

The Mediating Effects of Psychological Empowerment and Job Satisfaction in the Relationship between Transformational Leadership and Organizational Citizen Behavior

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ABSTRACT

The aim of the present research is to study effect of organizational citizen behavior, empowerment and job satisfaction on organizational citizen behavior of teachers based on structural equation model. For this purpose, a conceptual model has been developed through review of literature. Research questionnaire was distributed among 268 teachers of Tehran city girl high schools and necessary data were collected. After confirming validity and reliability of instruments using Cronbach's Alpha and confirmatory factor analysis, research conceptual model was tested using structural equations model. The findings showed that transformational leadership has positive and significant effect on psychological empowerment, job satisfaction and organizational citizen behavior. In addition, psychological empowerment and job satisfaction has positive and significant effect on organizational citizen behavior and job satisfaction has positive and significant effect on organizational citizen behavior of the teachers.

KEYWORDS: Psychological Empowerment, Transformational Leadership, Job Satisfaction, Organizational Citizen Behavior.

1. INTRODUCTION

What is evident in literature of management is that organizations need the staffs that tend to go beyond their formal job requirements (Morrison, 1994). Present researches consider extra-role behaviors as organizational citizen behavior and don't accept their negligence in staffs' performance assessment and emphasize on long-term participation of the person in success of the organization. Organizational citizen behavior of the teacher as one of the main elements of education is so important that it can directly affect performance of schools and improve their educational quality. If school teachers of each educational system have suitable extra-role behaviors and provide their services with better quality, educational system of that country will be developed rapidly. For this reason, promotion and improvement of the teachers' tendency to express organizational citizen behavior attracted attention of researchers and planners of education and they always try to improve and promote their behaviors using different mechanisms (Oplatka, 2009). Of the mechanisms which have attracted attention of many researchers recently are transformational leadership, psychological empowerment and job satisfaction. Although some studies have investigated relationships between transformational leadership, psychological empowerment and job satisfaction and organizational citizen behavior separately, their relationship has been less considered as structural equations for identification of their direct and indirect effects. Goal of the present research is to study theoretical literature and formulate conceptual model and finally test this model.

Research background

However, one of the new constructs which has attracted attention of authorities is organizational citizen behavior. Organ (2011) is one of the main authorities of this field who defines organizational citizen behavior as set of conscious behaviors of the people and although it has no executive requirement and is not affected by formal rewarding system, it has considerable effect on effective performance of the organization (Organ, 2011). In fact, organizational citizen behavior is a set of optional behaviors which is not regarded as the formal duties of the person, however, they are performed by him and cause improvement of duties and roles of the organization (Lavelle et al., 2009; Organ, 2011). These behaviors don't directly lead to reward or are not appreciated through formal organizational structure but it will be expressed by the people leading to promotion of personal performance and success of organizational operations (Podsakoff et al., 2009). There is no general consensus on dimensions of organizational citizen behavior but the most applicable classification of organizational citizen behavior has been presented by Organ including components of sportsmanship, altruism, civic virtue, conscientiousness and courtesy (Organ, 2000; Noruzy et al., 2011). Concept of altruism means voluntary actions for helping the colleague

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with work problems (Podsakoff et al., 2009). Although it is not compulsory to help the people who have high work volume, help the people who were absent and help adjust the new coming people to workplace, it can be indicative of altruism (Noruzy et al., 2011). Altruism includes application of thoughtful laws and investigation of the behaviors which prevent work problems for others. Respect for rights and privileges of others, consultation with those who may be affected by decision of action of the person, informing others before performing any important action can indicate courtesy (Ebili et al., 2009). Conscientiousness includes the behaviors which are expressed by the employee for performing duties beyond the determined requirements of the organizational role or what he is expected (GargandRastogi, 2006). Civic virtue includes expression of beliefs, dealing with working issues at personal times, participation in events of organization, attendance in sessions and involvement in organizational issue etc (Kernodle, 2007). In fact civic virtue refers to the positive involvement of employee in consulting with others before performing, giving notice before the decision making, and exchanging information with colleagues (Gilaninia et al., 2012).

