

IMPACT OF EMPOWERMENT TO ENHANCE THE EFFICIENCY OF TEACHERS IN PRIVATE UNIVERSITIES

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Abstract

The aim of this research is basically to evaluate and identify the impact of empowerment system of teachers to improve their performance, efficiency and motivational level and also its effect on the organisational functions. For this purpose the researcher chose Private Universities Punjab (Pakistan) to conduct this study. Empowerment system of employees is in its developing stage and relatively new for not as much developed countries like Pakistan. This new concept has not until now been imposed and followed in education sector of Pakistan, as it is considered to be the western concept therefore Universities are showing uncertainty to implement and execute this system. The study has been extracted from the related literature review to acquire the utmost data to evaluate the teachers' empowerment critically, observe its impact on efficiency, performance and motivation of the teachers. The quantitative data was gathered through an open ended questionnaire from 100 teachers of Private Universities. The qualitative data was derived by conducting semi structured interviews from HODs of Private Universities. The research turned out to be very beneficial for teachers and organization and revealed various aspects which tend to enhance the motivational level of teachers.

Keywords: empowerment, motivation, performance

1. INTRODUCTION

The employee commitment cannot be recognized by the incentives and reward that the organization provides them but it is more dependent on individual's level of Job satisfaction, their motivational level and the comfortable organizational culture. Many theories have been adopted by the dynamic leader to improve the efficiency of the employees by providing them enough independence to prove their talent. This research is conducted as the role of leadership in university has a fear of giving power to the employees whereas, the researcher believes that empowerment of teaching methodologies will be beneficial for the efficiency. According to Poncheri (2006), organization should have a flexible behavior for the employee in order to stimulate the smooth working of an organization in a productive way. Therefore, empowering the employees hence proved to be an important tool to enhance the efficiency level of university teachers in private sector education. The private sector is more concerned to adopt new teaching methodologies to inculcate modern education in order to compete with other competent institutions. Private Universities are keen to endeavor fresh competent teachers with flexible behavior to work more efficiently in the specific environment. Hence, it is proved to be beneficial not only for the new teachers to flourish their expertise but also enable them to

enhance their professional career (Aksel, Serinkan, Kiziloglu, & Aksoy, (2013).

Significance of the Study:

The study will reflect the significant related literature and scientific knowledge about the impact of empowerment on University teachers. It will be beneficial for the university as it will enhance teachers' efficiency and motivational level. The research will pave the way to conduct more deep research on teacher's Job satisfaction in Public sector as well.

In the last twenty-first century the educational practice described above irradiates many private educational issues and public educational problems that remain in full force. To examine the "public" or direct practice side, including the empowerment-oriented strategies and skills used in Private Organizations we conducted this research (Lee, 2013). Furthermore, According to Lee, Empowerment could be defined as power attainment in both process and outcome. Leaders of different organizations may believe that empowerment could be more frightening but it is not inappropriate, nor is it inconsistent to caring and reciprocating support. Empowering practice requires a focus on love and supremacy and hope (Lee, 2013). Empowerment advances from a progression of awareness and analytical judgment in which the personal and political levels of being members of an oppresses group of an organization could be examined and challenged. Empowerment emerged as a system in which people change by people's act. Furthermore, empowerment is a challenging journey from being unsuccessful to being successful by 360-dregree turn.(Lee, 2013). Empowerment theory as a merging structure develops an empowerment approach that is integrative, holistic and pertinent to the needs of stagmized and vulnerable employees while being applicable to other client groups.

1.1 Objectives

The core objectives of the study are to:

- critically find out the needs of teacher's empowerment at Private Universities of Punjab.
- to critically evaluate and analyse the obtainable scientific literature related to employees empowerment.
- find out the empowerment impact on teachers' efficiency and productivity.
- find out the relations between the Management and the teachers during qualitative and quantitative data collections through questionnaire and an interview.
- make this study complete by suggesting some potential areas of research in the field of the education.

1.2. Research Question

Many studies have explored the leadership styles which definitely involve the roles and perimeters but at the level of different tears there is a gap between these; to bridge this gap, the study intends to find out to:

1. identify the stipulated roles of the educational leadership to empower university teachers?
2. What is the effectiveness of these roles discharged on the functions of teachers?
3. What are the empowerment strategies used by the leadership for the increase of efficiency of teachers?

1.3. Hypothesis

Hypotheses could be:

- Hypothesis -1: Private Pakistani Universities should have an adequate connection between empowerment of teachers and its impact on teacher's efficiency.
- Hypothesis - 2: It is not mandatory to increase the Motivational level of the employees by providing them enough monitory rewards or appraisals.

