138
Administrative	71	4.0333	0.759						
TOTAL LEADER EMPOWERING BEHAVIOUR									
Management	5	5.168	0.323	1.128	0.276		3.473	*0.000	1.567
Accountant	12	4.526	1.232				3.013	*0.003	0.830
Administrative	71	3.502	1.062						

JOB SATISFACTION				Accountants			Administrative		
	N	Mean	Std Dev	t Value	p-Value	d	t value	p-value	d
TOTAL JOB SATISFACTION									
Management	5	5.334	0.151	1.225	0.239		1.754	0.083	
Accountant	12	4.853	0.855				0.875	0.384	
Administrative	71	4.603	0.924						

ORGANISATIONAL COMMITMENT				Accountants			Administrative		
	N	Mean	Std Dev	t Value	p-Value	d	t value	p-value	d
Affective Commitment									
Management	5	4.246	0.255	-1.198	0.249		0.266	0.790	
Accountant	12	4.472	0.383				2.159	and 0.033	
Administrative	71	4.196	0.412						
Continuance Commitment									
Management	5	3.840	0.384	-1.046	0.311		-0.564	0.573	
Accountant	12	4.016	0.288				0.247	0.804	
Administrative	71	3.977	0.532						
Normative Commitment									
Management	5	4.293	0.454	0.317	0.755		0.392	0.695	
Accountant	12	4.161	0.872				-0.174	0.862	
Administrative	71	4.104	1.061						
TOTAL ORGANISATIONAL COMMITMENT									
Management	5	4.340	0.215	-0.743	0.468		0.100	0.920	
Accountant	12	4.439	0.264				0.741	0.640	
Administrative	71	4.313	0.575						

$p < 0.05$ statistical significance. $d > 0.5$ medium practical significance. $d > 0.8$ large practical significance

No differences of large practical significant difference are indicated for job satisfaction and organisational commitment.

Based on the findings of the above tables and figures, the following hypothesis can be concluded.

H₀₁: There is no significant difference between organisational levels (management, accountant and administrative) with regard to their experience of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.

This null hypothesis is rejected, since there is as a significant difference between psychological empowerment, and leader-empowering behaviour; which reflects the administrative group as experiencing a lower degree of psychological empowerment than the accountants and management. The null hypothesis is partially rejected because there are significant differences on some of the constructs between

organisational levels with regard to their experience and perception of leader empowering behaviour.

The third empirical objective will be discussed next.

4.5.3 The difference experienced between different age groups in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.

Table 6. Mean distribution of variables of the different age groups.

VARIABLE	P Value	N	Group 1		Group 2		Group 3	
			Younger than 25 years	Std Dev	25-35 years	Std Dev	Older than 35 years	Std Dev
			Mean		Mean		Mean	
PSYCHOLOGICAL EMPOWERMENT								
Meaning	0.082	88	4,427	1,306	4,777	1,430	5,291	0,933
Competence	*0.000	88	5,239	0,775	6,040	0,557	6,270	0,442
Self-Determination	*0.002	88	2,820	0,840	3,323	1,088	4,062	1,076
Impact	*0.000	88	2,401	0,607	3,121	1,108	3,604	1,168
TOTAL PSYCHOLOGICAL EMPOWERMENT	*0,0006		3,377	0,765	4,315	0,911	4,807	0,808
LEADER EMPOWERING BEHAVIOUR								
Delegation	*0.000	88	3,131	0,871	3,828	0,139	4,916	1,176
Accountability	*0.011	88	3,131	1,277	3,626	1,319	4,312	1,352
Self-Directed Decision Making	0.785	88	3,552	1,290	3,676	1,284	3,812	1,293
Information Sharing	0.486	88	3,552	1,511	3,651	1,390	4,062	1,311
Skill development	0.807	88	3,508	1,417	3,535	1,340	3,770	1,412
Coaching	*0.002	88	3,956	0,715	4,383	0,986	4,911	1,050
TOTAL LEADER EMPOWERING BEHAVIOUR	*0,0062		3,476	1,107	3,776	1,169	4,286	1,156
JOB SATISFACTION	*0,0071	88	4,510	0,826	4,573	0,877	5,306	0,914
ORGANISATIONAL COMMITMENT								
Affective Commitment	*0.099	88	4,158	0,421	4,242	0,397	4,418	1,322
Continuance Commitment	*0.000	88	3,728	0,411	4,078	0,383	4,362	0,589
Normative Commitment	*0.003	88	3,894	1,062	4,030	0,772	4,870	1,000
TOTAL ORGANISATIONAL COMMITMENT	*0,0006		4,134	0,511	4,343	0,377	4,793	0,570

Significant differences between the means are indicated by* $P < 0.05$.

Table 6 ANOVA indicates that age has a significant impact on psychological empowerment $p=0.0000^*$, leader empowering behaviour $p=0.0062$ job satisfaction, $p=0.0071^*$ and organisational commitment $p=0.0006^*$. It appears that there is a direct link between an increase in age and increase in organisational commitment and job satisfaction. This could probably be based on the associated cost involved when leaving an organisation as one gets older, such as setting up a new home, moving pension funds, etc.

Table 7. Difference between age groups.

PSYCHOLOGICAL EMPOWERMENT				Group 2. 25 – 35 years			Group 3 Over 35 years		
	N	Mean	Std Dev	t Value	p-Value	d	t value	p-value	d
Meaning									
Group 1 (Under 25 years)	39	4.427	1.306	-1.085	0.281		-2.400	*0.019	
Group 2	33	4.777	1.430				-1.304	0.198	
Group 3	16	5.291	0.933						
Competence									
Group 1 (Under 25 years)	39	5.239	0.775	-4.946	*0.000	1.032	-4.978	*0.000	1.329
Group 2	33	6.040	0.557				-1.444	0.155	
Group 3	16	6.270	0.442						
Self-Determination									
Group 1 (Under 25 years)	39	2.820	0.840	-2.210	*0.030		-4.579	*0.000	1.153
Group 2	33	3.323	1.088				-2.237	*0.030	
Group 3	16	4.062	1.076						
Impact									
Group 1 (Under 25 years)	39	2.401	0.607	-3.485	*0.000		-5.107	*0.000	
Group 2	33	3.121	1.108				-1.405	0.166	
Group 3	16	3.604	1.168						
TOTAL PSYCHOLOGICAL EMPOWERMENT									
Group 1 (Under 25 years)	39	3.722	0.765	-3.003	*0.003		-4.699	*0.000	1.342
Group 2	33	4.315	0.911				-1.834	0.072	
Group 3	16	4.807	0.808						

LEADER-EMPOWERING BEHAVIOUR				Group 2. 25 – 35 years			Group 3 Over 35 years		
	N	Mean	Std Dev	t Value	p- Value	d	t value	p- value	d
Delegation of authority									
Group 1 (Under 25 years)	38	3.131	0.871	-2.913	*0.004		-6.176	*0.000	1.516
Group 2	33	3.828	0.139				-3.101	*0.003	0.924
Group 3	16	4.916	1.176						
Accountability									
Group 1 (Under 25 years)	38	3.131	1.277	-1.602	0.113		-3.049	*0.003	0.873
Group 2	33	3.626	1.319				1.693	*0.096	
Group 3	16	4.312	1.352						
Self-directed decision-making									
Group 1 (Under 25 years)	38	3.552	1.290	-0.405	0.686		-0.675	0.502	
Group 2	33	3.676	1.284				-0.346	0.730	
Group 3	16	3.812	1.293						
Information -sharing									
Group 1 (Under 25 years)	38	3.552	1.511	-0.285	0.776		-1.174	0.245	3.337
Group 2	33	3.651	1.390				0.987	0.328	
Group 3	16	4.062	1.311						
Skill development									
Group 1 (Under 25 years)	38	3.508	1.417	-0.080	0.935		-0.620	0.537	
Group 2	33	3.535	1.340				-0.566	0.573	1.666
Group 3	16	3.770	1.412						
Coaching									
Group 1 (Under 25 years)	38	3.956	0.715	-2.110	*0.038		-3.901	*0.000	0.914
Group 2	33	4.383	0.986				-1.736	0.089	
Group 3	16	4.911	1.050						
TOTAL LEADER-EMPOWERING BEHAVIOUR									
Group 1 (Under 25 years)	38	3.476	1.107	-1.110	0.270		-2.422	*0.018	
Group 2	33	3.776	1.169				-1.435	0.107	
Group 3	16	4.286	1.156						

JOB SATISFACTION				Group 2. 25 – 35 years			Group 3 Over 35 years		
	N	Mean	Std Dev	t - Value	p- Value	d	t Value	p- Value	d
TOTAL JOB SATISFACTION									
Group 1 (Under 25 years)	39	4.510	0.826	-0.312	0.755		-3.147	*0.002	0.871
Group 2	33	4.573	0.877				-2.707	*0.009	0.802
Group 3	16	5.306	0.914						

ORGANISATIONAL COMMITMENT				Group 2. 25 – 35 years			Group 3 Over 35 years		
	N	Mean	Std Dev	t Value	p-Value	d	t value	p-value	d
Affective Commitment									
Group 1 (Under 25 years)	39	4.158	0.421	-0.868	0.388		-2.160	*0.035	
Group 2	33	4.242	0.397	-----	-----	-----	-1.492	0.142	
Group 3	16	4.418	1.322	-----	-----	-----	-----	-----	-----
Continuance Commitment									
Group 1 (Under 25 years)	39	3.728	0.411	-3.713	0.000		-4.557	*0.000	
Group 2	33	4.078	0.383	-----	-----	-----	-2.025	*0.048	
Group 3	16	4.362	0.589	-----	-----	-----	-----	-----	-----
Normative Commitment									
Group 1 (Under 25 years)	39	3.894	1.062	-0.608	0.544		-3.144	*0.002	0.918
Group 2	33	4.030	0.772	-----	-----	-----	-3.239	*0.002	0.840
Group 3	16	4.870	1.000	-----	-----	-----	-----	-----	-----
TOTAL ORGANISATIONAL COMMITMENT									
Group 1 (Under 25 years)	39	4.134	0.511	-1.947	0.082		-4.199	*0.000	1.155
Group 2	33	4.343	0.377	-----	-----	-----	-3.291	*0.001	
Group 3	16	4.793	0.570	-----	-----	-----	-----	-----	-----

$p < 0.05$ statistical significance. $d > 0.5$ medium practical significance. $d > 0.8$ large practical significance.

