

## THE ROLE OF JOB SATISFACTION IN MEDIATING RELATIONSHIP BETWEEN PSYCHOLOGICAL EMPOWERMENT AND LECTURER PERFORMANCE

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### ABSTRACT

The sampling technique used in this study is the saturation sampling technique. The questionnaire was distributed to 140 lecturers of the Dhyana Pura University foundation. Of the 140 questionnaires distributed 96 returned (response rate 68.5). This research used PLS (Partial Least Square) analysis technique. The results of this study have shown that psychological empowerment has a positive effect on performance, psychological empowerment has a positive effect on job satisfaction, and job satisfaction has a positive effect on performance. In addition, job satisfaction has a positive effect as a mediator of the effect of psychological empowerment on performance. The implication of this research is to improve the performance of lecturers, they must feel psychologically empowered and satisfied with the work first. The University needs to create positive emotions in the lecturers when they evaluate their work by increasing psychological empowerment, so that their performance will also improve.

**Keywords:** Psychological empowerment, job satisfaction, lecturer performance.

### INTRODUCTION

Employee performance refers to how employees have been responsible for carrying out tasks and have attitudes that are relevant to organizational goals (Na-Nan, 2018; Koopmans et al., 2013; Sok & O'Cass, 2011). Lecturer performance is a person's work in terms of quantity, quality, and time achieved and the costs used in carrying out their duties in accordance with the responsibilities given to them (Wachyu, H.H., 2018).

Empowerment is the behavior of giving employees the opportunity to negotiate, participate, impact and be responsible for organizational decisions through delegation of authority so that desired organizational goals can be achieved (Burke et al., 2015; Owusu-Moore, 2016; Baird & Munir, 2018). Empowerment creates a feeling of ownership in employees so as to create job satisfaction, motivation and other positive results for the organization and employees as well (Akram & Arshad, 2015). According to Akhtar & Malik (2015), empowerment can make employees more responsible because they experience the process of redistribution of power and information in an organization so that they do work more efficiently and effectively.

The impact of organizational empowerment on psychological conditions has been investigated by Burke (2015) which states that organizational empowerment has a positive effect on psychological empowerment. Psychological empowerment refers to the perception of empowerment or individual reactions to the structures, policies, and practices inherent in them (Spreitzer, 2008).

Previous research states that psychological empowerment has a positive effect on employee performance. If the company is empowering enough employees then they will realize the importance of the work and decide what they have to do to improve performance (De & Beuren, 2018). Kundu & Kumar (2017) conducted a study of 208 employees and stated that psychological empowerment had a positive effect on employee performance. Employees who are given autonomy can work more effectively because they feel they have the freedom to map their duties, make decisions according to time and situation and find out all ways to achieve their work goals (Akhtar & Malik, 2015). The positive effect of employee empowerment on performance must be an important note for managers because empowered employees have better motivation and performance compared to employees who do not feel empowered (Kim & Jang, 2017). Muhammad & Abdullah (2016) states that empowerment and compensation affect performance through affective commitment. When employees feel empowered psychologically they will feel more attached and loyal to the organization so that employee performance will increase (Kundu & Kumar, 2017). Based on the description above it can be concluded that psychological empowerment has a positive influence on employee performance.

Although many studies have proven the significant effect of psychological empowerment on performance, research from Durrah, et. al. (2014) displays different results. Durrah, et. al. (2014) conducted a study of bank employees in Jordan to see the effect of the psychological empowerment dimension on performance effectiveness. The result is that two dimensions of psychological empowerment, namely competence and impact, have a significant effect, but the other two dimensions, meaning and choice, have no significant effect. With the gap research above, it is possible for other variables to mediate the effect of psychological empowerment and performance.

## **LITERATURE REVIEW AND HYPOTHESIS**

One factor that can improve employee performance is by empowering the employee itself. Empowerment is the behavior of giving employees the opportunity to negotiate, participate, impact, and be responsible for organizational decisions through delegation of authority so that desired organizational goals can be achieved (Burke et al., 2015; Owusu-Moore, 2016; Baird & Munir, 2018). According to Akhtar & Malik (2015) empowerment can make employees more responsible because they experience the process of redistribution of power and information in an organization so that they do work more efficiently and effectively. Previous research states that empowerment has a positive effect on employee performance. If the company is empowering enough employees then they will realize the importance of the work and decide what they have to do to improve performance (De & Beuren, 2018).