2. LITERATURE REVIEW

The theory of employee empowerment in different institutions, in spite of its newness, has gained popularity in the workplace in a short period of time. As explained by Mackey et.al (2009), there are two forms of engagements; The psychological form has to do with how people think while the behavioural form has to do with their actions. Mackey explains the value of empowerment of an organization's employees in creating a strong foundation of commitment in the workers which leads to improved work out, intellectual capacity and customer loyalty. The essential of empowerment is the motivation of the workers so that they are devoted to

their work and hence, perform better and has high level of job satisfaction in their working scenarios.

This method of motivation, if employed at institutions such as FAST University, superior college and many other private universities will result in more inspired teachers who will produce better groomed students with improved grades.

The process of empowerment, however, is not as simple as it makes out to be. Empowerment is a method implemented in order to create control in the workplace and attain the maximum from the employees without them being unsatisfied.

Hundley et.al 2007 conducted a study that showed that the process of empowerment encompasses individual and organizational levels. The teachers and the faculty body as a whole both are involved in this process. The study revealed thirteen aspects to the process and was able to classify them to three main groups: Human Resource, strategic matters and operational mechanism. HR practices involve the process of selection, the development program that ingrains motivation, the rewards system and the eventual program that balances work and social life. Strategic matters curtains to the development of ethical leadership and reputable management- a working program that allows for the implementation of empowerment through ethnic and fair means. Empowerment as a challenge accepted by the leaders manage the smooth running of the system and the independent workforce enjoys the benefits in order to be more creative for best performances.

The important factors which must be implemented are power and control. Teachers who are empowered will be more willing to try out new methods of teaching. This has already been introduced at FAST and Management and Technology, University. The management allows teachers to develop their own teaching methods and work as they are comfortable. This creates a more creative atmosphere for the teachers and students alike as the teacher is on familiar turf which creates an atmosphere of ease in the classroom for better learning and to meet the international standards of teaching.

Empowerment requires cultivation. The employees need to be treated with respect and their presence valued at the organization. Not only at FAST University but many other private institutions, each and every instructor is considered indispensable, and is esteemed in their own right by the administration. The process of empowerment allows for personal accomplishments as it allows the teachers to experiment and develop their own methodology, and allows for ample time to balance other aspects of life which creates a comparatively less stressful environment.

The process of empowerment begins when employees feel powerless against the administration and hence loose the will to work. For this purpose, development projects are carried out and workshops are held to motivate the employees. Most departments have a team of teachers who share the work load as not to over burden one single person and this also places every teacher within that department as an indispensable member of a team.

Performance of empowered employees far exceeds that of those who aren't. Motivated employees are more satisfied and hence, more committed to their jobs, which results in employee loyalty. To cultivate empowerment, the administration should review the work of its employees on a fragmentary basis. The workers should feel as if their individual performances line up with the aim and objective of the institution (Hundley 2007)

According to an article "Empower Your Employees and Gain Increased Productivity, Morale", the efficient empowerment program must include elevated performance carry out, in which the administration distributes power and ideas, as implemented in the form of departments, listens to the employees point of views while making decisions and pays well. The employees should feel that their contribution is valued and the management should be an example of the very thing it is trying to implement.

Career development exercises are more than an evaluation of an employees work. Career development activities are significant to generate sensation of achievement that is considered the vivid most motivational tool to engage workforce. They also referred suggested a number of significant rules to manage effective performance (Huntley 2007).

According to Cook, 2008, an employee should realize that their most important development is through interaction with students, colleagues and management. In the case of FAST university, the teachers get better responses from their classes if they are engaged with their students. One on one interaction improves the students understanding and shows the teachers where the students lag. This allows them to improve their curriculum and teaching approach. The different experiences of each instructor then create

development for the whole university.

The implementation of the empowerment process is not just hard on the receiving end: the administration has a very complicated job. People in the managing positions are not taught to execute positivity in order to obtain results and this change can prove difficult.

On the contrary, in few institution's leaders are less qualified than the management which creates an atmosphere of insecurity. Furthermore, leaders do not allow their subordinates to be independent and talk about managerial affairs with a fear of losing their supremacy. In the process of empowerment at such workplace, the leaders are hesitant to empower their employees as there might be a possibility that empowerment turns out to be inapt, or unworkable. Hence, the atmosphere of empowerment will take a long time to be adapted not only by the high officials but for unwilling employees among other hurdles to consider (Lorenz 1993).

