

The Effects of Psychological Empowerment on Job Satisfaction and Job Performance of Tourist Guides

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Abstract

The aim of the study was to examine the effects of psychological empowerment (PE) on job satisfaction and job performance of the tourist guides. It was tried to determine whether psychological empowerment and its dimensions effect guides' satisfaction and performance level. In order to reach the aim, the questionnaire form was developed and applied to 381 tourist guides in Turkey. The study's results showed that psychological empowerment, job satisfaction and job performance were positively correlated and, empowerment affected both satisfaction and performance level of guides. It was determined that the meaning dimension of psychological empowerment was the most effective factor which increases job satisfaction whereas the impact dimension affected job performance of the guides positively.

Keywords: Psychological Empowerment, Job Satisfaction, Job Performance, Tourist Guide.

Introduction

As the 21st century began, the organizational landscape was transformed. Advances in technology, a global marketplace, a sagging economy, and many other factors demanded that organizations get leaner, make practices more cost-effective, move closer to their customers, and become more efficient (Ahearne, et al., 2005, p.945). To deal with the challenges of today's global environment and to stay competitive in the world marketplace, organizations need to look beyond the sphere of traditional directive management and the limited application of participative management (Applebaum, et al., 1999, p.233). At this point the importance of employees occurs. Employees are the most valuable assets of an organization. They are the repository of knowledge, skills and abilities that can not be imitated by the competitors. And that's the main reason behind which all organizations like to empower the employees (Indradevi, 2011, p.20).

Empowerment programs have been introduced in a number of organizations in order to improve productivity, increase customer satisfaction and enhance competitive advantage (Carless, 2004, p.405; Hamed, 2010, p.65). Thus, employee empowerment has been hailed

management technique which can be applied universally across all organizations as means of dealing with the needs of modern global business (Hamed, 2010, p.65). Thus, today, more than 70 percent of organizations have adopted some kind of empowerment initiative for at least part of their workforce. Other than that, to be successful in today's business environment, companies need the knowledge, ideas, energy, and creativity of every employee, from front line workers to the top level managers in the executive suite (Ambad & Bahron, 2012, p.73).

This concept is especially important approach for tourist guides as they are the key front-line players in the tourism industry (Ap & Wong, 2001, p.551). Tourist guide is a person who provides a quality experience for tourists and creates customer satisfaction by meeting their expectations. For this reason, the need of empowered tourist guides is increasing as it is one of the important factor which effects their job satisfaction and performance.

Although empowerment has taken up both social-structural and/or psychological perspective, in the current research, it was examined in terms of its psychological aspects. The primary goal of this study was to examine the effects of psychological empowerment on job satisfaction and job performance of tourist guides. Accordingly, the objectives of the study were: to measure the level of psychological empowerment, job satisfaction and job performance of tourist guides; to examine the effect of psychological empowerment and its dimensions on job satisfaction; and finally to examine the effects of psychological empowerment and its dimensions on job performance.

1. Literature Review

1.1. Psychological Empowerment

Empowerment has been regarded as an important concept because it potentially affects outcomes that benefit individuals and organizations (Han, et al., 2009, p.16). There has been increasing interest in the concept of empowerment among both organizational theorists and practitioners (Conger & Kanungo, 1988, p.471). They have embraced empowerment as a way to encourage and increase decision-making at lower levels in an organization and, concurrently, enrich employee's work experience (Allahyari, et al, 2011, p.1549).

Empowerment has been discussed from two different perspectives-organizational attribute and individual psychological attribute (Allahyari, et al, 2011, p.1549; Appelbaum, et al., 1999, p.233; Chang & Liu, 2008, p.1444; Cunningham, et al., 1996, p.144; Erstad, 1997, p.325; Field, 1997, p.149; Hechanova, et al., 2006, p.72; Menon, 2001, p.155; Ro & Chen, 2011, p.422).