The relationship between the efforts they make at work, the performance they achieve from those efforts, and the rewards they receive from their efforts and performance will also be influenced by individual perceptions about how organizations empower them. Empowerment is the behavior of giving employees the opportunity to negotiate, participate, impact and be responsible for organizational decisions through delegation of authority so that desired organizational goals can be achieved (Burke et al., 2015; Owusu-Moore, 2016; Baird & Munir, 2018). Individuals who feel more empowered have a higher level of trust in their manager, have a better relationship with their manager, have a job that offers greater autonomy, clearer goals and responsibilities, receives more feedback, and feels the job which is more meaningful (Burke et al., 2015). The results of this empowerment will make individuals to have a greater effort in their work because of their expectations of better performance. Individuals who feel

psychologically empowered also have a goal to impact the organization (Spreitzer, 2008). When individuals can make an impact on the organization and the organization is able to provide the potential rewards expected by the individual such as academic promotion, incentives, etc., then the individual will feel satisfied with his work and will further improve performance.

Job satisfaction is the level at which individuals have positive or negative feelings related to their work, which directly affect the economy and behavior at work (Siengthai & Pila-Ngarm, 2016; Sudiardhita et al., 2018; Robin & Judge., 2013). Employees who have been directly involved in results affecting the organization tend to have higher levels of job satisfaction (Ahmed & Hafiz, 2017; Akram & Arshad, 2015). Furthermore job satisfaction will lead it to be more productive and creative (Siengthai & Pila-Ngarm, 2016). If empowerment is able to increase job satisfaction and job satisfaction is proven to be able to improve employee performance, then job satisfaction is suspected to be a mediation between empowerment and employee performance.

Several studies have sought the mediating role of job satisfaction on the effect of empowerment on service efforts and customer-oriented behavior (Sut & Perry, 2011; Kazlauskaite et al., 2012). However, research that looks for the role of job satisfaction in mediating relationships of empowerment and performance, especially in teaching staff is still very limited.

### **Hypothesis**

H1: Psychological empowerment has a positive effect on job satisfaction.

H2: Psychological empowerment has a positive effect on performance.

H3: Job satisfaction has a positive effect on performance.

H4: Job satisfaction mediates the relationship of psychological empowerment and performance.

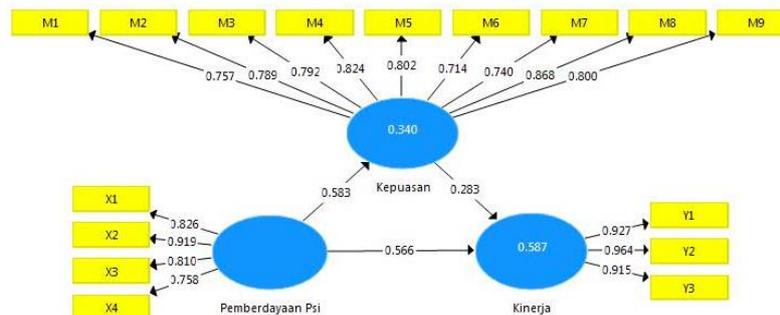
### **METHODS**

The scope of this study is a permanent lecturer at Dhyana Pura University. The reason for the researchers conducting research in this educational institution is firstly because there are indications that the performance of several permanent lecturers is low which affects the assessment of study program accreditation. Second, Dhyana Pura University is a university that is only 7 years old and is developing so it is interesting to see the dynamics of the performance of lecturers there. Third, the ease of access to obtain data.

The sampling technique used in this study is the saturation sampling technique. The questionnaire was distributed to 140 lecturers of the Dhyana Pura University, 96 returned of 140 total (response rate 68.5%). This research uses PLS (Partial Least Square) analysis technique. PLS is a Structural Equation Modeling (SEM) equation model based on components or variants.

### **RESULT AND DISCUSSION**

Testing the inner model or structural model is done to see the relationship between the construct, the significance value and the R-square of the research model. The results of testing the inner model can be seen in Figure 2.



**Figure 1.**  
**Structure Model**

The structural model is evaluated using R-square for the dependent construct and t test as well as the significance of the coefficient of structural path parameters.

