Impact of Leadership Empowerment on Job Satisfaction of Female Teachers of Girls Colleges of Sindh Mediated by Work Engagement

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Abstract

This study aims to determine the role of leadership empowerment and work engagement in predicting job satisfaction of female teachers of Government Girls Colleges of Sindh, Pakistan. The study has utilized a survey questionnaire consisting of 35 items to collect data from 360 female faculty members of Government Girls Degree Colleges of Sindh. The data were analyzed by using SPSS for descriptive analysis and Smart PLS software was used to extract the inferential statistics. The results have confirmed the research objectives and answered all research questions for addressing the problem statement. Thus all the hypotheses were found supported. The work engagement was predicted by leadership empowerment at the rate of 29% and job satisfaction was predicted by leadership empowerment at the rate of 32%. Thus the work engagement has played a role of partial mediation. Job satisfaction is considered as most researched job outcome in HR. In the service sector, the female teachers' job satisfaction has not attained serious efforts of researchers and management of girl’s colleges to address their problems effectively. In this context, this study has figured out the possible solution of female teachers’ problems.

**Keywords:** Leadership Empowerment; Work Engagement; Job Satisfaction

# Introduction

## Empowerment

In the field of management and psychology, the term work engagement has got much importance over the past two decades. It helps organizations to achieve employee competitive advantage by supporting the role of leadership empowerment to satisfy employee needs and wants. Leadership empowerment in organizational work outcomes was found somewhat critical for employees to perceive their job. In educational institutes of Sindh, Pakistan, the ratio of female teachers is on a lower side when compared to male faculty members. On the other hand, only educational institutes provide equal opportunity to females when compared with other service sectors. Thus, this study focuses on the important unit of society especially to help the education department of Sindh to formulate policies in accordance with female teachers’ needs and expectations.

Employee work engagement and leadership empowerment is a rising idea in business, organization, organizational psychology, and human skills advancement fields (Wollard and Shuck, 2011). There has been a great enthusiasm for association in organizations for employee work engagement and leadership empowerment as a good move towards employee job satisfaction. Some recent research has viewed that work engagement of employee foresees employee job satisfaction resulting more in its performance, organizational achievements, and financial outcomes with performance of the firm like total shareholder return and employee job satisfaction (Rangnekar et al., 2011). Fulfilling positive work-related experience and state of mind is to be said as work engagement and leadership empowerment by some authors. It is observed that positive job satisfaction with good mental health is achieved through work engagement and leadership empowerment (Schaufeli et al., 2004). According to some researchers that (JDR) model is well known and is recommended in many of previous work studies for the basics of leadership empowerment and work engagement of employees in an organization setting. As technological advancements change continuously evolves and give shape to organizations to set up their working relationship, known as a multidimensional construct (Rangnekar and Barua, 2011).

The previous review suggests that there is a need to re-examine and scrutinize the central theoretical assumptions that have underpinned much of the leadership empowerment and work engagement, its managerial discourse, which often champions what is meant by a leadership empowerment and work engagement actually. Nowadays to behave effectively and efficiently in financial situations in the firm, there must be a leadership relationship between an employee and his/her work; it is also a way to compete better than before (Chaudhry et al., 2011). Leadership association makes through its mentally executive nature, an employee may accept that their mental association has been satisfied or breached based on whether they have seen commitments or not which are kept for their work role in the firm (Bakker and Demerouti, 2007). In case a person accepts that their Psychological Contract (PC) has been seriously breached, this may result in an infringement of the mental contract which decreases the performance in general work and the fulfillment of representative that levels between partners and can bring around demeanors and behaviors that will lead to destitute execution results as a whole (Zhu, 2013). In this sense, this study analyzes the relationship between work engagement, leadership empowerment, and job satisfaction, and the role of work engagement and leadership empowerment. Employing employment has been tested and uprightly for years of employment, but the growth of the world has increased due to growth. Employment satisfaction is least important than any organization. According to Howard & Sheth (1969), Employees' Confirmation Science, analyzed science since 1960, this introduced various methods and concepts. However, until the 1990s the job did not ensure the management of the employee on the authority and responsibility (Oliver, 2007). The managers perform an extraordinary part in strengthening the talent of the strongest, which is the center of organizational “success (Bhatnagar, 2007; Druskat & Wheeler, 2003; Yukl & Becker, 2006).