The study group is divided into three age categories namely: Group1- employees younger than 25 and Group 2 are 25-35 years of age and Group 3 are employees that are older than 35 years.

With regard to psychological empowerment a large practical significant difference is indicated between Group 1 and 3 for all the dimensions except for the construct of meaning and impact. A high level of significant difference could not be found to exist between Group 2 and Group 3 for any of the constructs. Between Groups 1 and 2 a high significant difference exists only for the dimension of competence. The difference experienced in psychological empowerment seems to exist between the youngest and the oldest group. Experience over the years seem to enhance personal growth and development with the result that individuals feel more in control of a situation.

Leadership empowerment indicated a large practical significant difference between Group 1 and Group 3 for delegation of authority, accountability, information sharing and coaching. Between Group 2 and Group 3 a large practical significant difference

exists for delegation. No practical significance is indicated between Group1 and Group 2. Delegation of authority seems to be the construct that indicates a difference between the youngest and all other groups. The top down approach of the hierarchical structure is reflected once again and it seems that, the younger the group the stronger the perception that less authority is delegated to them.

A high significant difference exists between Groups 1 and 3 as well as between Groups 2 and 3 for the total of job satisfaction. A high level of practical significance is not indicated between any of the dimensions between Groups 1 and 2.

Organisational commitment indicated a large practical significance for the construct normative commitment to exist between Groups 1 and 3, between Groups 2 and 3 and between Groups1 and 2. A large practical significance for the total of organisational commitment is also indicated between Groups 1 and 3.

The older group experiences a significantly higher level of job satisfaction. A large practical significance is indicated. The youngest group portrayed a lower level of organisational commitment 4.13 compared to the age group of 25-35 years 4.34 and the group that is older than 35 years 4.79. A large practical significance is indicated between the youngest and oldest group only. This may be an indication that the older group is more willing to remain with the organisation because they experience satisfaction and as a result believe that job security and career prospect needs will be met.

Ho2. There is no significant difference experienced between employees of different age groups in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.

The null hypothesis is rejected, since there is a significant difference between psychological empowerment, job satisfaction, leader-empowering behaviour and organisational commitment that exists between the different age groups.

The fourth empirical objective will be discussed next.

4.5.4 The difference in terms of the degree of psychological empowerment, leader- empowering behaviour, job satisfaction and organisational commitment experienced by people of different gender.

The difference between the two groups will be determined firstly by utilising T-tests thereafter practical significant differences between the groups will be indicated by utilising Cohen D.

Table 8 indicates that a significant difference exists between the two gender groups with regard to organisational commitment as indicated by the p value $p = 0.002^*$ and job satisfaction $p = 0.000^*$. It appears that the female group experiences a higher level of job satisfaction and it is thus not surprising that they also reflect a higher level of continuance and normative commitment. This may indicate that a higher degree of job satisfaction results in a higher commitment to continue a career with this specific company. No practical significance can, however, be found.

Ho3 There is no significant difference experienced between people of different gender groups in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.

The null hypothesis is therefore not rejected.

Table 8. Comparing the two gender groups.

GENDER GROUPS		MALE			FEMALE				
Variable	P Value	N	Mean	Std Dev	N	Mean	Std Dev	T-Test	d
PSYCHOLOGICAL EMPOWERMENT									
Meaning	0.284	56	4.601	1.289	32	4.916	1.375	-1.077	
Competence	0.151	56	5.639	0.851	32	5.885	0.619	-1.445	
Self-determination	0.289	56	3.142	1.109	32	3.395	0.999	-1.065	
Impact	0.917	56	2.898	1.050	32	2.875	1.022	0.103	
TOTAL PSYCHOLOGICAL EMPOWERMENT	0.333	56	4.069	0.956	32	4.268	0.852	-0.972	
LEADER EMPOWERING BEHAVIOUR									
Delegation	0.054	55	3.533	1.229	32	4.052	1.133	-1.951	
Accountability	0.184	55	3.387	1.425	32	3.791	1.226	-1.339	
Self-directed decision-Making	0.303	55	3.539	1.262	32	3.833	1.300	-1.035	
Information-sharing	0.168	55	3.522	1.465	32	3.960	1.336	-1.388	
Skill development	0.501	55	3.490	1.409	32	3.697	1.326	-0.674	
Coaching	0.024	55	4.121	0.988	32	4.593	0.806	-2.294	
TOTAL LEADER-EMPOWERING BEHAVIOUR	0.131	55	3.595	1.214	32	3.986	1.044	-1.524	
JOB SATISFACTION	*0.000	56	4.437	0.909	32	5.101	0.728	-3.529	
ORGANISATIONAL COMMITMENT									
Affective Commitment	0.212	56	4.195	0.401	32	4.309	0.419	-1.255	
Continuance Commitment	*0.039	56	3.892	0.486	32	4.118	0.489	-2.089	
Normative Commitment	*0.002	56	3.879	0.970	32	4.550	0.938	-3.156	
TOTAL ORGANISATIONAL COMMITMENT	*0.002	56	4.205	0.494	32	4.554	0.520	-3.129	

$p < 0.05$ statistical significance. $d > 0.5$ medium practical significance. $d > 0.8$ high practical significance.

The fifth empirical objective will be discussed next.

4.5.5 The difference in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment experienced between graduates and non-graduates.

Table 9 indicates that significant differences exist between the means of psychological empowerment for qualification $p = 0.000^*$. Employees with a diploma or degree and /or a postgraduate qualification 4.6 feel psychologically more empowered than employees with high-school qualifications of Standard 8 and 9 as indicated by 3.8. Practical significance is only reflected on Impact $d = 0.8$. This is probably because higher-qualified employees feel that they have the ability to contribute knowledge and that they are more marketable and able to find jobs than lower qualified employees. This perception of being highly marketable may result in a lower level of commitment.

Ho4 There is no significant difference experienced between people with different levels of tertiary qualification in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.

The null hypothesis is rejected since there is a significant difference between graduates and non-graduates in the level of psychological empowerment , and more specifically impact, experienced between the two groups.

The sixth empirical objective will be discussed next.

Table 9. Comparing groups with different qualifications.

QUALIFICATION		NON – GRADUATES (STD 10 and less)			GRADUATES (Tertiary Qualification)				
Variable	P Value	N	Mean	Std Dev	N	Mean	Std Dev	T-Value	d
PSYCHOLOGICAL EMPOWERMENT									
Meaning	0.100	59	4.553	1.260	29	5.045	1.404	-1.658	
Competence	*0.002	59	5.553	0.744	29	6.080	0.743	-3.121	
Self –determination	*0.000	59	2.536	0.826	29	3.827	1.271	-3.924	
Impact	*0.000	59	2.943	0.631	29	3.609	1.303	-5.216	0.822
TOTAL PSYCHOLOGICAL EMPOWERMENT	*0.000	59	3.896	0.731	29	4.640	1.065	-3.837	
LEADER-EMPOWERING BEHAVIOR									
Delegation	*0.001	58	3.436	0.959	29	4.298	1.464	-3.293	
Accountability	*0.012	58	3.281	1.182	29	4.045	1.565	-2.544	
Self-directed decision-making	0.297	58	3.545	1.232	29	3.850	1.361	-1.049	
Information-sharing	0.702	58	3.642	1.335	29	3.767	1.617	-0.383	
Skill development	0.559	58	3.405?	1.308	29	3.689	1.516	-0.559	
Coaching	*0.002	58	4.080	0.723	29	4.724	1.188	-3.131	
TOTAL LEADER-EMPOWERING BEHAVIOUR	0.081	58	3.585	1.011	29	4.047	1.391	-1.765	
JOB SATISFACTION	0.925	59	4.685	0.851	29	4.665	1.014	0.094	
ORGANISATIONAL COMMITMENT									
Affective Commitment	0.759	59	4.227	0.424	29	4.256	0.382	-0.306	
Continuance Commitment	0.954	59	3.972	0.505	29	3.979	0.487	-0.056	
Normative Commitment	0.451	59	4.180	1.052	29	4.006	0.914	0.756	
TOTAL ORGANISATIONAL COMMITMENT	0.705	59	4.347	0.560	29	4.301	0.464	0.379	

$p < 0.05$ statistical significance. $d > 0.5$ medium practical significance. $d > 0.8$ high practical significance.

4.5.6 The difference in the levels of psychological empowerment, leader-empowering behaviour, organisational commitment and job satisfaction with regard to years of service.

Years of service are divided into three groups, (1) employees with 1-3 years of service, (2) 4-8 years, (3) 8 years and more.

Table 10. Differences between employees with different years of service(Tenure).

CONSTRUCTS	Years of service (1-3 years)			Years of service (4 – 8 years)			Years of service (8 years plus)			P Value
	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	
PSYCHOLOGICAL EMPOWERMENT										
Competence	47	5.390	0.832	29	6.046	0.461	11	6.212	0.522	0.0000
Self-Determination	47	2.922	0.961	29	3.437	1.141	11	4.030	0.912	0.0032
Impact	47	2.574	0.785	29	3.149	1.214	11	3.545	1.098	0.0042
Meaning	47	4.482	1.409	29	4.828	1.240	11	5.424	0.9671	0.0907
TOTAL PSYCHOLOGICAL EMPOWERMENT (Spreitzer)	47	3.842	0.875	29	4.365	0.886	11	4.803	0.761	*0.0015
LEADER-EMPOWERING BEHAVIOUR										
Delegation of authority	46	3.326	1.071	29	3.770	1.077	11	5.091	1.055	0.0000
Accountability	46	3.289	1.371	29	3.517	1.233	11	4.485	1.328	0.0317
Self-directed decision-making	46	3.623	1.331	29	3.598	1.173	11	3.848	1.463	0.8514
Information-sharing	46	3.647	1.521	29	3.569	1.321	11	4.159	1.389	0.4965
Skill development	46	3.587	1.466	29	3.437	1.222	11	3.818	1.516	
TOTAL LEADER-EMPOWERING BEHAVIOUR	46	3.596	1.185	29	3.693	1.080	11	4.392	1.207	0.1240
JOB SATISFACTION	47	4.561	0.809	29	4.598	0.919	11	5.383	1.040	*0.0000
ORGANISATIONAL COMMITMENT										
Affective Commitment	47	4.175	0.407	29	4.272	0.399	11	4.454	0.382	0.1098
Continuance Commitment	47	3.748	0.407	29	4.110	0.429	11	4.600	0.379	0.0000
Normative Commitment	47	3.917	0.995	29	4.103	0.878	11	5.069	0.956	0.0023
TOTAL ORGANISATIONAL COMMITMENT	47	4.155	0.484	29	4.390	0.443	11	4.963	0.442	*0.0013

Significant differences between means are indicated by * ($p < 0.05$)

Table 10 ANOVA P* values indicates that significant differences exist between organisational commitment ($p=0.001^*$), psychological empowerment, ($p=0.001^*$) and job satisfaction ($p=0.000^*$) means for tenure. Employees with a longer tenure, 8 years and more (4.9) are significantly more committed to the organisation than

employees with a shorter tenure of 1 to 3 years 4.1 and 4 to 8 years and less 4.3. This is supported by Dwyer (2001) and Gregerson and Black (1992) who found that as individuals remain with an organisation longer, alternative employment opportunities decrease and personal investments in the organisation tend to increase, thus enhancing employees' commitment to the organisation.