Organizational or structural approach is to look at empowerment as actions taken by organizations to share power and decision-making. Bowen & Lawler (1992, p.33) defined organizational empowerment as sharing four organizational ingredients: information, rewards, knowledge, and power. According to Fisher (1993), it is viewed as being a function of three important variables: authority, resources, and information (as cited in Moore, et al., 1998, p.134). Kanter (1993), one of the pioneers, defined the concept as an organization's ability to offer access to information, resources, support and opportunity in the work environment (as cited in O'Brien, 2010, p.6). It is a collective strategy for the organization in the sense of a redistribution or devolution of decision-making power to those who do not currently have it (Cunningham, et al., 1996, p.144). In general, organizational empowerment is to transfer of power or authority to the employee for doing his/her job (Menon, 2001, p.156; Robbins, et al., 2002, p.419).

Another approach which is also the base of this study looks at empowerment from a psychological perspective pioneered by Conger and Kanungo (1988). In this approach, empowerment is viewed as the perception or attitudes of individuals towards their work and their role in the organization (as cited in Hechanova, et al., 2006, p.72; Thomas & Velthouse, 1990, p.666). They argued that management practices are only one set of conditions and that those practices may empower employees but will not necessarily do so (Spreitzer, 1995, p.1443). After reviewing relevant research, Thomas & Velthouse (1990, p.667) describe empowerment more broadly as "*increased intrinsic task motivation manifested in a set of four cognitions reflecting an individual's orientation to his/her work role: meaning, competence (which is synonymous with Conger and Kanungo's self-efficacy), self-determination, and impact*". Hechanova, et al. (2006, p.72) summarized these cognitions as; psychological empowerment involves workers' beliefs about the meaning of their work, their capability to do their job well, their sense of self-determination and their autonomy in influencing work outcomes.

Using the Thomas and Velthouse model as a theoretical foundation, Spreitzer (1995) extended and operationalized this model by developing a scale to assess the four dimensions of psychological empowerment (as cited in Careless, 2004, p.406). These dimensions are as follows (Spreitzer, 1995, p.1443; Spreitzer, 1996, p.484; Spreitzer, et al., 1997, p.682; Spreitzer, et al., 1999, p.512):

1. *meaning* is the value of the work goal or purpose judged in relation to one's own ideals or standards. It involves a fit between work role requirements and the individual's beliefs, values, and behaviors.
2. *competence* is one's belief in his/her capability to perform activities with skill. It is analogous to agency beliefs, personal mastery or effort-performance expectancy.
3. *self-determination* is a sense of choice in initiating or regulating one's actions. It reflects autonomy in the initiation and continuation of work behaviors and processes; examples are making decisions about work methods, pace, and effort.
4. *impact* is the degree to which one can influence strategic, administrative or operating outcomes at work. It is the converse of learned helplessness.

Together these four cognitions reflect an active orientation to work role in which one wishes and feels able to shape his/her work role and context (Spreitzer, 1995, p.1443; Spreitzer, 1996, p.484; Spreitzer, et al., 1997, p.682). More specifically, employees must want to do the task, or alternatively put, feel that it is worthwhile (meaning). In addition, they must feel that they are competent to engage in the behaviors required by the environment (competence), must perceive the opportunity to make a choice (self-determination), and must believe that their behavior will have some influence on what happens in this environment (impact) (Robbins, et al., 2002, p.422).

Psychological empowerment leads to important behavioral outcomes. For instance, employees who are empowered have a stronger sense of self-efficacy and they can understand customer demand actively, solve problems in the service timely and effectively and show more outstanding performance in the service (Khan, et.al, 2011, p.558; Ravichandran & Gilmore, 2006, p.2). They can provide better quality service and feel a sense of pride in their job if they are trusted and empowered (Chow, et al, 2006, p.483). It is also the best way to promote a good long-lasting employee-customer relationship (Fragoso, 2000, p.31).