## Leadership Empowerment

Conger and Kanungo (1988) and Hui (1994) identified five dimensions of Leadership Empowerment as meaningfulness, autonomy; self-decision making, accountability, information sharing, and skills development which are further researched by various authors from time to time and finally reduced to all the four dimensions except meaningfulness? Though meaningfulness was found to be the most predicted dimension in leadership empowerment. Empowering leadership boosts individuals’ experience of inner motivation relating to their awareness of competence, self-independence, and influence and meaning (Boudrias et al., 1992). Empowering leadership has been shown to enhance the creativity of employees (Zhang & Bartol, 2010), engagement of employees (Tuckey et al., 2012), knowledge sharing behavior (Xue et al., 2011), and job satisfaction (Kim, 2002; Lee, Cayer, & Lan, 2011).

Finally, the leadership empowerment scale was developed and categorized into five dimensions with fourteen items to measure its role. Turey et al., (2012) found that empowering leadership could help to enhance awareness of job demand. They described that this is the outcome of enhanced responsibilities and problem-solving provided by the empowering leader to subordinates. Further, they described that empowering leaders enhance job resources and that the mixture of resources and demand enhanced the work engagement of the employees. Empowering leadership also motivates people to take part in decision-making (Tuckey et al., 2012), delegates responsibilities (Bass & Riggio., 2006), and motivates team members to work combined and autonomously without direct supervision (Tuckey et al, 2012). From the managerial perspective, employee empowerment is a comparative pattern that illustrates how managers share information, power, and resources with those who don't have it (Fernandez & Moldogaziev, 2011).

## Work Engagement

Employee engagement is the positive, affective mental work-related state of mind that leads workers to effectively express and contribute themselves emotionally, cognitively, and physically in their part execution at work (Rurkkhum, 2010). In spite of the fact that there are somewhat distinctive sees in characterizing worker engagement (Harter et al., 2002: Mischkind, & Meltzer, 2005), within the human assets writing, worker engagement is by and large concurred to be a mental feature that includes vitality, eagerness, and engaged exertion (Gruman & Saks, 2010; Macey & Schneider, 2008).

Employee commitment contrasts from a few ideas that exist in authoritative conduct, for example, hierarchical duty, and hierarchical citizenship conduct, and employment association. Authoritative responsibility varies from the commitment that allows to mentalities and ties an individual to their association. Commitment isn't a mentality, it is how much an individual is concerned and has a connection to execution in their job. Engagement is not an approach, it is the degree to which an individual is concerned and has a connection to execution in their work responsibility at work (Bakker & Demerouti, 2008; Schaufeli & Bakker, 2004). OCB includes volunteer and casual practices that can support partners and associations, while commitment centers on the job of an individual's conventional exhibition past extra-job and deliberate conduct. According to (Zhang, 2010) work inclusion is the result of a cognitive choice around the ability to fulfill the desires of the work and tied to a person’s self-picture. Psychological empowerment is basically an employee’s perception, which is related to empowerment.

According to (May et al., 2004) work inclusion is the result of a cognitive choice almost the capacity to fulfill the wants of the work, and tied to a person’s self-picture. Leadership empowerment is related to the motivational approach of strengthening (Menon, 2001). Mental strengthening is additionally handled by expanding the self-efficacy (Conger, 1988). Through these four measurements of mental strengthening female instructors feel able to perform any movement or he/she feels dynamic in each work instead of the inert point of a work part (Spreitzer, 1995). Leadership empowerment is a very important concept for researchers because psychological strengthening is related with the motivational approach of strengthening (Menon S. R., 2001). Psychological strengthening is additionally a process of expanding the self-efficacy (Conger, 1988).

## Job Satisfaction

Employees are valuable assets of any industry, and the education department is no exception to this. High Job Satisfaction is interrelated to high productive employees, highly motivated and highly productive employees, means happy customers and exceptional performance there is no rocket science to comprehend that simple terminology. Yet, it is essential to know the views and opinions of employees toward their job and working environment (Zhang, 2010). In order to preserve higher levels of job satisfaction in educational institutions, efficient human resource management is essential, to standardize higher fulfillment of the educational goals which can influence the development outcome of the entire society (Davis & Nestrom 1985).

The Management, Employees, and the environment in the workplace are interrelated with each other and are the biggest contributor to the job satisfaction in any organization. The term ‘job satisfaction’ can be explained by an employee’s psychological response to his or her work. It contributes positively when an employer or higher management, in this case, provides essential job values. Term Job Satisfaction can also be explained as; attitude and feelings people possess about their job. It can be described as job satisfaction if the attitude is positive and supportive. In contrast to that negative and undesirable attitudes toward the job exhibit job dissatisfaction (Spector, 1997).