Table 11. Difference between groups with different years of service, in terms of psychological empowerment, leader-empowering behaviour, organisational commitment and job satisfaction.

PSYCHOLOGICAL EMPOWERMENT				Group 2 4 to 8 years			Group 3 Longer than 8 years		
	N	Mean	Std Dev	t - Value	p- Value	D	t - value	p- value	D
Meaning									
Group 1 (1 to 3 Years)	47	4.482	1.408	-1.085	0.281		-2.097	*0.040	
Group 2	29	4.827	1.239	-----	-----	-----	-1.431	0.159	
Group 3	11	5.424	0.967						
Competence									
Group 1 (1 to 3 Years)	47	5.390	0.832	-3.887	*0.000		-3.123	*0.002	0.987
Group 2	29	6.045	0.460	-----	-----	-----	-0.982	0.332	
Group 3	11	6.212	0.522						
Self-determination									
Group 1 (1 to 3 Years)	47	2.921	0.961	-2.110	*0.038		-3.473	*0.000	1.153
Group 2	29	3.436	1.141	-----	-----	-----	-1.543	0.130	
Group 3	11	4.030	0.912						
Impact									
Group 1 (1 to 3 Years)	47	2.574	0.785	-2.510	*0.014		-3.411	*0.001	0.884
Group 2	29	3.149	1.213	-----	-----	-----	-0.944	0.350	
Group 3	11	3.545	1.098						
TOTAL PSYCHOLOGICAL EMPOWERMENT									
Group 1 (1 to 3 Years)	47	3.842	0.874	-2.518	*0.013		-3.352	*0.001	1.098
Group 2	29	4.364	0.886	-----	-----	-----	1.446	0.156	
Group 3	11	4.803	0.761						

LEADER EMPOWERING BEHAVIOUR				Group 2. 4-8 years			Group 3 Longer than 8 years		
	N	Mean	Std Dev	t - Value	p- Value	D	t - value	p- value	D
Delegation of authority									
Group 1 (Under 25 years)	46	3.326	1.071	-1.744	0.085		-4.921	*0.000	1.647
Group 2	29	3.770	1.076				-3.482	*0.001	1.226
Group 3	11	5.090	1.055						
Accountability									
Group 1 (Under 25 years)	46	3.289	1.370	-0.726	0.469		-2.611	*0.011	0.871
Group 2	29	3.517	1.233				-2.170	*0.036	
Group 3	11	4.484	1.328						
Self-directed decision-making									
Group 1 (Under 25 years)	46	3.623	1.330	0.084	0.932		0.495	0.622	
Group 2	29	3.597	1.173				-0.563	0.576	
Group 3	11	3.848	1.463						
Information-sharing									
Group 1 (Under 25 years)	46	3.646	1.520	0.226	0.821		-1.019	0.312	
Group 2	29	3.568	1.321				-1.244	0.220	
Group 3	11	4.159	1.999						
Skill development									
Group 1 (Under 25 years)	46	3.586	1.465	0.459	0.647		-0.467	0.642	1.152
Group 2	29	3.436	1.221				-0.824	0.414	
Group 3	11	3.818	1.515						
Coaching									
Group 1 (Under 25 years)	46	4.086	0.799	-1.083	0.282		-3.217	*0.002	0.820
Group 2	29	4.310	0.971				-1.990	*0.053	
Group 3	11	5.030	1.149						
TOTAL LEADER-EMPOWERING BEHAVIOUR									
Group 1 (Under 25 years)	46	3.596	1.184	-0.357	0.721		-1.995	1.206	
Group 2	29	3.693	1.080				-1.770	0.084	
Group 3	11	4.392	1.206						

JOB SATISFACTION				Group 2 4 to 8 years			Group 3 Longer than 8 years		
	N	Mean	Std Dev	t - Value	p- Value	D	t - value	p- value	D
TOTAL JOB SATISFACTION									
Group 1 (1 to 3 Years)	47	4.561	0.809	-0.180	0.851		-2.868	*0.005	
Group 2	29	4.598	0.919						
Group 3	11	5.383	1.040						

ORGANISATIONAL COMMITMENT				Group 2 4 to 8 years			Group 3 Longer than 8 years		
	N	Mean	Std Dev	t - Value	p- Value	D	t - value	p- value	D
Affective Commitment									
Group 1 (1 to 3 Years)	47	4.175	0.407	-1.017	0.312		-2.067	*0.043	
Group 2	29	4.272	0.399	-----	-----	-----	-1.300	0.201	
Group 3	11	4.454	0.382	-----	-----	-----	-----	-----	-----
Continuance Commitment									
Group 1 (1 to 3 Years)	47	3.748	0.407	-3.679	*0.000	0.841	-6.311	*0.000	2.088
Group 2	29	4.110	0.429	-----	-----	-----	-3.316	*0.002	1.139
Group 3	11	4.600	0.379	-----	-----	-----	-----	-----	-----
Normative Commitment									
Group 1 (1 to 3 Years)	47	3.917	0.995	-0.828	0.410		-3.479	*0.000	1.157
Group 2	29	4.103	0.878	-----	-----	-----			
Group 3	11	5.069	0.956	-----	-----	-----	-----	-----	-----
TOTAL ORGANISATIONAL COMMITMENT									
Group 1 (1 to 3 Years)	47	4.155	0.484	-2.121	*0.037		-5.055	*0.000	1.668
Group 2	29	4.390	0.443	-----	-----	-----	-3.316	*0.002	1.139
Group 3	11	4.963	0.442	-----	-----	-----	-----	-----	-----

p<0.05 statistical significant d.0.05 medium practical significant d.0.8 large practical significant.

For the constructs of competence, self-determination, impact and the total of psychological empowerment, differences of large practical significance can be found between Groups 1 and 3. This result is similar to the result obtained between the oldest and youngest group in paragraph 4.4.3. Maturity and a longer tenure seem to be linked to growth and development that in turn result in a higher level of psychological empowerment.

The differences that are of large practical significance for the construct of leader empowering behaviour can mainly be found between Groups 1 and 3 and on the sub-dimensions of delegation, accountability, skill development and coaching. Only delegation of authority is indicated to be at a high level of practical significance between Groups 2 and 3. It seems that employees with a shorter tenure of 1 to 3 years experience less leader-empowering behaviour than their colleagues with the longest years of service, namely 8 years and more.

On the construct of organisational commitment a high level of practical significance can be found on the sub-dimensions of continuance commitment, normative

Table 4.12 Correlations

Correlations Table		Self Determination			Total Psychological Empowerment	Total Job Satisfaction	Affective Commitment	Continuous Commitment	Normative Commitment	Total Organisational Commitment	Delegation	Affective	Self Directed Decision	Information Sharing	Coaching	Skill Development	Total Leader Empowering behaviour
VARIABLE	Meaning	Competence	Impact	Meaning													
Meaning	1.00																
Competence	0.56	1.00															
Impact	0.67	0.54	1.00														
Self Determination	0.79	0.56	0.89	1.00													
Total Psychological Empowerment	0.89	0.72	0.89	0.94	1.00												
Total Job Satisfaction	0.71	0.43	0.57	0.73	0.72	1.00											
Affective Commitment	0.67	0.40	0.41	0.58	0.61	0.80	1.00										
Continuous Commitment	0.39	0.48	0.24	0.33	0.40	0.36	0.32	1.00									
Normative Commitment	0.73	0.50	0.48	0.67	0.70	0.81	0.85	0.52	1.00								
Total Organisational Commitment	0.73	0.53	0.46	0.65	0.69	0.82	0.91	0.62	0.97	1.00							
Delegation	0.65	0.53	0.78	0.86	0.82	0.73	0.50	0.40	0.66	0.63	1.00						
Affective	0.83	0.54	0.73	0.86	0.87	0.83	0.71	0.33	0.77	0.75	0.84	1.00					
Self Directed Decision Making	0.84	0.44	0.62	0.76	0.79	0.78	0.80	0.22	0.77	0.76	0.62	0.90	1.00				
Information Sharing	0.79	0.48	0.58	0.75	0.77	0.86	0.82	0.26	0.79	0.79	0.67	0.90	0.94	1.00			
Coaching	0.53	0.41	0.72	0.76	0.70	0.67	0.51	0.22	0.61	0.56	0.84	0.76	0.61	0.65	1.00		
Skill Development	0.80	0.44	0.59	0.74	0.76	0.80	0.78	0.19	0.75	0.74	0.64	0.89	0.94	0.95	0.61	1.00	
Total Leader Empowering Behaviour	0.82	0.52	0.72	0.86	0.86	0.86	0.78	0.29	0.80	0.79	0.82	0.97	0.94	0.96	0.79	0.94	1.00
Key:		< 0.3 = small effect (font colour black)										> 0.5 = large effect (font colour red)					
		0.3 to 0.5 = medium effect (font colour blue)															

commitment and the total of organisational commitment between Groups 1 and 3. Practical significant differences can be found between Groups 2 and 3 on the sub-dimension of continuance commitment and the total for organisational commitment as well as between Groups 1 and 2 for continuance commitment.

Ho5 There is no significant difference experienced between employees with different lengths in years of service (tenure) in terms of the degree of psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment.

The null hypothesis is partially rejected.

The seventh empirical objective will be discussed next.

4.5.7 To determine the correlation between psychological empowerment on the one hand and leader empowering behaviour , job satisfaction and organisational commitment on the other hand.