For what the whole process is worth, the employees are ultimately masters of their own minds and have complete freedom to choose whether to be empowered or not. Different teachers have different approaches to their jobs and not everyone is susceptible to changing their ways just for the sake of empowerment. What is necessary though is that the University or institution provides this choice to its employees for the sake of individual and organizational welfare and betterment.

3. METHODOLOGY

Methodology deals with the description of the procedure of the study including method, research design, instruments, population, data collection and data analysis. Methodology requires tools to carry out research and formulate a method that will aid in the development of the process of empowerment. Multiple research processes must be conducted and the proof of their validity and reliability is that the data returned in every research conducted produces the approximately same result. The researcher used holistic approach to derive the desired results as both qualitative and quantitative research approaches were applied. Data were gathered from 100 teachers of five Private Universities of Lahore, Pakistan. Close ended questionnaire was used for Universities teachers and Open ended interview protocol was for HODs of private universities. ANOVA was used for data analysis to find out the Impact of empowerment in terms of different age groups, gender, academic qualifications and different Universities. Pilot testing of open ended questionnaire was conducted on 10 university teachers other than sample. Careful analysis of the results of pilot testing was done; a few changed items were made. Reliability on Chronbac Alpha was calculated with the help of ANOVA, which is 0.72. Both questionnaires were considered valid as they met the purpose of the study accurately.

4. DATA ANALYSIS

An interview of five HODs was conducted to critically observe and record their perception and opinion about the Impact of empowerment on university teacher's findings. Overall, opinion was that their aim is to persuade their employees to perform at their best by giving them comfortable organizational culture. Furthermore, they are well aware of the changing trends of performance in any prestigious organization still they believe that empowerment is a new concept and has not been fully executed. The reason is that many leaders have a fear of losing authority over their workforce. Moreover, they claim that higher authorities do not allow employees to have the power and freedom despite of the fact that empowerment tends to improve their performance and is more beneficial for the organization. An interview session with the HOD of Superior and FAST National universities were more effective. They believe more on empowering their teachers to provide best to the students. They are providing more flexibility to adapt the new trends and new teaching methodologies not only in delivering lectures in classrooms but also in decision making. The teaching staff was more confident about the empowerment which affect their routine job responsibilities on daily basis.

Table 1

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Educational Level	Between Groups	1.373	2	.687	1.896	.156

Within Groups	35.137	97	.362		
Total	36.510	99			

Multiple Comparisons

LSD

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Educational Level	25 till 35	36-45	.047	.171	.784	-.29	.39
		44 onwards	-.203	.161	.209	-.52	.12
	36-45	25 till 35	-.047	.171	.784	-.39	.29
		44 onwards	-.250	.137	.070	-.52	.02
	44 onwards	25 till 35	.203	.161	.209	-.12	.52
		36-45	.250	.137	.070	-.02	.52

Table 1 reveals the impact of empowerment to enhance the efficiency of the teachers in private universities on the basis of education level as a non -significant difference ; the table depicts value of $p = .156$ and $f = 1.896$. It may be inferred that all the different qualification holders were homogeneous regarding their empowerment.

Table 2

Does empowering workers obliterate the general order of organization structure?	Between Groups	2.985	2	1.493	2.693	.003
	Within Groups	53.765	97	.554		
	Total	56.750	99			

Multiple Comparison

Does empowering workers obliterate the general order of organisation structure?	25 till 35	36-45	-.489 [*]	.211	.002	-.91	-.07
		44 onwards	-.295	.199	.141	-.69	.10
	36-45	25 till 35	.489 [*]	.211	.022	.07	.91
		44 onwards	.195	.169	.252	-.14	.53
	44 onwards	25 till 35	.295	.199	.141	-.10	.69
		36-45	-.195	.169	.252	-.53	.14

ANOVA pertaining to empowering workers was computed for which the value of $p = 0.03 > \text{thano}.05$. It shows that the age group 25-35 has significance in terms of their perception about the foreign factor. Furthermore, the multiple comparison made LSD test reveals that the age group 25-35 significantly differ from the other group.