Sportsmanship means ability of employee to adapt to hardness and incompatibilities of workplace without complaining verbally or formally (Kernodle, 2007).

One of the main variables which influence on expression of citizenship behavior of teachers is their job satisfaction. Job satisfaction means an emotional response which is given to different job aspects of a person. In other words, job satisfaction indicates positive reaction of the person which he shows toward his job when comparing real achievements with expected achievements. In addition, Austinand Droussiotis 2007 defines job satisfaction as the person's report as result of positive emotional feeling of the work or work experiences. The conducted researches showed that the teachers who have high level of job satisfaction have higher tendency to express organizational citizen behavior and don't tend to search for another job or leave school (Feather and Rauter, 2004).

Generally, what research evidences show is that job satisfaction of the teachers has positive and significant relationship with their expression of organizational citizen behavior (Nguni et al., 2006; Cohen and Keren, 2010; ZinAbadi, 2010; Sesen and Basim, 2012). One of other variables which have positive and significant effect on job satisfaction and organizational citizen behavior is psychological empowerment. Psychological empowerment is a psychological state which shows how employees think about their work and how they act and to what extent they believe in their role and influence in organization and it causes the employees to feel self-confident and have higher tendency to success (quoted from Vacharakiat, 2008). Furthermore, psychological empowerment means releasing the internal capabilities as well as providing and creating opportunities for employees to show their competencies, independences and self-determination in workplace (Goudarvandchegini et al., 2012). In literature of psychological empowerment, there are different classifications of empowerment dimensions some of which are widely applied in scientific texts such as dimensions of meaning, Competence, Self determination and impact of Spertzer (1995). Meaning includes agreement between required conditions for a working role, beliefs, values and behaviors of the person. The empowered people feel meaningful. They respect for the goals and activity which they do and their actions and efforts are based their ideals and standards. The empowered people are careful about what they produce and believe in them. Competence: means self confidence of the person in job performance abilities. The empowered people not only have feeling of competence but also they are sure that they can perform affairs efficiently (Najafi et al., 2011).

Self determination: self determination means feeling of having right of choice and determination feeling of the person and self determination refers to feeling of having right of choice. When the people are voluntarily involved in work instead of performing it compulsorily, they will have self determination feeling. Impact: impact is defined as the person's feeling of his abilities to influence important results and consequences of his organization. Impact means person's belief in his considerable influence on strategic, administrative or operational consequences of the organization. The empowered people feel that they have personal control on work results (Lee and Koh, 2001). Findings relating to effect of psychological empowerment on job satisfaction and organizational citizen behavior show that when the teachers have feeling of self-determination, competence, impact and meaning in workplace, they will have higher job satisfaction and higher tendency to express organizational citizen behavior (Bogler and Somech, 2004). In this field, Chiang and Hsieh (2008) show that psychological empowerment has direct effect on job performance and organizational citizen behavior has significant mediating role between psychological empowerment and job performance. Moreover, Oplatka (2009) showed that the teachers who believe in their competencies and are able to leave impact in their work and feel that their work has meaning, they will have high job satisfaction and finally higher tendency to express organizational citizen behavior. In summary, what is evident from research findings is that psychological empowerment has positive effect on job satisfaction and organizational citizen behavior (Hechanova et al., 2006). On the other hand, transformational leadership is a style of leadership which has positive relationship with inferiors in order to strengthen performance of the employees and organization and encourage them to go beyond their personal need and act based on goals of the person and organization through intellectual stimulation and inspirational motivation and act based on goals of the person and organization (Noruzy et al., 2012). In other words, leader is an inspiring person and has human considerations which stimulate the

inferiors intelligently to look at problems differently and newly. Different explanations have been given about effect of transformational leadership on psychological empowerment, job satisfaction and organizational citizen behavior. For example, Avey et al. (2008) mention that psychological empowerment is one of the evident consequences of transformational leadership because the followers are given necessary powers and provided with opportunities of being independent and testing new ideas in this kind of leadership. In fact, goal of transformational leadership is to enable, give independence and create suitable opportunities to acquire competency from the personnel instead of controlling them (Avey et al., 2008). In addition, inspirational motivation of the leaders increases feeling of self determination and competency among personnel.