The Pearson-moment correlation coefficient will be used to determine to what extent one variable is related to another variable. The correlations are presented in Table 12 and indicate the relationship between psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment in a recruitment company.

4.5.7.1 Psychological Empowerment

For the purpose of this study the researcher will report only effect sizes $r > 0.5$

The findings indicate that each of the four dimensions of psychological empowerment contribute strongly to the overall construct of psychological empowerment. There is a strong correlation among the sub-dimensions of psychological empowerment. The correlations range from 0.54 for competence and impact to 0.89 on impact and self-determination. Spreitzer's, (1995) findings range from 0.28 to 0.63. Spreitzer's,

results are significantly lower than the results of the present study. Dwyer, (2001) reported results ranging from 0.49 to 0.68 and (Buckle, 2003) reported results ranging from 0.44 to 0.81.

Meaning is highly correlated to competence 0.56, impact 0.67 and self-determination 0.79. In this study the positive relation between competence on the one hand and impact 0.54, meaning 0.56 and self-determination 0.56 is markedly higher than the same relationships found in the research of (Thomas and Tymon, 1994) between competence and impact 0.41, meaningfulness 0.34 and choice 0.27.

The researcher also found the relationship between meaning, on the one hand, and self-determination 0.79 and impact 0.67, on the other hand, to be higher than the relationships found in the research of (Thomas and Tymon, 1994) between meaningfulness, on the one hand, and choice 0.43 and impact 0.42, on the other hand.

The sub-dimensions that relate the most to the total of psychological empowerment is impact 0.89 and self-determination 0.94. According to the study of (Thomas and Tymon, 1994), impact and choice (same as self-determination) correlated the highest with the total of psychological empowerment with a rating of 0.53.

The correlation between psychological empowerment and leader empowering behaviour will be discussed next. A significant positive correlation (high effect) was found 0.86 between leader empowering behaviour and psychological empowerment. Significant positive correlations (high effect) were also found between all the original sub-dimension of leader empowering behaviour and psychological empowerment (delegation 0.82, accountability 0.87, self-directed decision-making 0.79, information sharing 0.77, skill development 0.76 and coaching 0.70). These finding imply that leader empowering behaviour is significantly correlated to the degree of psychological empowerment that subordinates experience. This implies that leaders who share power with subordinates, hold subordinates accountable for outcomes, encourage independent decision-making and problem-solving amongst subordinates, share information and knowledge with subordinates and ensure that subordinates develop the necessary skills result in developing subordinates who perceive themselves as empowered employees.

Research conducted by (Konczak, et al. 2000) support correlations between psychological empowerment and the original dimensions of leader empowering behaviour. Konczak, et al's. correlations are lower than the correlations in this study. Konczak, et al's. results vary from $r = 0.23$ for 'accountability', to $r = 0.62$ for delegation'. The results of the study reveal stronger correlations than that of Konczak, et al. with delegation at $r = 0.76$.

A large positive correlation exists between psychological empowerment and job satisfaction 0.72. Job satisfaction has a high positive correlation with the other constructs of psychological empowerment namely meaning 0.71 impact 0.57, self-determination 0.73. There is a lower correlation between job satisfaction and competence 0.43. Dwyer, (2001) and Buckle, (2003) found no significant relationship between job satisfaction and the sub dimension of competence. This is support by (Naudè, 1999) who found no practical significant relation between job satisfaction and self-efficacy. According to (Spreitzer, 1995), self-efficacy is synonymous with competence.

This study revealed a significant relationship of 0.69 between psychological empowerment (Spreitzer, 1995) questionnaire and organisational commitment (Meyer et al. 1993 and Single and Pearson, 2000) found only partial support for the relationship between perceptions of empowerment (Spreitzer, 1995), questionnaire, and organisational commitment (Mowday, et al. 1979), questionnaire. Dwyer, (2001) found correlation of 0.55 and (Buckle, 2003) found a correlation of 0.43 between psychological empowerment and organisational commitment.

In summary the following correlations with high effect was found between the total psychological empowerment and:

Job satisfaction	(0.72)
Affective commitment	(0.61)
Normative commitment	(0.70)
Total organizational commitment	(0.69)
Delegation	(0.82)

Accountability	(0.87)
Self directed decision making	(0.79)
Informing	(0.77)
Coaching	(0.70)
Skill development	(0.76)
Total leader empowering behaviour	(0.86)

The findings obtained in this research compare favourable to other South African studies. Malan, (2002) reported high correlations between self-determination, impact and meaning. Dwyer, (2001) also reported significant correlations between the above three sub-dimensions as well as between competence and impact.

4.5.7.2. Leader Empowering Behaviour.

Table 12 indicates that the sub dimensions of leader empowering behaviour contribute strongly to the overall constructs of leader empowering behaviour. The correlations range from $r=0.79$ to 0.97 . Dwyer's, (2001) range from $r=0.66$ to 0.90 and (Rugg's, 2001) range from $r=0.77$ to 0.94 .

A positive correlation exist between all the sub-dimensions of leader empowering behaviour and job satisfaction ranging from $r= 0.67$ for coaching to $r= 0.86$ for information sharing as well as for the total of leader empowering behaviour.

The total leader empowering behaviour correlates with the following sub-dimensions of organisational commitment:

Affective commitment	(0.78)
Normative commitment	(0.80)
Total organisational commitment	(0.79)

The correlation between leader empowering behaviour and normative commitment (0.80) indicates that leaders who delegate, share information, and develop the skills of

their subordinates, foster a sense of duty, loyalty and moral obligation towards the organisation and, in turn develop a sense of affective commitment 0.78.

In summary the following correlations with high effect was found between the total of leader empowering behaviour and:

Job satisfaction	(0.86)
Affective commitment	(0.78)
Normative commitment	(0.80)
Total organisational commitment	(0.79)
Delegation	(0.82)
Accountability	(0.97)
Self-directed decision making	(0.94)
Informing	(0.96)
Coaching	(0.79)
Skill development	(0.94)
Total psychological empowerment	(0.86)

The results obtained in this research are similar to other South African studies. Rugg, (2001) and Graca, (2002) reported significant correlated relationships between leader empowering sub-dimensions and total psychological empowerment. Malan, (2002) reported a significant relationship between impact and delegation of authority while (Dwyer, 2001) reported significant correlations between self-determination, competence and self-directed decision-making.

4.5.7.3 Job Satisfaction and organizational commitment.

The findings indicate that the all the sub dimensions of organisational commitment, except continuous commitment, correlates with job satisfaction ranging from $r = 0.80$ for affective commitment to $r = 0.81$ for normative commitment. The small correlation between job satisfaction and continuous commitment may be an indication that cost factors does not play a role in an employee's decision to stay with the company.

Employees in this study have probably formed such a strong emotional attachment to this company that they feel obliged to remain in the employment of this company.

In summary the following correlations with high effect was found between the total or organisational commitment and:

Meaning	(0.71)
Impact	(0.57)
Self-determination	(0.73)
Total Psychological Empowerment	(0.72)
Affective commitment	(0.80)
Normative commitment	(0.81)
Total job satisfaction	(0.82)

In summary significant correlations with high effect exist between the totals of all the measuring constructs:

Psychological Empowerment:	LEB	(0.86)
	OC	(0.69)
	JS	(0.72)
Job Satisfaction:	LEB	(0.86)
	OC	(0.82)
Leader Empowering Behaviour:	OC	(0.80)

The above results indicate the importance of leader empowering behaviour and psychological empowerment in order to enhance satisfaction and commitment among employees.

4.5.8 To determine if psychological empowerment and leader empowering behaviour can predict organisational commitment and job satisfaction in the recruitment industry.

Regression analyses regarding psychological empowerment, leader-empowering behaviour, job satisfaction and organisational commitment need to be conducted in order to meet the above empirical objective. A regression analysis of leader-empowering behaviour and psychological empowerment (as independent variables) and organisational commitment and job satisfaction (as dependent variables) was conducted. Table 13 indicates the regression analysis of job satisfaction.

Table 13. Multiple regression analysis of job satisfaction

	R²	0.7397	Adjusted R²	0.7665
Variables in the equation				
Independent variables	B	Standard error of B	t-value	p
Intercept	2.707556	0.461062	5.87243	0.000000
Psychological Empowerment				
Meaning	0.088466	0.079486	1.11296	0.269232
Competence	-0.100928	0.079450	-1.27033	0.207841
Impact	-0.109487	0.107850	-1.01519	0.313238
Self-determination	0.088850	0.142626	0.62296	0.535175
Leader Empowering Behaviour				
Delegation of authority	0.169673	0.122944	1.38008	0.171607
Accountability	0.044558	0.153447	0.29038	0.772315
Self-directed decision-making	-0.171774	0.159992	-1.07364	0.286379
Information-sharing	0.583824	0.127086	4.59394	0.000017
Skills development	0.049065	0.103144	0.47570	0.635656
Coaching for innovative performance	-0.099873	0.134438	-0.74289	0.459838

The above Table 13 demonstrates that a total of 76 % of the variance of job satisfaction is explained by the sub-dimensions of leader-empowering behaviour and psychological empowerment. Steyn (1999) explains that for something to be significant means that it must be different from zero and practically important means

that R^2 is not only different from zero, but high enough to establish a good linear relationship between x and y to be important. In this study R^2 is statistically significant.

Multiple regression analysis of affective commitment will be discussed next.

Table 14. Multiple regression analysis of affective commitment.

	R²	0.2052	Adjusted R²	0.1007
Variables in the equation				
Independent variables	B	Standard error of B	t-value	p
Intercept	3.809476	0.407777	9.34205	0.000000
Psychological Empowerment				
Meaning	0.090435	0.070300	1.28641	0.202205
Competence	-0.044857	0.070268	-0.63837	0.525154
Impact	-0.053469	0.095385	-0.56056	0.576747
Self-determination	0.202893	0.126142	1.60844	0.111885
Leader-Empowering Behaviour				
Delegation of authority	0.082464	0.108735	0.75839	0.450562
Accountability	-0.165836	0.135714	-1.22196	0.225501
Self-directed decision-making	-0.121741	0.141501	-0.86035	0.392300
Information-sharing	0.079026	0.112399	0.70309	0.484148
Skills development	0.006675	0.091223	0.07317	0.941866
Coaching for innovative performance	0.045963	0.118901	0.38656	0.700161

The above Table 14 demonstrates that a total of only 10% of the variance of affective commitment is explained by the sub-dimensions of leader-empowering behaviour and psychological empowerment. This indicates that affective commitment is not a good predictor of leader-empowering behaviour and psychological empowerment.