A collection of feelings and mindsets that people possess about their present job is job satisfaction. Level of severity of job satisfaction can be stretched from extreme satisfaction to extreme dissatisfaction. Moreover, an employee can have different attitudes, about the different aspects of their work, besides having the attitude about their job as a whole. Such attitudes can vary from person to person and can be the behavior of supervisors or subordinates, or their salaries, working conditions, and their relationships with working peers (Mullins, 2005).

Generally, job satisfaction can be categorized into two aspects; the first one is intrinsic and the second one is extrinsic. Internal elements are entirely dependent on aspects like relationships with seniors or managers, respect and dignity at the workplace. While external elements are dependable on various aspects such as job security, salary structure, opportunities to advance in the field, working atmosphere, and duty timings. (Armstrong M. , 2006). Job satisfaction is an employee’s sense of accomplishment and success on the job. It is normally recognized to be directly related to efficiency as well as to personal welfare, recognition, income, promotion, and the achievement of the tasks that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction does not only contribute to the performance of the employee but the cohesiveness of workers for the sustainability of accomplishing the organization’s mission (George & Jones 2008).

# Literature Review

The term empowerment may be explained in various ways. Research studies demonstrate that the empowerment is being used in organizations with the idea of the development of independent life, social development, authority, society values affirmation (Ikramullah *et al.,* 2018). Leadership empowerment has been discussed by very few researchers over decades while some of the literature reported empowerment as psychological, structural, and transformational empowerment in the context of leadership, very few reported in the education sector (Gkorezis, 2016). Leadership empowerment in the context of female teachers found that female teachers will perform their duties with full zeal and enthusiasm if they have enhanced self-determination, clear knowledge of organizational goals, well-equipped knowledge, and skills about work performance, have a positive impact on job satisfaction (Tadeus Arufan Jasrin *et al.,* 2020).

Zbierowski (2011) investigated that empowerment of the workforce is one of the concepts that have been proposed for the advancement of human assets. The concept of strengthening was to begin with presented within the 1980s. The prior definition of leadership empowerment is assignment of authority, organization, and empowering implies persuading through improving self-efficiency (Conger & Kanungo, 1988). The key concept to leadership empowerment is giving representatives as much duty and independence which gives them with a considerable sum of flexibility to carry out obligations (Hancer & George, 2003).

While, motivating Self-Directed Decisions, despite the decision-making relationship around plans, goals, and procedures, Motivating Self-Directed Problem Solving, identification of work issues and steps to correct their problems Initiative solving (**Konczak,**  *et al.,* 2002).

Arnold *et al,* (2000) include their leadership decision making, although, Konczak *et al.,* (2000) considered delegation of authority. The study is confident that the successful authorization will show a great sense of self-determination and will be more affected than just participation. Therefore, the study considered “delegation” central to empowering leadership. Leaders have encouraged employees to understand all aspects of their work through leadership empowerment that employees can possibly feel their job and organization through empowering employees. Legislative power, control, and supervision that are with their job management methods emphasize support and cooperation Chan *et al.,* (2008). “As stated by Srivastava *et al,* (2006) different leadership behaviors had reviewed, but empowering leader behavior has supposed outstanding value. The five dimensions of leader empowering behavior, mentioned by Konczak *et al.,* (2000) are: **The delegation of authority**where empowering leaders by sharing the information with the subordinates to let them completely take part in work and make effective decisions that are appreciable to the organization (Hakimi *et al.,* 2010). **Accountability for outcomes**targets on leaders repositioning of authority and handing over liabilities to subordinates, making them accountable for outcomes Hakimi *et al.,* (2010); Konczak *et al.,* (2000). **Self-directed decision-making**has been illustrated as granting and concerning the employees to take part in problem-solving procedures Konczak *et al.,* (2000); Van Dierendonck & Dijksta, (2012). With **Information sharing***,* leaders distribute the information with subordinates and subordinates shift the information to each other Arnold *et al.,* (2000); Konczak *et al.,* (2000); Pearce & Sims, (2002” Leaders are mandatory to propose subordinates for **Skill development**that would allow them to make decisions and take decisions that would be effective for the tasks (Jordaan, 2007).

Over the some decades various studies have been conducted on work engagement, work engagement is defined as a positive, emotional, and inspirational degree at which a high level of energy is required combined with a high level of dedication and interest towards the job and work **Invalid source specified.** Work engagement is a well-liked concept in research studies because engaged employees can generate new ideas they can do creative work, engaged female teachers always show great enthusiasm towards their work and job, they only focus on their work activities **Invalid source specified.** If female teachers engage themselves in work activities however they can get better results or outputs and they can complete better in role task performance **Invalid source specified.**There are three dimensions of work engagement: Vigor, Dedication, and Absorption.