**Table 1.**

<i>R-square</i>	
Constructs	R-square
Performance	0,587
Job Satisfaction	0,340

Primary Data, 2019

In table 1 can be seen if the R-square value of the performance variable is 0.587. It can be interpreted that 58.7% of the construct performance variability is explained by the variables of job satisfaction and psychological empowerment, while 41.3% of the performance variables are explained by variables outside the model. Likewise, job satisfaction variable, 34% of the variability is explained by psychological empowerment, while 66% of the job satisfaction variable is explained by variables outside the model.

In addition to using R-square, goodness of fit, the model is also measured using Q-Square predicat relevance for structural models, measuring how well the observations produced by the model and also the estimated parameters. Q-Squre value > 0 indicates the model has predicate relevance, conversely if the Q-Square value  $\leq 0$  indicates the model does not have predicate relevance. Based on Table 1, the predictive value of relevance ( $Q^2$ ) can be calculated, namely:

$$\begin{aligned}
 Q^2 &= 1 - (1 - R1^2) (1 - R2^2) \\
 &= 1 - (1 - 0,587) (1 - 0,34) \\
 &= 1 - (0,413) (0,66) \\
 &= 1 - 0,272 \\
 &= 0,727
 \end{aligned}$$

The results of this calculation indicate that the value of  $Q^2$  is greater than 0 (0.727), so it can be interpreted that the model is good because it has a relevant predictive value, which is 72.7%. This shows that variations in performance variables can be explained by the variables used namely psychological empowerment and job satisfaction variables, while the remaining 27.2% is explained by other variables that have not been entered into the model.

### *Hypothesis testing result*

The significance of the estimated parameters provides very useful information about the relationship between the research variables. The basis used in testing hypotheses is the value contained in the output path coefficients presented in Table 2 below.

Table 2.

*Path Coefficients*

Constructs			Path Coefficient	t statistics	Description
Job Satisfaction -> Performance			0,283	3,024	Accepted.
Psychological Empowerment	->	Performance	0,566	6,746	Accepted.
Psychological Empowerment	->	Job Satisfaction	0,583	7,856	Accepted.

Primary Data, 2019

Hypothesis testing is done using t-statistics. If the t-statistics value  $\geq$  t-table value (1.96), then  $H_0$  is rejected and the research hypothesis is accepted. In Table 5.11 it can be seen that job satisfaction has a correlation coefficient of 0.283 and a value of t statistics of 3.024 with performance. This shows the positive influence between job satisfaction on performance. The higher job satisfaction of a lecturer, the higher their performance. The psychological empowerment variable has a correlation coefficient of 0.566 and a value of t statistics of 6.746. This shows the positive influence between psychological empowerment on performance. The higher psychological empowerment they feel, the higher their performance for the organization. Furthermore, psychological empowerment variables have a correlation coefficient of 0.583 and t statistics value of 7.856. This shows the positive influence between psychological empowerment on job satisfaction. The higher psychological empowerment they feel will increase job satisfaction. Based on the data above, it can be concluded that the hypothesis in this study is entirely accepted.

*Testing the Role of Job Satisfaction Mediation in Psychological Empowerment on Performance*

The direct effect test results show that the coefficient between the psychological empowerment variables on performance is 0.318 with a t-statistics value of 3.203. The addition of job satisfaction as a mediating variable gives a different effect on the direct relationship of psychological empowerment on performance. Testing of company job satisfaction mediating variables is done by calculating the value of Variance Accounted For (VAF) which can be seen in Table 3.

In Table 3 it can be seen that job satisfaction has a direct effect on performance by 0.283. Psychological empowerment has a direct influence on performance by 0.566. Psychological empowerment has a direct influence on job satisfaction by 0.583. The indirect effect between psychological empowerment and performance is 0.165. The total influence possessed between job satisfaction and performance by 0.283, the effect of total psychological empowerment with performance by 0.731 and the total effect between psychological empowerment and job satisfaction by 0.583.

From the results of calculations in Table 5.12 it can be interpreted that the role of job satisfaction as a mediator has a VAF value of 0.225 (22.5%). These results indicate that the job satisfaction variable has a role as a partial mediator between the variables of psychological empowerment and performance. This means that the higher a lecturer feels psychological empowerment in themselves, the more satisfied they will be with their work and improve their performance, so that the hypothesis that job satisfaction acts as a mediator of the relationship between psychological empowerment and performance is proven.

Table 3.