Psychological empowerment brings benefits to employees as well (Fragoso, 2000, p.31). It enables employees to do good work and to take responsibility for their own

performance (Lashley, 1996, p.334). It exercises employees' minds to find alternative and better ways to execute their jobs and increases their potential for promotions and job satisfaction. It results in personal growth since the whole process enlarges their feelings of confidence and control in themselves and their companies (Fragoso, 2000, p.31). Thus, psychological empowerment has been positively associated with job satisfaction and job performance (Seibert, et al., 2004, p.337).

1.2. Empowerment and Job Satisfaction

Job satisfaction is defined as how people feel about their jobs and different aspects of their jobs (Carless, 2004, p.409; Saif & Saleh, 2013, p.252; Salazar, et al., 2004, p.5). Salazar, et al., (2004, p.6) found in their research that satisfied employees were more likely to stay in the organization than those who were dissatisfied. Hence, job satisfaction is reduced turnover. Moreover, it can be a leading contributor to the success of a service industry employer. It is axiomatic that satisfied employees tend to lead to satisfied guests.

Numerous studies have found that psychological empowerment and job satisfaction shows a positive relationship (Ambad & Bahron, 2012, p.74; Fong & Snape, 2015, p.129) which means that empowerment increases job satisfaction (Menon, 2001, p.158; Ravichandran & Gilmore, 2006, p.2; Saif & Saleh, 2013, p.250; Stewart, et.al, 2010, p.32). Ambad & Bahron (2012, p.74) stressed that empowered employees are more likely to be satisfied with their job compared with less empowered employees. When examining the relationship between four dimensions of psychological empowerment and job satisfaction each dimension has a positive influence. There is a stronger link between "*meaning*" dimension and job satisfaction. An important precondition of work satisfaction is the degree to which an individual finds work personally meaningful. Self-efficacy or "*competence*" enhance intrinsic interest, due to satisfaction of previous successes and feelings of personal causation. "*Self-determination*" is considered a key dimension of intrinsic motivation which in turn is a critical determinant of satisfaction. Thus, meeting the need for self-determination results in work satisfaction. Finally, "*impact*" was strongly related to enhanced work satisfaction (Spreitzer, et al., 1997, pp.683-687). For instance, Spreitzer, et al. (1997) found that competence and impact were most strongly related to managerial effectiveness while meaning was the best predictor of work satisfaction. Thomas and Tymon (1994) found that impact, meaning and choice were each related to job satisfaction (as cited in Carless, 2004, p.410; Kirkman & Rosen, 1999, p.63; Seibert, et al., 2004, p.337). Liden et al. (2000) investigated the mediating effects of empowerment on the relationship between job characteristics and satisfaction among service employees. Of the four empowerment dimensions, the strongest theoretical argument for a positive relationship to job satisfaction was meaning and competence. The study conducted by Indradevi (2011) on two pharmaceutical companies identified a high positive relationship between psychological empowerment and job satisfaction and also performance. According to the results the relationship between psychological empowerment and job satisfaction was stronger in autonomy (self-determination) followed by meaning, competence and impact. Fulford & Enz (1995) reported in their study of service employees that the empowerment dimension of meaning had the greatest impact on job satisfaction. Gorn and Kanungo (1980) found that the more meaningful an employee's job was, the more satisfied the employee was with his/her job (as cited in Kirkman & Rosen, 1999, p.63). A study conducted by Jun and Lee (2000) on South Korean hotel employees found that four empowerment factors significantly predicted job satisfaction (as cited in Hechanova, et al., 2006, p.72). In a study of nurses in the south-eastern USA, Fuller et al. (1999) found that psychological empowerment

moderated the relationship between transformational leadership and job satisfaction (as cited in Hechanova, et al., 2006, p.72). Another study (Aydoğmuş, et al., 2015) findings revealed that psychological empowerment positively influenced job satisfaction. Likewise, Hamed (2010) reached the same results in his study. These studies showed a clear relationship between psychological empowerment and job satisfaction and the effect of psychological empowerment dimensions on job satisfaction. Thus, one of the aims of this study is to examine the effects of psychological empowerment and its dimensions on job satisfaction of tourist guides.