Multiple-regression analysis of continuance commitment will be discussed next.

Table 15. Multiple-regression analysis of continuance commitment

	R²	0.3757	Adjusted R²	0.2935
Variables in the equation				
Independent variables	B	Standard error of B	t-value	p
Intercept	2.570617	0.442859	5.80460	0.000000
Psychological Empowerment				
Meaning	0.174215	0.076348	2.28184	0.025298
Competence	0.190265	0.076313	2.49321	0.014834
Impact	-0.150778	0.103591	-1.45551	0.149647
Self-determination	0.026695	0.136995	0.19487	0.846018
Leader-Empowering Behaviour				
Delegation of authority	0.187187	0.118090	1.58512	0.117090
Accountability	0.024490	0.147389	0.16616	0.868472
Self-directed decision-making	-0.058376	0.153675	-0.37987	0.705105
Information-sharing	0.158344	0.122068	1.29717	0.198496
Skills development	-0.098050	0.099071	-0.98969	0.325465
Coaching for innovative performance	-0.250898	0.129131	-1.94298	0.055722

The above Table 15 demonstrates that a total of 29 % of the variance of continuance commitment is explained by the sub-dimensions of leader-empowering behaviour and psychological empowerment. This indicates that continuous commitment is not a good predictor of leader-empowering behaviour and psychological empowerment.

Meaning, impact, perceived competence, delegation of authority and coaching are the better predictors of normative commitment. The findings illustrate that if employees feel that their work is meaningful and that they have an impact on decisions, and if authority is delegated to them and they are coached to be competent in their job, they will experience a greater level of continuance commitment.

Multiple-regression of normative commitment will be discussed next.

Table 16. Multiple-regression analysis of normative commitment.

	R²	0.6341	Adjusted R²	0.5860
Variables in the equation				
Independent variables	B	Standard error of B	t-value	p
Intercept	0.272042	0.682213	0.39876	0.691185
Measuring Empowerment				
Meaning	0.211489	0.117612	1.79818	0.076119
Competence	0.188208	0.117559	1.60097	0.113533
Impact	-0.363528	0.159580	-2.27803	0.025536
Self-determination	0.144584	0.211037	0.68511	0.495358
Leader-Empowering Behaviour				
Delegation of authority	0.251984	0.181914	1.38518	0.170049
Accountability	-0.261751	0.227049	-1.15284	0.252590
Selfdirected decision-making	0.187008	0.236732	0.78995	0.432012
Information-sharing	0.246396	0.188043	1.31032	0.194035
Skills development	0.191939	0.152617	1.25765	0.212367
Coaching for innovative performance	-0.016980	0.198922	-0.08536	0.932201

The above Table 16 demonstrates that a total of 58 % of variance of normative commitment is explained by the variance of the following constructs and their sub-dimensions, leader-empowering behaviour and psychological empowerment. Meaning, impact, perceived competence, self-determination, delegation, accountability, self-directed decision-making, information-sharing and skill development are the better predictors of normative commitment. The findings illustrate that if employees feel competent, that their job is meaningful and they have a degree of self-determination they will experience a higher degree of normative commitment. At the same time authority needs to be delegated, they have to feel accountable for outcomes, information needs to be shared, skills need to be developed and self-directed decision-making needs to be promoted.

A trend can be seen in the majority of the above-mentioned sub-constructs with regards to commitment. According to the results the best predictors were job satisfaction and normative commitment.

From the above discussion, the following conclusion can be made about the hypothesis:

Ho7 Leader-empowering behaviour and psychological empowerment do not predict job satisfaction and organisational commitment.

The null hypothesis is rejected.

The empirical objectives set out in the beginning of the study have therefore all been achieved.

4.6 CHAPTER SUMMARY

In this chapter the empirical research have been discussed and reported on. Biographical data and the validity and reliability of the measuring instruments were analysed and discussed. The relationship between the variables were reported and the hypotheses were either rejected or accepted on the basis of the results.

From the above it became evident that a positive level of psychological empowerment, job satisfaction and organisation commitment exist within the recruitment company. Leader empowering behaviour need to be stimulated with the aid of specific interventions that will be discussed in detail in the following chapter.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The previous chapter outlined the research results. An analysis has been conducted on the results and comparisons were made. In this chapter conclusions will be drawn from the findings and recommendations will be made. The next paragraph will present a synopsis of the study.

5.2 SYNOPSIS OF STUDY

In chapter one the problem statement was provided. The research objectives were outlined and methods to be followed in the study were discussed.

Chapter two achieved the literature objective of the study. It provided a framework for conceptualising empowerment and presented a literature review on psychological empowerment and empowering leadership, as well as the outcomes of empowerment that were touched on.

The third chapter dealt with the empirical methods followed in this study, listed hypotheses and indicated the statistical analysis to be used.

In chapter four the empirical results were described in detail with the aid of figures and tables. A discussion of the results and findings were conducted. In conclusion a summary of findings are provided.

In the view of the findings of the specific empirical study objectives, it is concluded that:

- The level of psychological empowerment, job satisfaction and organizational commitment is higher than the degree of leader

empowering behaviour experienced by employees within this recruitment environment.

- Perceptions differ between organisational levels, tenure, age and gender groups in terms of the degree of psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment experienced.
- There is a positive correlation between psychological empowerment on the one hand and leader empowering behaviour, job satisfaction and organisational commitment on the other hand.
- Accountability, competence, delegation and self-directed decision making are better predictors of job satisfaction and organizational commitment.

The dimensions that correlate with and predict psychological empowerment, illustrates that it is imperative to consider both psychological and situational components in designing interventions to increase feelings of empowerment.

5.3 RECOMMENDATIONS

In this section recommendations forthcoming from the study will be provided. Recommendations will be made based on the empirical objectives set at the beginning of the study.

5.3.1 Psychological empowerment.

A significant difference was found between organisational levels in terms of the degree of psychological empowerment experienced, thus the following recommendations; with the attempt to increase psychological empowerment of the administrative group is discussed below:

Figure 4 illustrates the cycle of empowerment by (Spreitzer and Quinn, 1997) that is aimed at increasing the level of empowerment. The researcher feels the principles

embedded in this model, as well as ideas from (Cacioppe, 1998) may be utilised as a tool to assist in raising the level of psychological empowerment amongst the administrative group.

An intensive Change Management programme, supported with mentorship, aimed at empowering the administrative group, need to be embarked upon. After conducting a needs analysis a well developed programme aimed at improved self-knowledge and self-worth, reshaping mindsets, action learning, leadership modelling and participation in the changing direction and new culture of the business, should be embarked upon. The focus ought to be on participation as a global player therefore linking with relevant people need to be encouraged and facilitated.

The programme should commence with:

- Administrative employees assessing their own behaviour and also receiving feedback from superiors, colleagues and peers. The 360-degree feedback processes, developmental centres, role-plays, personality questionnaires and group feedback processes may be utilised as well as, coaching, learning journals and on-the-job follow-up sessions (Cacioppe, 1998).
- Sensitive information regarding strategic, structural and cultural change, taking place in the organisation needs to be provided to the administrative group for purposes of personal reflection, in-depth cross-functional discussions and action planning. Methods to achieve this should include strategic team projects, job rotation, business game simulations, case studies, strategic planning sessions and future searches.

Empowerment is not only a set of management practices but rather an individual mindset thus this type of programme should result in a cycle of empowerment as explained by (Spreitzer and Quinn, 1997).

The programme should lead to new experiences and perspectives, which in turn will prompt the administrative group to redefine their role in the organisation. Ideally,

they will begin to think about ways to refocus themselves in relation to their work, by viewing their roles differently; as partners in the business rather than a mere 'cog in the wheel'. No career path planning system has been put in place in this organization therefore a Performance Management system aligned to career models need to be developed for the financial section.

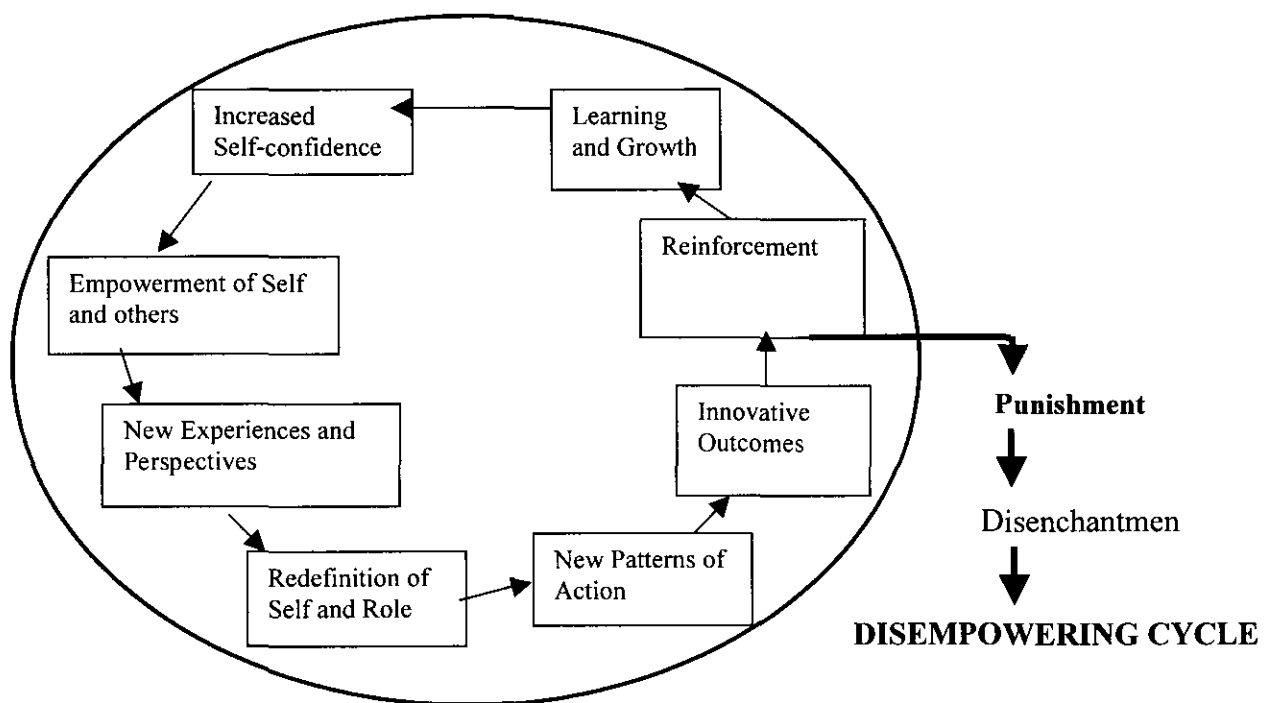


Figure 4 Cycle of Empowerment – Spreitzer and Quinn (1997)

The first stage of the programme involves an in-depth personal evaluation and cognitive reframing. This would allow the administrative employees to visualise themselves and their environment from a different perspective in order to achieve transformational change. This *redefinition of self and role* should cause the administrative group to engage in *new patterns of action*. They should experience greater trust in themselves and reliance on intuition and 'pure guts' which should lead to experimenting with out-of-the-box thinking and behaviour leading to truly *innovative outcomes*. This should increase the **meaning** they derive from their work.