Direct Effect, Indirect Effect, Total Effect and VAF		
Variable	Direct Effect	
	Coefficient	T Statistic ( O/STDEV )
Job Satisfaction -> Performance	0,283	3,024
Psychological Empowerment -> Performance	0,566	6,746
Psychological Empowerment -> Job Satisfaction	0,583	7,856
Variable	Indirect Effect	
Psychological Empowerment -> Performance	0,165	2,521
Variable	Total Effect	
Job Satisfaction -> Performance	0,283	3,024
Psychological Empowerment -> Performance	0,731	14,083
Psychological Empowerment -> Job Satisfaction	0,583	7,856
VAF -> Indirect Effect / Total Effect (0,165/0,731)	0,225	

#### *The Effect of Psychological Empowerment on Job Satisfaction*

Based on the data presented in Table 2, it is known that the path coefficient for psychological empowerment on job satisfaction is 0.583 and the t-statistics value is 7.856. The path coefficient shows that psychological empowerment has a positive influence on job satisfaction of permanent lecturers at Dhyana Pura University. This proves that the higher psychological empowerment is felt, the higher job satisfaction they feel. From the results of this study it was proven that the average permanent lecturer of Dhyana Pura University was satisfied with their work. Based on the description of respondents' answers, seven of the nine indicators showed that the lecturer was satisfied with his work, namely the indicator of work characteristics with a value of 4.01, an indicator of coworkers or coworkers with a mean value of 3.89, a promotion indicator with a mean value of 3.82, an indicator supervision with a mean value of 3.69, salary indicators with a mean value of 3.62, communication indicators with a mean value of 3.6 and fringe benefit indicators or social security with a mean value of 3.48. Two indicators included in the quite satisfied category are contingent reward indicators with a mean value of 3.33 and working conditions with a mean value of 3.28. Although the average results indicate that the lecturer is or is quite satisfied with the components of salary, social security, communication, contingency awards and working conditions, the value of these five indicators is still below the overall average so it needs attention.

This finding shows that in order to increase lecturer job satisfaction, the organization must ensure that lecturers feel psychologically empowered. The way to produce psychological empowerment is by giving employees the opportunity to negotiate, participate, impact, and be responsible for organizational decisions through delegation of authority so that desired organizational goals can be achieved (Burke et al., 2015; Owusu-Moore, 2016; Baird & Munir, 2018). The structural empowerment process will make someone feel their work is meaningful and has the autonomy to complete their work. When lecturers feel that their work is meaningful and confident in their ability to complete work, then they will be more satisfied with their work as lecturers. Lecturers will also be increasingly satisfied with their work components such as salaries, direct supervisors, work colleagues working conditions and communication, if they have significant autonomy and impact on work. Autonomy is meant here is that they can decide their own methods and efforts to complete the work, while the impact is the extent to which it can influence decisions in each study program.

The results of this study are in line with research conducted by De & Beuren (2018) which states that psychological empowerment with all four dimensions has a positive effect on job satisfaction. Research Burke et al., (2015) states the practice of organizational empowerment is directly related to more favorable work outcomes such as job satisfaction. Ahmed & Hafiz (2017) states that when employees feel that their work is meaningful and important, they believe that they have the ability to carry out tasks successfully, have a certain level of self-determination over the execution of work, can form desired outcomes through their behavior, and tend to have positive emotions. These positive emotions were proven to appear in the results of this study, namely the high job satisfaction shown by lecturers as a result of psychological empowerment. This can occur because psychological empowerment creates a feeling of ownership in employees which further creates job satisfaction and other positive outcomes for the organization and employees as well (Akram & Arshad, 2015). Thus, the first hypothesis namely psychological empowerment influencing job satisfaction is accepted.

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#### *The Effects of Psychological Empowerment on Performance*

The results of this study are consistent with research conducted by Li et al. (2015) who found a positive relationship between psychological empowerment and task performance. According to Akhtar & Malik (2015), empowerment can make employees more responsible because they experience the process of redistribution of power and information in an organization so that they do work more efficiently and effectively. Muhammad & Abdullah (2016) also found that perceptions of empowerment had a direct and significant influence on performance. If the company is empowering enough employees then they will realize the importance of the work and decide what they have to do to improve performance (De & Beuren, 2018). When employees feel empowered psychologically they will feel more attached and loyal to the organization so that employee performance will increase (Kundu & Kumar, 2017). Thus, the second hypothesis namely psychological empowerment has a positive effect on performance is accepted.