Vigor: Vigor corresponds to a person who has the eagerness to do work efficiently and achieve a goal. Vigor represents a mental flexibility and a high level of energy while doing any work **Invalid source specified.** Dedication refers to those female teachers who are fully involved in their work and job, dedication is basically about inspiration, eagerness, and motivation **Invalid source specified.** Absorption refers to the sense of attachment with work activities and job, it refers to the high level of attentiveness on job and work, these female teachers are highly related to working and they spent their time on the job and work **Invalid source specified.**

The basis of engagement has been developed on the basis of visor, dedication, and absorption in relation to different roles being performed by employees (Basinska *et al.,* 2016). Some research studies results reveal that the employee disengagement towards work activities as disavailabilty at the workplace, and non-cooperative behavior lead to wastage of organizational efforts in terms of time, knowledge, and dedication loss (Du Plessis *et al.,* 2018). Eklund Said in (2008) that teachers are important for job satisfaction. According to Bentley (2013), it has been found by many researchers worldwide that a job of working with the job satisfaction is a key relationship and this work satisfaction has a strong relationship when it needs the complexity and autonomy of the tasks, This study also states that there is a positive relationship between empowerment and job satisfaction, when they think that self-determination is an element of self-determination.

Leadership empowerment plays important role in the job satisfaction of the employees in every organization. The employee could not work hard until they are not empowered. So the leaders in every organization must empower their employees so that they can feel motivated and more committed to their job and will work hard to achieve their goals. If the leaders will empower their employees by giving them the authority to make decisions and solve their problems themselves, they will feel more committed to their job and they will work hard to accomplish their goals.

In the study on the employees of State University in northern Malaysia, (Hanaysha & Rozita Tahir, 2016) has ended that the job of employment has a positive effect. (Engström *et al.,* 2010), it has been found in the study of nursing staff that the 8 percent of job satisfaction of the six acres in total empowerment (Sarwar & Khalid, 2011), showed that the authorized agencies survey of employees operating in Pakistan Lahore Affect positive performance. Hechanova *et al.,* (2006) Researched related to the Employment and Empowerment and Empowerment in the Philippines, found in touch with the hotel management in the Philippines, food and beverage management, banking, call center and airline operating, and employment and job satisfaction. Zembylas & Papanastasion (2005) discovered that in research on the Skeptopathy teachers, the satisfaction of the teacher's job is empowered.

According to the analysis results of Fernandez & Moldogazuev (2015), the 2010 Physical Employment Point, point Survey (FISS) data indicates empowerment practices (for example, information about purpose and performance, information associated with the job Delivery and capabilities, and the ability to change the work process) have positive and significant effects on job satisfaction. Ahmad & Oranye (2010) surveyed nurses working in the UK's undergraduate hospitals in Malaysia and Malaysia. According to research, Malaysian nurses realized more powerful and British norms more respected on their institutions. Nevertheless, British nurses' jobs were more employed than Larsen. It concludes that empowerment does not give the same results in all the countries and cultural differences should be done in the empowerment process.

Ning *et al.,* (2009) China's social norms found a social and significant positive relationship with the confidence and responsibility of their research in research. Abraiz *et al.,* (2012) investigated the research and development of four dimensions (sovereignty, responsibility, information, creation) between the satisfaction of job research in Pakistan's hospitals, hospitals, and educational institutions. They got a positive connection with the charity of the job satisfaction ability. But the relationship between satisfaction and self-determination is relatively high compared to other variables. Lautizi *et al.,* (2009) in relation to a survey of Italian nurseries, through the control of the control of the Controller, investigated the relationship between the contact organization and the work pressure between the convergence and the job satisfaction of the job. It has shown that there is a relative affinity between the construction of construction and power and the negative contact with the working pressure.