1.3. Empowerment and Job Performance

The concept of job performance has been defined as a multi-dimensional construct. Campbell et al. (1993) defined job performance as individual behaviours that are related to organisational goals (as cited in Sutherland, et al., 2007, p.60). It indicates how well employees perform their jobs, the initiative they take and the resourcefulness they show in solving problems and the way they utilise their available resources and the time and energy they spend on their jobs (Rothman & Coetzer, 2003, p.60).

If employees feel good about their jobs, they recognize the meaning of the work; similarly, if employees realize their jobs influence others, they perform better. Because employees trust their ability to finish work-related undertakings, they have less doubt about themselves and their work, enhancing job performance (Chiang & Hsieh, 2012, p.182). Many researchers note that psychological empowerment and its dimensions correlate significantly with job performance (Chiang & Hsieh, 2012, p.182; Fong & Snape, 2015, p.129). For instance, the results of the cornerstone studies showed that meaning (Hackman & Oldham, 1976), competence (Ahearne, et al., 2005; Hartline & Ferrell, 1996; Locke, et al., 1984; Bandura, 1977), self-determination (Miller & Monge, 1986) and impact (Ashforth, 1990) was each positively influence job performance. Gerals & Terziovski's (2003) study on Australian banks revealed that empowerment practices, when simultaneously implemented, were associated with greater employee well-being, productivity, performance, and service. Liden et al. (2000) found a relationship between psychological empowerment and positive performance outcomes. Seibert et al. (2004) found that psychological empowerment mediated the relationships between empowerment climate and individual performance and job satisfaction. According to Kirkman & Rosen's (1999) study's results teams that reported feeling empowered were more productive than teams that lacked a sense of empowerment. Sigler & Pearson (2000) conducted a study on On-the-Job Masters programs of 13 universities in Taiwan and found that among four psychological empowerment dimensions, meaning, competence and influence were significantly related to performance. Chow et al. (2006) examined the impact of developmental experience, empowerment and organizational support on catering service staff performance and found that empowerment significantly improves performance. Ugboro & Obeng (2000) made a study on TQM to find out the relationship among top management leadership, employee empowerment, job satisfaction and customer satisfaction. The results showed that there was a positive correlation between these factors. Tuuli & Rowlinson (2009) analyzed the relationship between psychological empowerment and job performance. The study proved that empowerment had a direct and positive effect on employee performance. The study demonstrated that empowered employees exhibited positive performance behaviors, and thus psychological empowerment was a valuable path for organizations to pursue their search for performance improvement in project settings. Indradevi (2011) identified a strong association between psychological

empowerment and job performance and job satisfaction. According to the results meaning was found to be the most important dimensions of psychological empowerment. These studies fostered to aim to examine the relationship between tourist guides' psychological empowerment perceptions and job performance in this study.

All of these studies show that there are numerous researches which examine the effects of psychological empowerment and its dimensions on job satisfaction and/or job performance. These studies were done mostly on service industry, especially on the health industry. When considering tourism industry, there were also many studies on employees' empowerment (such as Ayupp & Chong, 2010; Brymer, 1991; Chiang & Hsieh, 2012; Chow, et al., 2006; Fock, et al., 2011; Hales & Klidas, 1998; Humborstad & Perry, 2011; Lashley, 1996; Ro & Chen, 2011; Timmerman & Lytle, 2007; Tsauro, et al., 2004), job satisfaction and job performance. However, these studies were mostly conducted on hotel establishments' employees. But no specific study was found which examined tourist guides' psychological empowerment perceptions, job satisfaction and job performance. Thus, this study is believed to fill this gap in the literature.