#### *The Effect of Job Satisfaction on Performance*

The results of this study are consistent with research conducted by Berliana et al., (2018) who examined the effect of job satisfaction on employee performance. The result is that job satisfaction can increase responsibilities in handling work even when there is no supervision from superiors. In the academic environment of a University in Malaysia, See Abdullah et al., (2015) stated that job satisfaction such as satisfaction with working conditions, salary, coworkers and superiors play an important role to improve performance. Siengthai & Pila-

Ngarm (2016) conducted research on the hotel and resort industry and the banking industry in Thailand to examine whether job redesign and job satisfaction affect performance. He believes that job satisfaction is the key to mobilizing employee performance. This means that when the University wants to mobilize the performance of lecturers, the University needs to pay attention to the factors that cause lecturers to be satisfied with their work. Hairuddin et al. (2017) conducted a study of lecturer performance and found that the effect of lecturer job satisfaction proved significant in explaining the effect of work motivation, competence and organizational commitment on lecturer performance. Thus, the third hypothesis namely job satisfaction has a positive effect on performance is accepted.

#### *The Role of Job Satisfaction in Psychological Empowerment on Performance*

Based on the data obtained in Table 2 shows that the path coefficient between psychological empowerment variables and performance is 0.566 with a t-statistics value of 6.746. The addition of job satisfaction as a mediating variable gives a different effect on the direct relationship of psychological empowerment on performance. Testing of company job satisfaction mediating variables is done by calculating the value of Variance Accounted For (VAF) which can be seen in Table 3

Based on the calculation results in Table 3, the VAF value of 0.225 is obtained. From the results of these calculations it can be interpreted that the role of job satisfaction as a mediator has a VAF value of 0.225 (22.5%). Although the mediating effect is not too large, job satisfaction simply adds to the total effect of psychological empowerment on performance. These results indicate that job satisfaction variable has a role as a partial mediator between psychological empowerment and performance, so the hypothesis stating that job satisfaction acts as a mediating relationship between psychological empowerment and performance is proven. It also shows that psychological empowerment and job satisfaction are important factors in determining the level of performance.

The results of this study are in line with research conducted by Sun (2016) who tested the mediating effect of job satisfaction on the relationship of psychological empowerment and performance. The result is satisfaction has a mediating effect of 0.207, resulting in 33.17% on the effect of total psychological empowerment on performance. Not much different from this study that job satisfaction is a partial mediator with a VAF of 0.225. This means that in this study, job satisfaction was able to absorb the direct influence of psychological empowerment on performance by 22.5%. Berraies & Hamouda (2018) found that customer satisfaction is a mediation between customer empowerment and financial performance. Through this research, it is evident that one's satisfaction becomes a mediation not only in the context of customers and company performance but also in the academic context especially lecturer performance. Sut & Perry (2011) states empowerment has a significant influence on service efforts through job satisfaction and employee commitment built. This is consistent with this research that through job satisfaction, psychological empowerment felt by lecturers is able to improve performance in the fields of education, research and community service. Thus the fourth hypothesis, job satisfaction acts as a mediating relationship between psychological empowerment and proven performance.

## **CONCLUSION**

The results of this study have shown that psychological empowerment has a positive effect on performance, psychological empowerment has a positive effect on job satisfaction, job satisfaction has a positive effect on performance and job satisfaction has a positive effect as a

mediator of the effect of psychological empowerment on performance. These findings support the theory that the better psychological empowerment felt by individuals, the better the performance of individuals in the organization. Besides psychological empowerment represented by indicators of meaning, competence, self determinant and impact also increase job satisfaction. On the other hand, one's satisfaction with salary, promotion, supervision, social security, contingent reward, working conditions, coworkers, work characteristics and communication can improve performance. Job satisfaction also plays a role in mediating psychological and performance empowerment relationships. The results of this study are expected to be empirical evidence for future research and are able to enrich the development of human resource management knowledge related to psychological empowerment, performance and job satisfaction as a mediator of the influence of psychological empowerment on performance.

### Research Limitations

- 1) R-square performance variable of 0.587 indicates there are opportunities for other variables to effect performance. This research is only limited to examining psychological empowerment and job satisfaction so that it cannot examine more deeply the factors outside these variables.
- 2) This research is a perceptual study that provides opportunities for social desirability bias. In addition, performance evaluation in the form of self-evaluation is less able to show an objective performance evaluation.
- 3) This study uses a cross-sectional time design that is collecting data at the same time under certain conditions making it difficult to determine cause and effect due to unclear relationship periods.

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