Pelit *et al.,* (2011) in this research, they have been moved to work in the 5-star hotels in Turkey, in the two parts, the idea of empowerment is behaviorally and psychologically. The results show that there is a significant impact on job satisfaction of psychological and behavioral empowerment. Choi *et al.,* (2016) in personal and public hospitals in Malaysia, understood in the research results, studying the fundamental contact between leadership, power, and job. Looking to find out that employee empowerment will not only increase the satisfaction of the job; it has also been shown that the relationship between the development leadership and the relationship between job satisfaction are related. In this study, teachers of the Early Schools of Israel, Bogler & Nir (2012) demonstrate that the authorized institutional organizations have a relationship between working and job satisfaction. Sarmiento *et al.,* (2004) has shown that high-level staff is a result of low and high-quality satisfaction in the study of nurses in Canada. Yang & Lee (2009) discovered that they were on Chinese, Chinese noses, especially with respect to the job with both the empowered and organizational affiliates. The work environment associated with a leader can affect the concept of security at the surroundings. A helpful leader, who reflects the worries and feelings of workers, gives them a positive return to voice their concerns and encourages jobs; develop employment skills and issues related to their work. They can resolve, self-determination, and increase their passion in their tasks (May *et al.,* 2004). Such people are engaging in their work (Ryan & Deci, 2001).

# Problem Statement

Job satisfaction is very important in every organization, not only for employees but also for employers. Because if the employees are satisfied with their job they will work hard to achieve the organizational goals. In the education sector, the focus is not only on the girls and women as students but also as the members of the profession of education. A teacher is a role model for students and also for their communities. An Outstanding number of women in the profession of teaching incredibly are at higher levels of decision-making positions, and it can increase the ambition of girls and young women and positively impact the social perspectives towards women. So as the job satisfaction of teachers especially the female teachers is important in the colleges of Sindh. If the female teachers are empowered, they can provide quality education to their students in the colleges and schools and can also give them awareness about education and other activities. The job satisfaction of female teachers with their profession is important because job satisfaction can make more loyal and dedicated to their responsibilities and their duties. Through empowerment, the teachers will feel more encouraged and they can take accountability for outcomes of results of their responsibilities and can make decisions by themselves and this leads to job satisfaction of them. This study has been designed with the motive to help the college education department of Sindh to formulate effective strategies for the development of female teachers at specific and overall development of Girls’ Colleges with the help of satisfied and motivated female teachers.

## Research Objectives

The research has designed the following research objectives for solving the research problem.

1. To determine the impact of leadership empowerment on work engagement.
2. To examine the impact of work engagement on job satisfaction.
3. To identify the impact of leadership empowerment on job satisfaction.

## Research Questions

The study has addressed the following research questions:

1. How does leadership empowerment affect the work engagement?
2. What is the affect of work engagement on job satisfaction?
3. What is the relationship between leadership empowerment and job satisfaction?

## Research Hypotheses

**H1:** Leadership empowerment is significantly associated with work engagement.

**H2:** Work engagement is significantly associated with job satisfaction.

**H3:** Leadership empowerment is significantly associated with job satisfaction.

## Research Model

Leadership Empowerment (LE)

Work Engagement (WE)

Job Satisfaction (JS)

# Methodology

## Sample

The data was collected in 2018 from the Girls Colleges’ faculty members. Initially, the researcher had contacted with the office of the Regional Directorates of college education department. They further directed principals of respective colleges to coordinate with a researcher in fair data collection from female teachers during college working hours. The organizational structure of the college education department Government of Sindh is divided into six regions i-e: Karachi, Hyderabad, Mirpurkhas, Shaheed Benazirabad, Larkana, and Sukkur. Researcher has collected data from the female teachers working in Sukkur, Larkana, Hyderabad and Karachi regions while in Mirpurkhas and Shaheed Benazirabad, number of Girls Colleges with few female faculty members are there. Sukkur region holds the charge of Girls and Boys Degree Colleges of Ghotki with four Girls Degree Colleges, Khairpur Mirs with eight Girls Degree Colleges, and Sukkur with four Girls Degree Colleges. Larkana region holds the control of Boys & Girls Degree Colleges of Jacobabad with one Girls degree college, Kashmor Kandhkot with one Girls degree college, Larkana with six Girls degree colleges, Shikarpur with one Girls degree college and Qambar ShahdadKot with two Girls degree Colleges. Hyderabad region holds control of Badin with two Girls Colleges, Dadu with two Girls Degree Colleges, Hyderabad with eight Girls colleges, Jamshoro with three Girls Colleges, Matyari with two Girls Colleges, Sajawal with one Girls college, Tando Allahyar with one Girls college, Tando Muhammad Khan with one Girls colleges and Thatta with One Girls College. Karachi region with Karachi Central having eighteen Girls colleges, Karachi East with sixteen Girls Colleges, Korangi with twelve Girls Colleges, Malir with six Girls colleges, Karachi South with eleven Girls colleges, and Karachi West with ten Girls Degree Colleges. Mirpurkhas with Mirpurkhas district having three Girls Degree Colleges, Tharparkar with one Girls degree college and umerkot district with three Girls degree colleges. Shaheed Benazirabad region with Naushehro Feroz district having three Girls colleges, Sanghar with four Girls colleges and Shaheed Benazirabad with six Girls Colleges respectively. There are total 29 districts with 327 Degree colleges from which 142 are Girls Degree Colleges. Questionnaires were distributed among female teachers personally with the good consent of principals and the respective female teachers who were willing to respond. Researcher has visited 60 colleges of Karachi region, 09 colleges of Larkana region, 16 colleges of Sukkur region and 17 colleges of Hyderabad region i-e: 102 total colleges for data collection. The study has utilized purposive judgmental sampling method to achieve desired responses from serious female teachers for giving their consent about this study. It is found to be confined sampling method to achieve desired response (Bougie, 2010). The response was collected from female teachers who have more than three years of teaching service as they can better respond about the desired inquiry. The study had spent about two months collecting the data from female teachers of four regions. A total of 450 questionnaires were distributed among female teachers from 360 questionnaires were returned back. About 40 questionnaires were discarded because of incomplete and biased filled. Finally, 360 questionnaires were incorporated for further analysis which represents 80% response only possible due to personal efforts of researcher.