Table 3

Does empowering the workforce improve sales performance?	Between Groups	8.297	2	4.148	9.895	.000
	Within Groups	40.663	97	.419		
	Total	48.960	99			

Multiple Comparisons

Does empowering the workforce improve the sales staff performance?	25 till 35	36-45	.409*	.183	.028	.04	.77
		44 onwards	-.245	.173	.160	-.59	.10
		25 till 35	-.409*	.183	.028	-.77	-.04
	36-45	44 onwards	-.654*	.147	.000	-.95	-.36
		25 till 35	.245	.173	.160	-.10	.59
	44 onwards	36-45	.654*	.147	.000	.36	.95

ANOVA table 2. Reveals that empowerment in any organization improve the performance as shown the significance level $p=.000$ which is less than 0.05

Table 4

Are you satisfied with the execution of initiative of empowerment in your organization?	Between Groups	.393	2	.197	.790	.457
	Within Groups	24.117	97	.249		
	Total	24.510	99			

Multiple Comparisons**LSD**

Are you satisfied with the execution of the initiative of empowerment in your organisation?	25 till 35	36-45	-.126	.141	.376	-.41	.15
		44 onwards	-.167	.133	.213	-.43	.10
		25 till 35	.126	.141	.376	-.15	.41
	36-45	44 onwards	-.041	.113	.716	-.27	.18
		25 till 35	.167	.133	.213	-.10	.43
	44 onwards	36-45	.041	.113	.716	-.18	.27

*. The mean difference is significant at the 0.05 level.

Table 4 depicts satisfaction level by executing empowerment which is non significant as it has the value of $p=0.45$ and $f=0.790$.

4.1 Qualitative Analysis

Leaders of certain institutions claimed that there are certain barriers to adopt the empowerment system, whether in private or public universities. As a matter of fact, out of five universities' H.O.Ds, only two responded favourably to the process of empowerment. Within FAST and Superior University, the empowerment system has proved to be quite successful. The teachers are allowed full reign over their classes and are given the green light to implement whichever modern teaching method which better suits them. Within the department, teachers are incorporated into teams and hence are part of the decision making body within their departments. This gives them a moderate amount of power within their respective department and takes the opinion of every teacher into consideration. As a result, the teachers value their positions within the managing body and commit to their tasks. The workforce is, therefore, dedicated and devoted to their work which improves the quality of education imparted on the students.

Empowerment works by boosting the employees' morale. However, if members of the task force still fail to perform up to the mark, certain steps have to be taken to improve their performance. A customary warning should be issued to all members who fail to perform. If they fail to respond to the warning, their incentive should be reduced. The provision of a smaller bonus as compared to their more efficient colleagues will provide them the motivation to work harder.

Employing the empowerment method at FAST University increased the motivation of the teachers. Their dedication to their job after the process was implemented can be seen clearly in the work they turn in to the heads of their departments. The number of assignments and assessments has increased and each of these is checked thoroughly.

The heads of the administration teams believe that the performance of the employees can be improved by increasing incentives and bonuses by a percentage that does not affect the running of the university. The administration team should be instructed to behave in a lenient manner with the management, hence eliminating any reservations the employees may have of communicating with the administration. This also creates a more comfortable and hospitable environment that will encourage the teachers to work more efficiently. Furthermore, they elaborated that empowerment could be adapted with a gradual pace to bring adequate productive changes in the organization. One of the interviewees further suggests that the selection should be on the basis of right people for the right job; otherwise the empowerment will be distorted and worthless. In the nutshell, it is well suggested to attain the maximum empowerment results. The empowerment system should be inducted from top level to bottom level. There should be a critical eye to observe and keep a strong check on the executed empowerment system to avoid any misuse from employees and the management.

5. CONCLUSION AND RECOMMENDATION

During the collection of data, that is, data collected from sources available, five universities were reached out to, and only FAST University and Superior College responded well to the research. About a hundred and fifty questionnaires were handed out among both these universities and a hundred appropriate responses were obtained. The faculty of both these institutions was able to answer openly and grasped the questions being asked which leads to the belief that the empowerment process is being implemented at both these universities. This also bodes well for private institutes as Fast and Superior were the two private universities in the five reached. This study supports the fact that at low level if employees are compared to the higher level employees are best appropriate to each other from empowerment. The data revealed the fact that empowering employees can improve their **efficiency, job satisfaction and motivational level**. Empowerment improves the employees' behaviour and confidence at their workplace, only if the leaders rely on their talent and skills to achieve utmost organizational goals. .

Limitations:

Researcher observed and analysed the impact of empowerment on Private University teachers whereas the research could have been conducted for both private and public universities. Teachers overall impact of empowerment could have been clearer otherwise. There was a time constraint to conduct the interviews of HODs of different universities. Researcher had to interview and manages the schedule according to their time preferences. During the interviews, the provided information by them will be treated under strict confidentiality

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