Gooty et al. (2009) found that better the personnel's perception of transformational leadership, the higher the psychological capital and finally the better performance they will express (Gooty et al., 2009). Nemanich and Keller(2007) in their research found that transformational leadership had positive effect on extra-role performance of the staffs. Findings of Salanova et al. (2011) also show that transformational leadership has direct effect on their extra-role performance through Self-efficacy in addition to direct effect on extra-role performance of nurses. They believe that supervisors of these nurses will be able to promote feeling of extra-role performance of nurses and improve their job involvement by adopting transformational leadership style. In summary, the obtained findings show that transformational leadership has positive relationship with psychological empowerment and organizational citizenship behavior and performance (Law and Hackett, 2005).

Conceptual mode and research hypotheses

As discussed in theoretical and research background the transformational leadership as a dependent variable has positive and significant relationship with psychological empowerment, job satisfaction and organizational citizenship behavior. Moreover, psychological empowerment has positive and significant relationship with job satisfaction and organizational citizenship behavior. In this regard, conceptual model of the research is shown in figure 1.

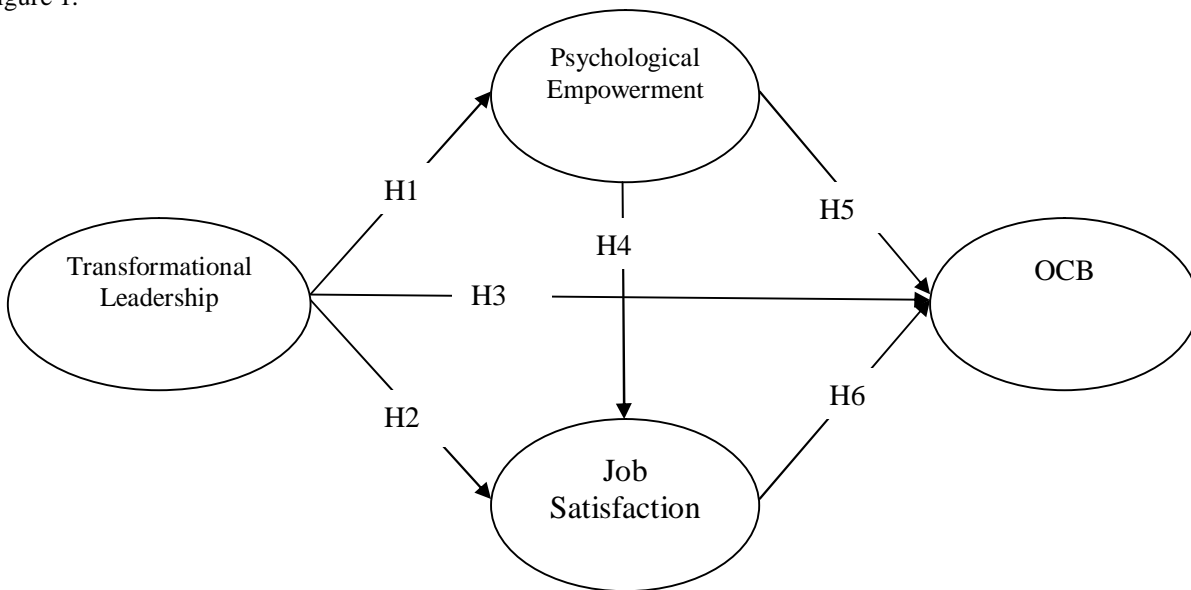


Figure 1.conceptual framework and hypothesis

H1: transformational leadership positively influences psychological empowerment.

H2: transformational leadership positively influences job satisfaction.

H3: transformational leadership positively influences OCB

H4: psychological empowerment positively influences job satisfaction

H5: psychological empowerment positively influences OCB

H6: job satisfaction positively influences OCB

In order to test this model, items of each one of these latent variables have been confirmed by confirmatory factor analysis. Research hypotheses are inserted in the conceptual model by considering the related paths.