# Measurement

A total of 35 items questionnaire distributed adopted from prior literature recognized from (Konczak, et al., 2002). Schaufeli, Bakker and Salanova (2006), and Harter, Schmidt, Killham, & Asplund, 2006). The instrument was consist of three variables: leadership empowerment with 14 items taken from (Konczak, et al., 2002), work engagement with 9 items taken from Schaufeli, Bakker, and Salanova (2006), and job satisfaction with 12 items taken from “Harter, Schmidt, Killham, & Asplund, (2006) scale”. The response was measured on five-point Likert scale as 1=strongly disagree, 2=Disagree, 3=undecided, 4=Agree, 5=strongly agree. In the study leadership empowerment was the independent variable, work engagement as mediating variable and the job satisfaction as dependent variable was used. Furthermore, the reliability of all scales was assessed with Cronbach’s alpha greater than the 0.70. In addition to this questionnaire were include demographic information of respondents which also pertains to their job satisfaction and empowerment including age, marital status, designation and education.

## Statistical Analysis

The present study has utilized SPPS 21 version for extracting descriptive statistics and Structural Equation Modeling (SEM) was used through smart PLS 3 for extracting inferential statistics. The path model was applied to measure the inner and outer model.

## Descriptive Statistics

Demographic profile of the respondents was categorized into age, marital status as it stretches lot of affect on female teachers’ job performance and work life balance, education and designation. From the total 360 respondents, the 142 female teachers were between the age of 25 to 30 approximately at 39% of total respondents, 97 female teachers were between the age of 31 to 40 and 121 female teachers had age 41 and above years. Regarding, marital status 138 were single and 222 were married. By education profile, 140 female teachers had post graduate degrees while 215 had masters and 5 teachers have bachelor (four Years) degrees. Designation wise majority of the female teachers were lecturers because of very slow and no any kind of proper service structure, 264 were lecturers, 44 were assistant professor, 45 were associate professors and only 7 were professors throughout all these four regions kept under consideration.