If these innovative actions are *re-inforced*, the process will continue and these new patterns will stimulate future action recognising the importance of a continuous

learning mind-set. Their cognitions will become increasingly complex, allowing for greater *learning and growth*, which in turn will lead to *increased self-confidence*.

At this stage of the empowerment process, participants will feel highly integrated with and *committed to the organisation*. Those at work with the ‘empowered specialists’ will begin to feel energised themselves. This sharing process will enable the administrative employees to build networks in order to expand their power bases in the organisation. This should lead to increased feelings of *impact* (dimension of empowerment they rated themselves lowest on). These new experiences of empowerment and perspectives will in turn stimulate the administrative employees to redefine themselves and their roles, with the result that the process of empowerment continues.

If the organisational environment neglects to reinforce these new patterns of behaviour, the cycle of empowerment will be disrupted. Empowerment includes risk-taking; which leads to higher risks for making mistakes. If these mistakes are punished, administrative employees will become disenchanted with their new way of thinking and regress to past behaviour.

This programme should be piloted with the administrative group and a post-assessment, administering the same questionnaires that were utilised in this study, ought to be conducted. If the perceived levels of psychological empowerment increase, the programme should then be rolled out to other levels in the organisation.

5.3.2 Leader empowering behaviour.

A significant difference was found between organisational levels in terms of the degree of leader empowering behaviour experienced, thus recommendations for empowering leader behaviour are made below.

Empowerment being a perception it thus stands to reason that for subordinates to see their superiors as empowering, they themselves need to be empowered. Similarly unempowered leaders can not empower subordinates. Leaders should therefore also

attend the programme described above. Spreitzer and Quinn, (1997) recommend that leaders need to ask themselves the following hard core questions:

- If a sense of vision is characteristic of an empowering environment, do I continuously work towards clarifying a sense of strategic direction for the people in my own stewardship?
- If openness and teamwork are characteristic of an empowering environment, do I strive for participation and involvement in my own stewardship?
- If discipline and control are characteristic of an empowering environment, do I work to clarify expectations regarding goals, tasks and lines of authority for those under my own stewardship?
- If support and security are characteristic of an empowering environment, do I work to resolve conflict among the people in my own stewardship?

Another set of questions, which are grounded in (Spreitzer's, 1995) definition of empowerment, which leaders need to ask themselves are:

- To what extent do I have a sense of meaning and task alignment, and what can I do to increase it?
- To what extent do I have a sense of impact, influence and power, and what can I do to increase it?
- To what extent do I have a sense of competence and confidence to execute work?
- To what extent do I have self-determination and choice?

It is suggested that if leaders are unable to find evidence to answer these questions they themselves are not empowered and thus cannot empower others. Feedback from the leader empowering questionnaires should be incorporated into the development of a leadership programme.

5.4 LIMITATIONS OF THE RESEARCH

The researcher regards the following as limitations of the study:

The literature on empowerment in a recruitment environment is very limited.

- The questionnaires are subjective and measure perceptions.
- The results are limited to the financial department (management, accountants and administrative).
- The climate within the organisation could have had an effect on the results because the merger of the recruitment company with an international financial service concern (a year ago) resulted in major retrenchments.

The following paragraph addresses future research possibilities.

5.5 FUTURE STUDY

The results of this study indicate many avenues that could be explored further. This study contributes to the relatively unexplored area of employee empowerment within a recruitment environment.

Phenomenological research using a qualitative study should be embarked upon in order to improve the depth of understanding experienced by an individual with regards to psychological empowerment. An analysis of the degree to which situational changes can produce motivational changes in employees requires further investigation.

A study should be conducted focusing on the correlation between personality characteristics and more specifically, locus of control and the degree of psychological empowerment experienced. Although Spreitzer states that empowerment is work related and not an enduring personality trait, the researcher believes correlations with personality does exist.

5.6 APPLICABILITY OF FINDING

The researcher found the applicability of the findings from this study to be the following:

- Findings shed light on different perceptions of the three levels within the organisation with regard to their experience of psychological empowerment.
- The practical significant differences that were highlighted are an indication of the need to explore a specific aspect in more detail, with all financial employees, in order to obtain commitment, add value and stimulate continued growth, of the organisation.
- The research findings also focused on different perceptions with regards to leader empowering behaviour. The research has provided valuable information to be included in a leadership development programme by highlighting dimensions that are well established and identifying areas that need focused energy.
- Management received scientific feedback that portrayed employees as being empowered and experiencing job satisfaction. It provides a positive reflection of progress made with regard to human capital whereas low levels of organisational commitment may indicate a possible increase in employee turnover.
- Competency profiles will be developed and aligned with a performance management system. The Balanced Scorecard need to be rolled out throughout the entire organisation.

5.7 CONCLUSION

The purpose of the study was to conceptualise, define and explore empowerment within a recruitment environment and to determine if there were differences in empowerment between organisational levels, tenure, gender and age, and also if there was a relationship between empowerment and outcomes such as, job satisfaction and organisational commitment. It was established, via a literature study, that this was an

area worthy of exploration. Chapter two highlighted the best measurement tools to use in assessing these constructs.

The results of the empirical study indicated that there were differences in empowerment between organisational level, tenure, gender and age. The results also indicated that there was a relationship between psychological empowerment, leader empowering behaviour, job satisfaction and organisational commitment. Concerning the predictive value of the variables it was determined that 76% of the variance of job satisfaction is explained by the sub dimensions of leader empowering behaviour and psychological empowerment. Thus the research objectives set in chapter one have been accomplished, concluding the purpose of this study.

REFERENCES

- Akey, T.M., Marquis, J.O., and Ross, M.E. (2002). Validation of scores on the psychological empowerment scale: a measure of empowerment for parents of children with a disability. *Educational and Psychological Measurement*, 60(3), 419-439.
- Albertyn, R. M. (2002). Conceptualisation and measurement of the empowerment of workers: an educational perspective. Thesis. Universiteit Stellenbosch.
- Allen, N.J. and Meyer, J.P. (1996). Affective, continuance and normative to the organisation: An examination of the construct validity. *Journal of Vocational Behaviour*, 49(43), 252-276.
- Appelbaum, S.H. and Hare, A. (1996). Self-efficacy as a mediator of goal setting and performance: Some human resource applications. *Journal of Management Psychology*, 11 (3), 33-47.
- Appelbaum, S.H. and Honeggar, K. (1998). Empowerment: a contrasting overview of organisations in general nursing in particular – an examination of organisational factors, managerial behaviours, job design, and structural power. Empowerment: A contrasting overview. *Empowerment in Organisations*, 6(2), 29-50.
- Appelbaum, S.T., Hebert, D. and Leroux, S. (1999). Empowerment: power culture and leadership – a strategy or fad for the millennium? *Journal of Workplace Learning: Employee Counselling Today*, 11(7), 1-22.
- Arnold, J.A. Arad, S., Rhoades, J.A. and Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviours. *Journal of Organisational Behaviour*, 21, 249-269.
- Ashforth, B.E. (1989). The experience of powerlessness in organisations. *Organisational Behaviour and Human Decision Processes*, 43, 207-242.
- Avolio, B.J., Bass, B.M. and Jung, I.J. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organisational Psychology*, 72, 441-462.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 40(9), 1175-1184.
- Bandura, A. (1991). Social Cognitive theory of self-regulation. *Organisational Behaviour and Human Decision Processes*, 50, 248-87.
- Bandura, A. (1997). *Self-Efficacy, the exercise of control* NY: W.H. Freeman and Company.

- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bass, B.M. and Avolio, B. (1999). Transformational leadership: a response to critiques. *In leadership theory and research: Perspectives and directions*, Chemers, M.M., Ayman R (eds). Academic Press: New York, 49-80.
- Beach, A.J. (1996). Empowerment to the people: Creating an atmosphere for growth. *Empowerment in Organisations*, 4(1), 29-33.
- Bell, N.E. and Staw B.M. (1989) *People as sculptors versus sculpture. Handbook of career theory*, 232 – 251. New York : Cambridge University Press.
- Bennis, W., and Nanus, B. (1985). *Leaders: The strategies of taking charge*. New York: Harper and Row.
- Blanchard, K., Carlos J.P. and Randolph, A. (1999). *The 3 Keys to Empowerment*. San Francisco: Berrett-Koehler Publishers, Inc.
- Block, P. (1987). *The empowered manager. Positive political skills at work*. San Francisco: Jossey-Bass.
- Brief, A.P. and Nord W.R. (1990) *Meanings of Occupational work*. Lexington, MA : Lexington Books.
- Brown, R. and Brown M. (1996) *Empowered: A practical guide to leadership in the liberated organization*. London: Nicholas Breasley.
- Brown, D. (1992). Why participative management won't work here. *Management Review*, 42-46.
- Buckle, P. (2003). *Empowerment, organisational commitment and job satisfaction within a chemical organisation*. Unpublished Master's dissertation, PU for CHE, Potchefstroom.
- Burke, W.W. (1986). "Leadership as empowering others", Strivasta, S. and Associates San Francisco: Jossey-Bass. 51-71.
- Burns, J. M. (1978). Leadership. New York: The art of empowering others. *Academy of Management Executive*, 3 (1), 17-24.
- Cacioppe, R. (1998). An integrated model and approach for the design of effective leadership development programs. *Leadership and Organisational Development Journal*, 19(1), 44-53. Christensen, (1994)
- Coetsee, L.D. (1996). *Creating a motivating climate: A practical guide for the South African Manager*. PU for CHE. Potchefstroom. Post-Graduate School of Management.
- Coetzee, S.C. (1998). *Aangeleerde vernuf, koherensiesin en werkstevredenheid by*