RESEARCH METHOD

Statistical population of the research includes all teachers of Tehran city girl high schools. Using multistage cluster sampling method, first, Tehran city was classified into five districts: east, west, south, north and center and 5 high schools in each district was randomly selected. The research questionnaires were distributed among the teachers and 268 questionnaires were collected and analyzed.

Research Instruments

Organizational Citizenship Behavior: for measuring organizational citizenship behavior, Organ (2000) 20-item instrument has been used. This instrument has five components included: sportsmanship, altruism, civic virtue, conscientiousness and courtesy. The estimated Cronbach's Alpha for this instrument equals to 0.86 which indicates acceptable reliability of the measurement.

Job Satisfaction Inventory: in order to measure job satisfaction of the teachers, job description inventory (JDI) of Smith, Kendall and Hulin (1969) has been used. This instrument has five components. The estimated Cronbach's Alpha in this research also equals to 0.86 which indicates suitable reliability of this measurement.

Psychological empowerment: in order to estimate psychological empowerment, instrument of Spreitzer (1995) with twelve items and four components included self-determination, competence, meaning and impact was used. The estimated Cronbach's Alpha in this research also equals to 0.82 which indicates suitable reliability of the measurement.

Transformational leadership; instrument of Bass and Avolio(2000) for measuring transformational leadership style have been used. This instrument has been modified using content validity. The present instrument has five components of Intellectual Stimulation, idealized influence, individual consideration, inspirational motivation and ideal characteristics. Cronbach's Alpha for the entire questionnaire in this research was obtained 0.82 which indicates desirable reliability level of this questionnaire.

Research findings

In order to ensure validity of measurement instruments, confirmatory factor analysis and LISREL software have been used. Findings of confirmatory factor analysis are given in table 1. These findings indicate that intellectual stimulation, idealized influence, individual consideration, inspirational motivation and ideal characteristics have significant factor loadings on construct of transformational leadership respectively. Components of competence, meaning, self determination and impact have significant factor loadings on construct of psychological empowerment. In this regard, dimensions of organizational citizen behavior and job satisfaction have significant factor loadings on their constructs. All of these factor loadings are significant in alpha level of $P < 0.01$.

Table 1- findings of confirmatory factor analysis

Constituents	Cronbach's α	Factor loadings
Transformational Leadership	0.82	
(TL1)		0.79
(TL2)		0.77
(TL3)		0.73
(TL4)		0.91
(TL5)		0.79
Psychological Empowerment	0.82	
(PE1)		0.91
(PE2)		0.85
(PE3)		0.79
(PE4)		0.88
Job Satisfaction	0.86	
JP1		0.67
JP2		0.75
JP3		0.81
JP4		0.71
JP5		0.63
Organizational Citizen Behavior	0.86	
OCB1		0.78
OCB2		0.79
OCB3		0.88
OCB4		0.65
OCB5		0.70

Results of fit indices show that each one of the constructs of organizational citizen behavior, psychological empowerment, transformational leadership and job satisfaction has acceptable fit indices. Findings of correlations between constructs of research are inserted in table 2.

Table 2: correlation matrix between researchesconstructs

Variables	1	2	3	4
1 Transformational Leadership	1			
2 Job satisfaction	0.40**	1		
3 psychological empowerment	0.51**	0.56**	1	
4 OCB	0.47**	0.61**	0.40**	1

* p< 0.05 ** p < 0.01

The obtained findings show that correlation coefficients of transformational leadership with job satisfaction, psychological empowerment and organizational citizenship behavior equal to 0.40, 0.51, and 0.47 respectively which are significant in alpha level of p<0.01 and there is positive relationship between them. Psychological empowerment has positive and significant relationship with job satisfaction and organizational citizenship behavior. Job satisfaction with the highest correlation coefficient (r=0.61) has positive and significant relationship with organizational citizenship behavior. Figure 2 shows output of LISREL software. The estimated standard parameters are inserted on the paths. Each one of the direct, indirect effects and total effects is studied considering results of table 3 and we test the provided hypotheses.