## Measurement Model

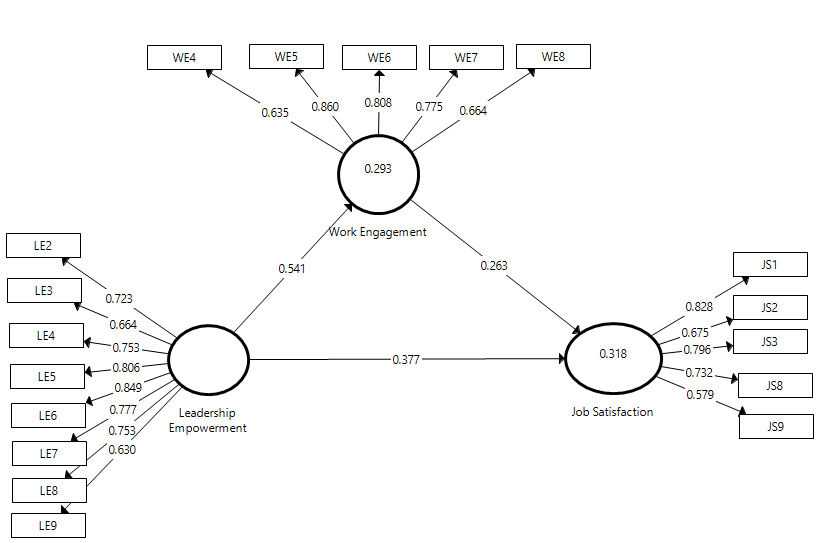
The study has utilized Structural Equation Modeling (SEM) technique to measure the construct reliability, composite reliability, factor loadings, average variance extracted (AVE) also advocated to measure the convergent validity. To test the hypotheses and significance level, the nonparametric bootstrapping with 1000 replication was applied (Urbach, 2010). The results suggest that all the values of loadings have suppressed the cut-off values. The results shown in table 1, demonstrates that the value of Cronbach’s alpha and composite reliability for all factors is greater than the cut-off value of 0.70. The leadership empowerment bears greater value of reliability among other variables at 0.885 and 0.909 respectively while job satisfaction hold smaller value among other variables at 0.776 and 0.846 respectively. The factor loadings value for each item is greater than 0.70 except few as in leadership empowerment (LE) the items LE3, LE9 holds less than 0.70 which will be excluded in further analysis, WE4, WE8 hold less than 0.70 and in job satisfaction JS2 and JS9 holds loadings value less than 0.70 respectively. Initially leadership empowerment holds 14 items, work engagement holds 9 items and job satisfaction holds 12 items. During analysis few of their items were excluded because of low cut-off loadings value. The table values also demonstrate the existence of convergent validity with the value of average variance extracted (AVE) greater than the cut-off value of 0.50.

**Table 1**. Cronbach’s Alpha, Composite Reliability, Loadings, and Average Variance Extracted

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Constructs | Items | Loadings | AVE | Cronbach’s Alpha | CR |
| Leadership Empowerment | LE2 | 0.723 | **0.559** | **0.885** | **0.909** |
|  | LE3 | 0.664 |
|  | LE4 | 0.753 |
|  | LE5 | 0.806 |
|  | LE6 | 0.849 |
|  | LE7 | 0.777 |
|  | LE8 | 0.753 |
|  | LE9 | 0.630 |
| Work Engagement | WE4 | 0.635 | **0.568** | **0.805** | **0.866** |
|  | WE5 | 0.860 |
|  | WE6 | 0.808 |
|  | WE7 | 0.775 |
|  | WE8 | 0.664 |
| Job Satisfaction | JS1 | 0.828 | **0.529** | **0.776** | **0.847** |
|  | JS2 | 0.675 |
|  | JS3 | 0.796 |
|  | JS8 | 0.732 |
|  | JS9 | 0.579 |

## PLS SEM Path Analysis

The results of Structural Equation Modeling (SEM) demonstrate that all the two dimensions: leadership empowerment and work engagement played positive and significant role to determine job satisfaction with (b=0.541\*, b=0.263\*\*, b=0.377\*\*\*). Thus, all the hypotheses H1, H2, H3 found supported significantly with positive beta values. The results also show the fitness of model and help researcher to determine the prediction level of independent and mediating variable with respect to dependent variable. The LE has predicted WE at 0.293 (29.3%) and the work engagement has predicted job satisfaction at 0.318 (31.8%) R square value.



# Discussion

The results of the present study are consistent with the Sonja de Klerk et al., (2014) and (Konczak, et al., 2002) while determining the relationship between leadership empowerment and work engagement, with the Daniel Moura et al., in determining the relationship between work engagement and job satisfaction and with the Joan Davis & Sandra M. Wilson (2010) in determining the relationship between leadership empowerment and job satisfaction. In addition to this, the resutls show that the leadership empowerment has positive and significant imact on work engagement, work engagement has postivi and significant relationship with job satisfaction and leadership empowerment has also independent ability to affect job satisfaction postively and significantly.

The study has also confirmed that the leadership empowerment and work engagement has ability to contribute 29% to 31% in female teachers job satisfaction as they feel empowered in sense of authority, well communicated organizational strategies, accountable for failure, skills development through timely and needed trainings, having authority of making self-decisions. In addition to this, the work engagement also found supportive for female teachers job satisfaction as it holds ability to engage female teachers with job performance and retention of talent for organizations. The leadership empowerment found involved in job satisfaction directly and indirectly. The results of path analysis has confirmed the hypotheses with positive beta values and all three hypotheses found supported in alignment for achieving research objectives and to better address the research questions.