- werknemers in die suiwelbedryf*. Unpublished master's dissertation, PU for CHE, Potchefstroom.
- Coetzee, S.C., and Rothmann, S. (1999). Die verband tussen koherensiesin en werkstevredeneheid by bestuurders. *Journal of Industrial Psychology*, 25(3), 31-38.
- Cohen, M.E., Swerdlik, E. and Phillips, M.E.. (1996) *Psychological testing and assessment: An introduction to tests and measurement*. Mountain View, Calif, Mayfield Publishers.
- Cohen A.R. (1993) *The Portable MBA in Management*, John Wiley & Sons Inc., New York.
- Collins, D. (1999). Born to fail? Empowerment, ambiguity and set overlap. *Personnel Review*, 28(3), 208-221.
- Colyer, S. (1996) *An Empirical Investigation of self and other perceptions of Visionary Leadership as related to Organization Performance*. Dissertation-Abstracts-International, Section B, The Sciences and Engineering, Dec, Vol. 57(6-B): 4067.
- Conger J.A. (1989) *The Charismatic Leader*. Jossey-Bas, San Francisco.
- Conger, J.A. and Kanungo, R.N. (1998). The Empowerment Process: integrating Theory and Practice. *Academy of Management Review*, 13(3), 471-482.
- Cook, J.A., Hepworth, S.J., Wall, T.D. & Warr, P.B. (1981). *The experience of work*. London: Academic Press
- Deci, E.L. Connell J.P. and Ryan R.M. (1989) Self determination in a work organization. *Journal of Applied Psychology*, 74 : 580 – 590.
- Dormann, C. and Zapf, D. (2001). Job satisfaction: a meta-analysis of stabilities. *Journal of Organisational Behaviour*, 22, 483-504.
- Drucker, P.F. (1983). Twilight of the first line supervisor? *Wall Street Journal*, June.
- Duvall, C.K. (1999) Developing individual freedom to act: Empowerment in the knowledge organisation. *Participation and Empowerment: An International Journal*, 7(8), 204-212.
- Dwyer, T.C. (2001). *Empowerment within a manufacturing environment*. Unpublished Master's Dissertation, PU for CHE, Potchefstroom.
- Financial Mail, (2002) Mbeki – State to the Nation.
- Ford, R.C. and Fottler, M.D. (1995). Empowerment: A matter of degree. *Academy of Management Executive*, 9(3), 21-31.

- Gazda, S. (2002). The art of delegating: Effective delegation enhance employee morale, manager productivity and organisational success: Management tools supervisory resources. *Human Resources Magazine*. July 2002.
- Gecas, V. (1989). The social psychology of self-efficacy. *Annual Review of Sociology*, 15, 291-316.
- Geysken, I., Steenkamp, J.B. Scheer, L.K., and Kumar, N. (1996). The effects of trust and interdependence on relationship commitment: a transatlantic study. *International Journal of Research in Marketing*, 13, 303-317.
- Gilgeous, V. (1997). *Operations and the Management of Change*. New York: Prentice Hall.
- Graca, K. (2002). *Psychologocal empowerment within a legal environment*. Unpublished Masters Dissertation. PU for CHE. Vanderbijlpark.
- Gregerson, H.S. and Black J.S. (1992) Antecedants to commitment to a parent company and a foreign operation. *Academy of Management Journal*, Vol. 35, No. 1, 651 – 690.
- Gregory, R. J. (1996). *Psycological testing. History, principles and applications*. (2nd ed.). MA: Allyn and Beacon.
- Hackman, J.R. and Oldham, G.R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60, 159-170.
- Hackman, J.R. and Oldham, G.R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.
- Hair, J.A., Anderson R.E., Tatham R.L. and Black W.C. (1998) *Multivariate Data Analysis with Reading*, Prentice Hall, Engelwood Cliffs, N.J.
- Halele, R.B.T. (2003), *Psychological empowerment and job satisfaction of engineers in a petrochemical industry*. Unpublished master's dissertation, PU for CHE. Vanderbijlpark.
- Hertzberg, F., Mausner, B. and Snyderman, B.B. (1959). *The motivation to work*. (2nd ed.). New York: Wiley.
- Heymans, D.R. (2002) *The relationship between job insecurity, job satisfaction and organizational commitment of maintenance workers in a parastatal*. Dissertation, Potchefstroom University for Christian Higher Education.
- Hirschfield, R. (1995) *Type A Behaviour, self-efficacy, and performance in small business firms*. Dissertation-Abstracts-International, Section A, Humanities and Social Sciences. March, Vol. 55 (9-A): 2899.
- Honold, L. (1997). A review of the literature on employee empowerment. *Empowerment in Organisation*, 5(4), 1-9.

- House, R.J., (1988) Power and Personality in Complex Organisations. *Research in Organisational Behaviour*, 10, 305 – 357.
- House, R.J., Shane, S.A. and Herold, D.M. (1996). Rumours of the death of dispositional research are vastly exaggerated. *Academy of Management Review*, 21(3), 278-303.
- Howell, J. and Avolio, B.J. (1993) Transformational leadership, transactional leadership, locus of control and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology*, December, Vol. 78(6): 891-902.
- Huysamen, G.K. (1995). *Methodology for the social and behavioural sciences*. Johannesburg, Southern Book Publishers.
- Kangungo, R.N., and Mendonca, M. (1996). *Ethical dimensions of leadership*. Thousand Oaks, CA: Sage.
- Kanter, R.M. (1977). *Men and women of the corporation*. NY: Basic Books.
- Kanter, R.M. (1983). *The change masters*. NY: Simon and Schuster.
- Keller, T, Dansereau, F, 1995, "Leadership and empowerment: a social exchange perspective", *Human Relations*, 48, 2, 127-46.
- Khwela, S.M. (2001). *Organisational commitment and job satisfaction of non-academic personnel at a tertiary education institution*. Unpublished Master's dissertation, PU for CHE, Potchefstroom.
- Kizilos, P. (1990) "Crazy about empowerment?" *Training* 27, 12, 56 – 47.
- Koberg, C.S., Boss, R., Wayne, S., Jason C., and Goodman, E. A. (1999). Antecedents and outcomes of empowerment. *Journal of Social Psychology*, 139(3), 389-414.
- Konczak, L.J., Stelly, D.J. and Trusty, M.L. (2000). Defining and measuring empowering leader behaviours: Development of an upward feedback instrument. *Educational and Psychological Measurement*, 60(2), 301-313.
- Kouzes, J.M. and Posner B.Z. (1987) *The Leadership Challenge*. Jossey-Bassey: San Francisco.
- Krawitz, P.J. (2000, November 10). Towards the people's revolution. *Financial Mail*, 159(9), 22.
- Kuhnert, K.W. and Lewis, P. (1987) Transactional and transformational leadership: A constructive/developmental analysis. *Academy of Management Review*, October, Vol 12(4): 648-657.
- Lam, T., Baum T. and Pine, R. (2001) Subjective norms: Effects on job satisfaction. *Annals of Tourism Research*, January, Vol. 30(1): 160-177

- Lashley, C. (1999). Employee empowerment in services: a framework for analysis. *Employee Empowerment in services. Personnel Review*, 28(3), 169-191.
- Lawler, E.E., III. (1986). *Gher involvement management: Participative strategies for improving organisational performance*. San Francisco: Jossey-Bass.
- Lawler, E.E., Mohrman, S.A. and Ledford, G.E. (1995). *Creating high performance organisations: Practice and results of employee involvement and total quality management in fortune 1000 companies*. San Francisco: Jossey-Bass.
- Linden, R.C., Sparrowe, R.T. and Wayne, S.J. (2000). An examination of the mediating role of psychological empowerment on the relations between the job, interpersonal relationships and work outcomes. *Journal of Applied Psychology*, 58(3), 407-416.
- Likert, R. (1961) *The Human Organisation: It's Management and Values*, McGraw-Hill, New York.
- Lok, P. and Crawford, J. (1999). The relationship between commitment an organisational culture, subculture, leadership style and job satisfaction in organisational change and development. *Leadership and Organisational Development Journal*, 20(7), 365-374.
- London, M. (1993). Relationships between career motivation, empowerment and support for career development. *Journal of Occupational and Organisational Psychology*, 66, 55-69.
- Malan, M.(2002). *The relationship between psychological empowerment, job satisfaction and organisational commitment in a coal mine*. Mini-dissertation for Masters, PU for CHE. Vanderbijlpark.
- Malone, M.S. (1997) *Intellectual Capital: Realizing your company's true value by finding its hidden brainpower*. New York, Harper Business.
- Manz, C.C. and Sims, H.P., Jr (1993). *Business without bosses. How superteams are managing and leading themselves*. NY: Wiley.
- Manz, C.C. and Sims, H.P., Jr. (1987). Leader workers to lead themselves: The external leadership of managing and leading themselves. *Administrative Science Quaterley*, 32, 106- 128.
- Mathes, K. (1992,March). Empowerment: Fact or fiction? *HR Focus*.
- Mbeki, T. (2002,February). State of The Nation: *Sunday Times*.
- McConnell, J. (1994). On lemmings, managers and leaders. *Journal for Quality and Participation*, 17, 126-129.
- McCormick, E.J.and Ilgen, D.R. (1987) *Industrial Psychology*. Prentice Hall.