Many empirical studies have demonstrated that the tourist guide is a crucial factor in achieving customer satisfaction. Grönroos stated that it is the guide who sells the next tour (Bowie & Chang, 2005, p.305). Their performance within the service encounter not only affects the company image, customer loyalty and word-of-mouth communication but can also be seen as a competitive factor in differentiating a travel agency from its competitors (Bowie & Chang, 2005, p.305; Zhang & Chow, 2004, p.82). As tourist guides are the key front-line players in the tourism industry (Ap & Wong, 2001, p.551), their high level of satisfaction and performance are essential to the success of the tour. Thus, to examine which factors positively affect their satisfaction and performance level is the important research area. Consequently, psychological empowerment which is among these effective factors is the core subject of this study.

2. Method

2.1. Sample and Data Collection

The study area consisted of 6.116 tourist guides who performed guiding actively in the English language in Turkey in 2015 (Republic of Turkey Ministry of Tourism and Culture, 2016). Accordingly the study sample was composed of 381 tourist guides. The developed questionnaire form was distributed to 750 tourist guides by mail and social media during 2015. 400 of them responded the questionnaire. 19 of the form were eliminated due to the excessive missing data. Consequently, 381 usable questionnaires was obtained.

2.2. Measures

In the frame of the literature and considering the study's aim, the questionnaire form was developed. The questionnaire consisted of four sections. The first section was about guides' socio-demographic features. Other sections consisted psychological empowerment scale, job satisfaction scale and job performance scale.

2.2.1. Psychological Empowerment

The 12-item scale of psychological empowerment (PES), which was developed by Spreitzer (1995), was used to determine the tourist guides' perceptions on psychological empowerment. The scale comprised four subscales: meaning, competence, self-determination, and impact. Each subscale was measured by three items on a 5-point Likert-type scale (ranging from strongly disagree=1 to strongly agree=5). Sample items were "the work I do is very important to me" (meaning), "I am confident about my ability to do my job"

(competence), "I have significant autonomy in determining how I do my job" (self-determination), and "my impact on what happens in my department is large" (impact). The higher scores indicate the perception of being more psychologically empowered.

2.2.2. Job Satisfaction

Job satisfaction was measured with the 3-item General Satisfaction scale from the Michigan Organizational Assessment Questionnaire Job Satisfaction Subscale (MOAQ-JSS) (e.g., "all in all, I am satisfied with my job") (Survey Research Center, 1975). A five-point Likert scale was used ranging from extremely dissatisfied=1 to extremely satisfied=5. The higher scores indicate satisfaction with the job.

2.2.3. Job Performance

Job performance was measured with six items adapted from Singh (1993). Each guide was asked to evaluate himself/herself in comparison to other guides in general. Responses to the scale items were elicited on five-point scales ranging from "1= very poor" to "5=very good". A sample item included; "ability to reach work goals" and "quality of my performance in regard to customer relations".

2.3. Research Model and Hypothesis

In the frame of the literature, the proposed conceptual model of this study was formed as seen at Figure 1. The model of this study suggested a relationship between psychological empowerment and its dimensions and job satisfaction. The other relationship was considered between psychological empowerment and its dimensions and job performance. Accordingly, ten hypotheses were developed in order to test this research model.