## Theoretical Implications

This study has posed two basic implications in the sense of empowerment, organizational behavior and job outcome i-e: the leadership empowerment found strong predictor of work engagement and job satisfaction, and the work engagement found mediator between empowerment and job outcome. The female teachers with high sense of empowered as leader found more engaged toward their job performance and found satisfied. Thus, this work has confirmed the implications proposed by Simon L. Albrecht et al., (2010). The employees with high authority, self determination, well equipped with organizational structure and policies will have better perception of engagement and job performance (Yan et al., 2018).

## Managerial Implications

The results of this study provide useful information to college education department Government of Sindh for improving female teachers’ job satisfaction through leadership empowerment and work engagement. The department has to develop goals, lines of authority, task and responsibilities and should be well communicated to the female teachers. Female teachers should be kept aware of their tasks and responsibilities. Department should take steps to reduce ambiguity among female teachers regarding empowerment. To fulfill empowerment process a participative environment should be developed, and information about organization’s vision, mission, goals, performance objectives, quality education, and work performance productivity should be communicated properly to female teachers. College Education department of Sindh should facilitate the empowerment culture by updating policies and practices with the hope that the female incubation will work for the collective development at all aspects. Only female teachers should be appointed as Principals in Government Girls Colleges of Sindh as it was observed that in few Girls Colleges male teachers has been appointed as Principals. A job oriented service structure should be formulated for promoting the female teachers as it has been observed that there is no fixed time duration to get promoted to next higher grades as it was reported that almost ten to fifteen years have been passed not to get a single promotion to next higher grade. Principals should interact with female teachers on a routine basis as their leadership skills help female teachers to empower themselves and engage them in work activities other than teaching as well.

# Conclusion

This study has proposed use of leadership empowerment has means of female teachers’ job satisfaction and the use of work engagement as an instrument to support the administration to effectively motivate the female teachers being empowered and engaged. Thus, the study has confirmed the impact of leadership empowerment on work engagement, impact of work engagement on job satisfaction and the impact of leadership empowerment on job satisfaction positively and significantly. All the proposed hypotheses found supported with statistical results and hence the study has achieved its objectives and being found able to answer the research questions. Overall, the study found that the empirical effect of leadership empowerment and work engagement on job satisfaction of female teachers. In turn, thus state of job satisfaction among female teachers increases the sense of being engaged and motivated towards organizational success. Though during organizational changes female teachers found them motivated and well empowered, in achieving challenging work activities as well.

The study proposed possible solutions of problems faced by principals, administration of colleges of motivate and engage female teachers to perform well for achieving the desired objectives. Female teachers also feel engaged with organization physically, cognitively and emotionally for better results in given competitive environment. It is utmost wish of organizations to hold the employees engage and motivated towards organizational success.

## Limitations

Study has figured out the impact of leadership empowerment and work engagement on job satisfaction but still further investigation is also needed to enhance the level of understanding of these factors contributing in job satisfaction level. The study has utilized these variables as one-dimensional construct. The study has utilized cross-sectional research design that limits the cause and effect relationship. The study has focused only education department and Girls Colleges of Sindh that limits the general ability of results in other service sectors or in other educational institutes. Study has only focused single factor of empowerment, organizational behavior, and employee behavior and job outcome. The data was only collected from employees (female teachers), employers were ignored in data collection process. The study was carried down by utilizing quantitative research methods for data collection and analysis.

## Future Directions

Future researchers may enhance the level of understanding by studying other constructs in field of empowerment, organizational, employee behavior and job outcomes. Future studies may be conducted to further explore the leadership empowerment with its sub variables, work engagement with sub variables and job satisfaction with other job outcomes. Future researcher may use work engagement not only as mediator but also as moderator for expanded cause and effect relationship. The future research may be carried forward to focus the other empowerment factors as psychological or structural empowerment, and other work related constructs as job performance, job turnover etc. Future researchers may use mix method approach. Future researcher may expand the level of respondents from Girls Colleges to female teachers of higher educational institutes working in Sindh as to prevent from bias of generalizations of results for all educational institutes. Both forces of organizational setting i-e: employers and employees should be kept under consideration for data collection.

**Author Contributions**

Dr Benazir Solangi: The main idea of research paper is contributed by first author and she has written the introduction, literature review and conceptual framework was designed by her.

Dr Muhammad Salih Memon: The second author of research paper has analyzed the data by using smart PlS, and has also contributed in interpreting of results.

Muhammad Asif Channa: The third author of paper has collected data from respondents, prepared data set and contributed in writing the conclusion, discussion section of research paper.

**Data Availability Statement**

Yes, Collected data is available in the shape of data set.

**Conflict of Interest:**

There is no any conflict of interest

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