- McDonald, D.J. and Makin, P.J. (2002). The psychological contract, organisational commitment and job satisfaction of temporary staff. *Leadership and Organisational Development Journal*, 21(2000), 84-91.
- Mendonca, M. and Kanungo, R.N. (1994). Managing Human Resources: The issues of culture fit. *Journal of Management Inquiry*, 3, 189-205.
- Menon, S.T. (2001). Employee empowerment: An integrative psychological approach. *Applied Psychology: An International Review*, 50(1), 153-180.
- Meyer, J.P., Allen, N.J. and Smith, C. (1993). Commitment to organisations and occupations: Extension and test of a three-component conceptualisation. *Journal of Applied Psychology*, 87(4), 538-551.
- Meyer, J.P., Paunonen, S.V., Gellatly, I.R., Goffin, R.D. and Jackson, D.N. (1989). Organisational commitment and job performance: It's the nature of the commitment that counts. *Journal of Applied Psychology*, 74(1), 152-156.
- Miller, H. (1999). Beyond the board. *World Link*, 32-36.
- Mishra, A.K., and Spreitzer, C.A. (1998). Explaining how supervisors respond to downsizing: the roles of trust, empowerment, justice, and work redesign. *Academy of Management Review*, 23(3), 567-588.
- Moerdyk, A.P. and Coldwell, D. (1990). Empowering black managers in a multicultural society. *Journal of Industrial Psychology*, 16(1), 17-23.
- Moore, D.S. (1995). *The basic practice of statistics*. NY: W.H. Freeman.
- Mouton, J. and Marais, H.C. (1992) *Metodologie van die geesteswetenskappe*. Pretoria, Raad vir Geesteswetenskaplike Navorsing.
- Mowday, R.T., Steers, R.M. and Porter, L.W. (1979). The Measurement of organisational commitment. *Journal of Vocational Behaviour*, 14(2) 224-247.
- Naude, J.H. (1999) *Evaluating the efficacy of solution-focused couple therapy using single case design*. Unpublished doctoral dissertation, Georgia State University, Atlanta, GA.
- Neilson, E.H. (1986) Empowerment Strategies: Balancing authority and responsibility in *Executive Power*, Strivastax.(ed). Jossey, Bass, San Francisco, 78-110.
- Podsakoff, P.M., and Schriesheim, D. W.(1986). Self-reports in organisational research: Problems and prospects. *Journal of Management*, 12, 531-544.
- Podsakoff, P.M. and Schreisheim, D.W. (1985) Field Studies of French and Raven's bases of power: Critique, reanalysis and suggestions for future research. *Psychological Bulletin*, May, Vol. 97(3): 387-411.
- Podsakoff, P.M., Mackenzie, S.B., Moorman, R.H., Fetter, R. (1990).

- Transformational leader behaviours and their effects on followers' trust in leader, satisfaction, and organisational behaviours. *The Leadership Quarterly*, 1: 177-192.
- Podsakoff, P.M., Todor W.D. and Skov, R. (1982) Effects of leader contingent and noncontingent reward and punishment behaviours on subordinate performance and satisfaction. *Academy of Management Journal*, December, Vol, 25(4): 810-821.
- Quinn, R. E, Spreitzer, G.M, 1997, "*The road to empowerment: seven questions every leader should consider*", *Organisational Dynamics*, 26, 2, 37-49.
- Radice, B. (1994). The relationship between nurse empowerment in the hospital work environment and job satisfaction: A pilot study. *Journal of the New York State Nurses Association*, 25(2) 14-17.
- Rahim, M.A. and Psenicka, C. (1996). A structural equation model of stress, locus of control, social support, psychiatric symptoms and propensity to leave a job. *Journal of Social Psychology*, 136, 69-84.
- Randolph, W. A, 1995, "*Navigating the journey to empowerment*", *Organisational Dynamics*, 23, 4, 19-50.
- Robbins, S.P. (2003). *Organisational behaviour: Global and South African perspective*. New Jersey: Prentice- Hall International Inc.
- Robert, C., Probst, T.M., Martocchio, J.J. Drasgow, F. and Lawler, J.J. (2000).
- Roberts, H.E., and Foti, R.J. (1998). Evaluating the interaction between the self-leadership and work structure in predicting job satisfaction. *Journal of Business and Psychology*, 12(3), 257-267.
- Roodt, G. (2001, April). Leadership still the cornerstone of business success. *Management Today*, 17(3), 8.
- Rothmann, S and Agathagelou, A.M. (2000). Die verband tussen lokus van beheer en werkstevredenheid by senior polisiepersoneel. *Journal of Industrial Psychology*, 26(2), 20-26.
- Rothmans, S. (2000). Guidelines for writing mini-dissertations and theses in Industrial Psychology. Potchefstroom: PU for CHE.
- Rugg, J., (2001). *Competencies of future managers in selected chemical companies*. Paper presented at the thirteenth Annual National Conference of the SAIMS, Stellenbosch.
- Sagie, (1998) Participative decision-making and performance: A Moderator analysis *Journal of Applied Behavioral Science*, No. 30, 337-246.
- Sashkin, M. et al. (1996) *Toward an Organizational Leadership Theory* IN Hunt, J.G. Et al (Eds)., *Emerging Leadership Vistas*. Lexington, MA: Lexington Books.

- Sashkin, M. (1992) *Strategic Leadership Competencies*. (139-160) A Multiorganisational-level perspective. Phillips, R.L. (Ed) and Hunt, J.G. (Ed)., Westport, CT, US: Quorum Books/Greenwood Publishing Group Inc.
- Sashkin, M. (1995) *Structured activities for management training in communication*. (Rev. Ed). Seabrook, MD: Ducochon Press.
- SAS Institute, (2000) SAS user's guide: Basics (6th edition) , Cary, N.C.
- Schriesheim, C.A., Powers, K.J., Scandura, T.A., Gardiner, C.C., and Lankau, M.J. (1993). Improving constructs measurement in managing research. Comments and quantitative approach for assessing the theoretical content adequacy of paper and pencil survey type instruments. *Journal of Management*, 19, 385-417.
- Shatkin, G. (2000). Obstacles to empowerment: Local politics and civil society in metropolitan Manila, the Philippines. *Urban Studies*, 37(12), 2357-2375.
- Shaughnessy, J.J. and Zechmeister, J.S. (1997) *A practical introduction to Research methods in psychology*. (3rd ed) New York: McGrawHill.
- Sherrat, J. (2001) Human Capital Management: The new investment portfolio. *HR Future*, 1(2), 38-39.
- Shipper, F., Manz, C.C. (1992). "Employee self-management without formally designated teams: an alternative road to empowerment," *Organisational Dynamics*, 23, 4, 19-50.
- Siegall, M. and Gardner, S. (2000). Contextual Factors of Psychological Empowerment. Psychological Empowerment. *Personal Review*, 29(6), 703-722.
- Silver, D. (2000). The power behind empowerment: Implications for research and practice. *Human relations*, 51 (4) 451-483.
- Sims, H.P. and Szilagyi, A.D. (1975) Locus of control and expectancies across multiple occupational levels. *Journal of Applied Psychology*, October, Vol. 60(5): 638-640.
- Single, T.H. and Pearson, C.M. (2000). Creating an empowering culture: Examining the relationship between organisational culture and perceptions of empowerment. *Journal of Quality Management*, 5(1), 27.
- Smith, K.J. (1998) *Reconceptualizing self-esteem: An analysis of the concept, research, and educational practice*. Dissertation Abstracts International, Section A, Humanities and Social Sciences, April, Vol. 58(10-A): 3836.
- Spector, P.E. (1986). Perceived control by employees: A meta-analysis of studies

- concerning autonomy and participation at work. *Human Relations*, 39, 1005-1016.
- Spector, P.E. (2000). Industrial and Organisational Psychology: *Research and Practices*, 3, 75-89.
- Spector, P.E. (1997) *Job Satisfaction: Application Assessment, causes and consequences*. California.
- Spreitzer, G.M. and Quinn, R.E. (1997). The road to empowerment: Seven questions every leader should consider. *Organisational Dynamics*. 26, (2), 37-48.
- Spreitzer, G.M. (1995). Psychological empowerment in the workplace: Dimensions, measurement and validation. *Academy of Management Journal*, 38, 1442-1465.
- Spreitzer, G.M. (1996). Social structural characteristics of psychological empowerment. *Academy of Management Journal*, 39, 483-504.
- Stajkovic, A.D. and Luthans F.(1998) Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, September, Vol. 124(2): 240-261.
- Steyn, H.S. (1999) *Praktiese beduidendheid: Die gebruik van effekgroottes*. Potchefstroom.
- Sulliman, A.M. and Iles, P.A. (2000). Is continuance commitment beneficial to organisations? *Commitment-performance relationship: A New Look*, 15(5), 1-10.
- Sullivan, K.D. (1994). Empowerment and control, a new management paradigm. *Educational Leadership*. WA, Seattle: Seattle University.
- Tannenbaum, A.S. (1986). Back to basics: Beyond perception. In: R.N. Stern and S. McCarthy (Eds.), *International yearbook of organisational democracy for the study of participation, co-operation and power. The organisational practice of democracy* (pp. 323-331). NY: John Wiley.
- Thomas, K.W. and Velthouse B.A. (1990) Cognitive elements of empowerment: An interpretive model of intrinsic task motivation. *Academy of Management Review*, No. 15, 666-681.
- Thomas, K.W. and Tymon, W.G. (1994). Does empowerment always work: Understanding the role of intrinsic motivation and personal interpretation. *Journal of Management Systems*, 6(2), 1-13.
- Ulrich, D.(1997) *Human Resource Champions: the next agenda for adding value and delivering results*. Boston : Harvard Business School Press.
- Ulrich, D., Zenger, J. and Smallwood, N. (1999). *Results-based Leadership*. Boston, MA: Harvard Business School Press.

- Vogt, J.F. and Murrell, K.I. (1990). *Empowerment in organisations: How to spark exceptional performance*. San Diego, CA: University of Associates.
- Wadula, P. (2001 January). A united front for empowerment. *Leadership magazine*, pp. 29-33.
- Wallace, G.W. (1993) Empowerment is work, not magic. *Journal for Quality and Participation*, No. 16, 10 –14.
- Weiss, D.J., Dawis, R.V., England G.W. & Lofquist L.H. (1967) *Manual For the Minnesota Job Satisfaction Questionnaire*, Minneapolis MN: University of Minnesota.
- Wilkinson, A. (1999, April). Empowerment: Issues and debates. *Management Today*, 57-59.
- Wisniewski, L. and Gargiulo, R.(1997) Occupation stress and burnout among special educators: A review of the literature. *American Journal of Psychology* 224: 572-575.
- Wood, R., and Bandura, A. (1989). Social cognitive theory of organisational management. *Academy of Management Review*, 14, 361-384.
- Yousef, D.A. (1999). Organisational commitment: A mediator of the relationships of leadership behaviour with job satisfaction and performance in a non-western country. *Journal of Managerial Psychology*, 15(1), 6-28.
- Zimmerman, M.A. (1990). Taking aim on empowerment research: On the distinction between psychological and individual perceptions. *American Journal of Community Psychology*, 18(1), 169-177.
- Zimmerman, M.A. (1992). *The measurement of psychological empowerment: Issues and strategies*. Unpublished manuscript, University of Michigan, Ann Arbor.