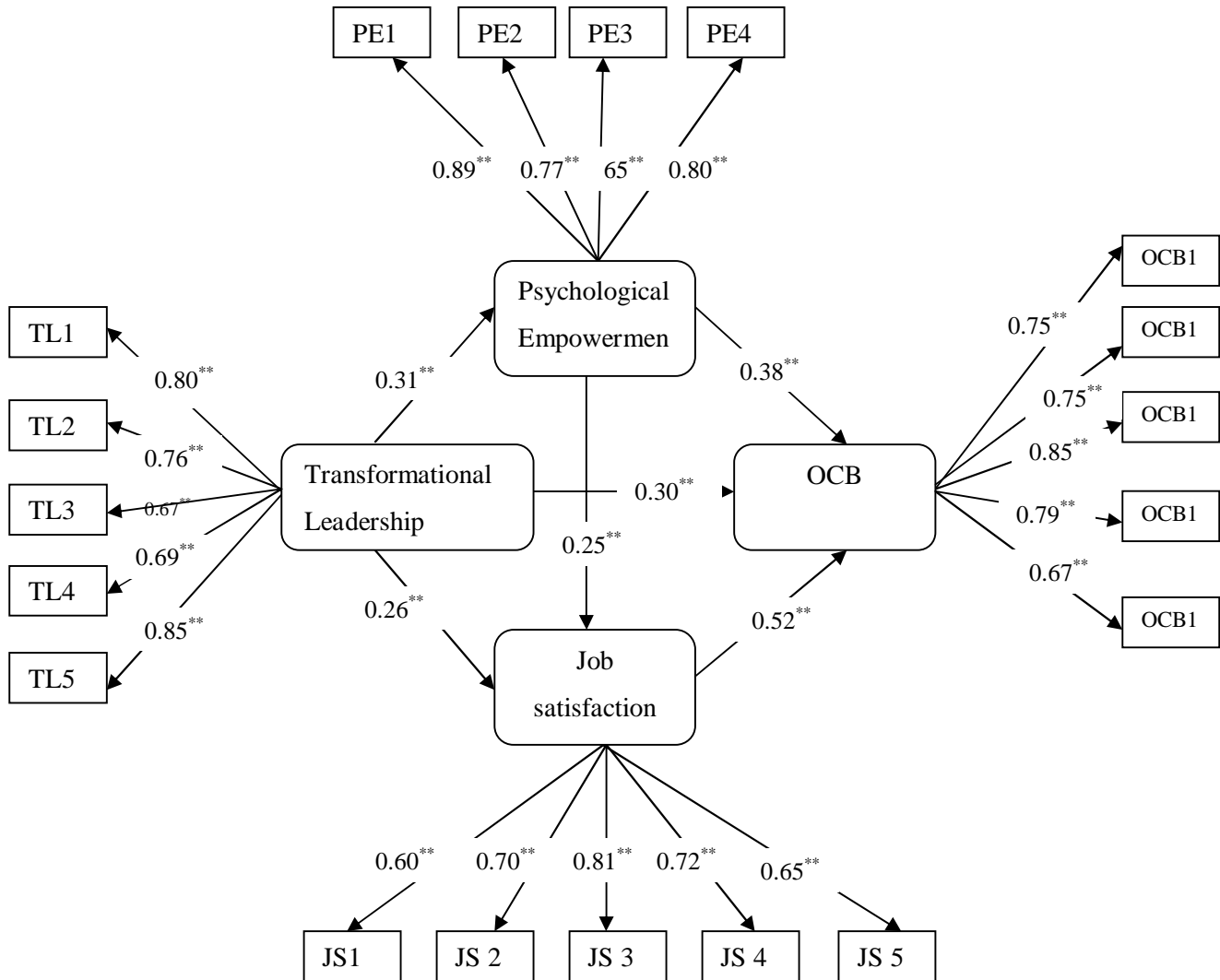


Figure 2: tested model and path coefficients

As table 3 shows, direct effect of transformational leadership on psychological empowerment, job satisfaction and organizational citizenship behavior with coefficients of 0.31, 0.26 and 0.30 is positive and significant. Therefore, transformational leadership has positive effect on psychological empowerment, job satisfaction and organizational citizenship behavior of the teachers. One can conclude that hypotheses 1 to 3 of the research have been confirmed. In addition, direct impact factors of psychological empowerment on job satisfaction and organizational citizenship behavior are 0.25 and 0.38 respectively and significant in alpha level of $p < 0.01$. Therefore, hypotheses 4 and 5 of the research are confirmed and when empowerment level of the teachers increased, their job satisfaction and organizational citizenship behaviors increases respectively. Impact factor of job satisfaction on organizational citizenship behavior is positive and significant. With this result, hypothesis 3 of the research is also confirmed.

Table 3: results of direct, indirect and total effects

Paths	Direct Effect	Indirect Effect	Total Effect
On OCB from:			
Transformational Leadership	0.30**	0.29**	0.59**
Psychological Empowerment	0.38**	0.13**	0.51**
Job Satisfaction	0.52**	-	0.52**
On Job Satisfaction from:			
Transformational Leadership	0.26**	0.077**	0.33**
Psychological Empowerment	0.25**	-	0.25**
On Psychological Empowerment from:			
Transformational Leadership	0.31**	-	0.31**

* $p < 0.05$ ** $p < 0.01$

The obtained findings show that RMSEA index in the estimated model with value of 0.046 has acceptable level and another fit index such as CFI, GFI, NFI, and NNFI and AGFI equalling to 0.95, 0.93, 0.94, 0.90 and 0.90 respectively all have acceptable rate. Therefore, Goodness of Fit Index shows that data of this research fits factor structure of this model.

DISCUSSION

The findings which were obtained from this study showed that transformational leadership style had direct effect on psychological empowerment of the teachers. On the other hand, the higher the psychological empowerment the teachers feel in their work, the more satisfied with their work and the higher tendency they show to express organizational citizenship behaviors. On the other hand, high job satisfaction of teachers will increase their tendency to express organizational citizenship behaviors. Therefore, if principals of the studied high schools want to culture and promote feeling of competence, impact, feeling of meaning and independence in workplace, they can promote their psychological empowerment through Intellectual Stimulation, idealized influence, individual consideration, inspirational motivation and ideal characteristics. Transformational leadership in the organization is so important that they have characteristics of Intellectual Stimulation, idealized influence, individual consideration and inspirational motivation for their followers and create feeling of meaning, competence, impact, and self determination. Transformational leadership can strengthen feeling such as job meaning in workplace, impact of job activities in organizational results, having independency and autonomy and consequently strengthen tendency of teachers to express sportsmanship, altruism, civic virtue, conscientiousness and courtesy. Transformational leadership cause job satisfaction of the teachers and encourage them to express organizational citizen behaviors by improving psychological empowerment. On the other hand, teachers' perception of payment, elevation opportunities, workplace and cooperation and generally job satisfaction increase their tendency to express extra-role behaviors (Podsakoff et al., 2009). Transformational leadership directly or indirectly can successfully encourage teachers to express organizational citizen behaviors with emphasis on feeling of self-determination, meaning, competence, impact and job satisfaction. Therefore, principals of the high schools actively cause psychological empowerment and provide opportunities for job satisfaction by adopting transformational leadership style and particularly intellectual stimulation, idealized influence, individual consideration and inspirational motivation and they encourage the teachers to express organizational citizen behaviors in this way. Therefore, it is suggested to provide opportunities for job satisfaction and expression of organizational citizen behaviors by relying on transformational leadership style training for principals of the high schools and emphasizing its importance.

CONCLUSION

Results of confirmatory factor analysis showed that dimensions of transformational leadership, psychological empowerment, organizational citizen behavior and job satisfaction have significant factor loadings on their constructs. Moreover, results of path analysis showed that direct effect of transformational leadership on psychological empowerment, job satisfaction and organizational citizenship behavior is positive and significant. Also, psychological empowerment directly and positively influenced job satisfaction and organizational citizenship behavior is positive and significant. Finally, indirect effect of psychological empowerment and job satisfaction between transformational leadership and organizational citizenship behavior is confirmed through path analysis.

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