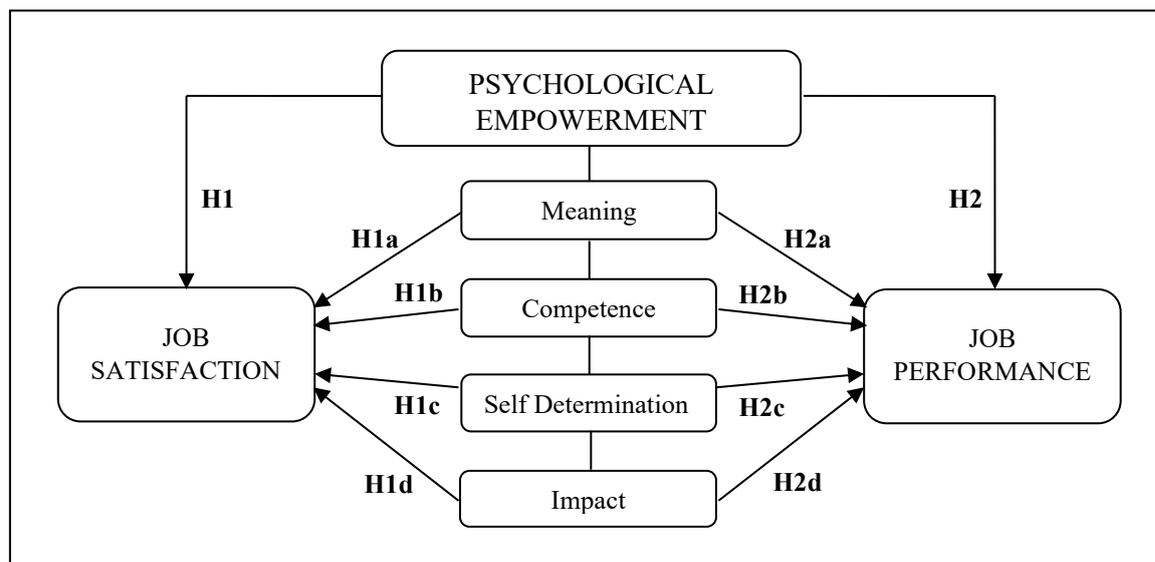


Figure 1. The Research Model and Hypothesis of the Study

Developed hypotheses for this study as follows:

- H1. There is a positive and significant relationship between PE and job satisfaction
- H1a. There is a positive and significant relationship between the PE dimension of meaning and job satisfaction
- H1b. There is a positive and significant relationship between the PE dimension of competence and job satisfaction
- H1c. There is a positive and significant relationship between the PE dimension of self-determination and job satisfaction

- H1d.* There is a positive and significant relationship between the PE dimension of impact and job satisfaction
- H2.* There is a positive and significant relationship between PE and job performance
- H2a.* There is a positive and significant relationship between the PE dimension of meaning and job performance
- H2b.* There is a positive and significant relationship between the PE dimension of competence and job performance
- H2c.* There is a positive and significant relationship between the PE dimension of self-determination and job performance
- H2d.* There is a positive and significant relationship between the PE dimension of impact and job performance

2.4. Data analysis

The data was analyzed by using both SPSS 19 and AMOS. Initially, descriptive statistics were examined to determine guides' profiles. Cronbach's Alpha was calculated to test the reliability of psychological empowerment, job satisfaction and job performance scales. Confirmatory factor analysis was applied to psychological empowerment scale by using AMOS. Exploratory factor analysis was applied to job satisfaction and job performance scales by using SPSS. Correlation analysis was applied in order to determine the relationships among three scales. Finally, regression analyses were made in order to determine the impact levels of psychological empowerment dimensions on job satisfaction and on job performance.

3. Results and Discussion

3.1. Descriptive Statistics

When analyzing the socio-demographic profile of the respondents, it was determined that most of the guides were male with the percentage of 70.6. The main age group was between 26-30 and presented %26. The second age group was 46 and above with %20.5. Slightly more than half of the respondents were single (%55.9). %36.7 of them was working 11 years and more as a tourist guide.

Table 1.
Socio-Demographic Profile of Respondents

<i>Socio-Demographic Variables</i>	<i>n</i>	<i>%</i>
<i>Gender</i>		
Male	269	70.6
Female	112	29.4
Total	381	100.0
<i>Age Group</i>		
25 and below	66	17.3
26-30	99	26.0
31-35	52	13.6
36-40	45	11.8
41-45	41	10.8
46 and above	78	20.5
Total	381	100.0
<i>Marital Status</i>		
Single	213	55.9

Married	168	44.1
Total	381	100.0
Working Year at Guiding		
2 years and less	93	24.4
3-6 years	82	21.5
7-10 years	66	17.3
11 years and more	140	36.7
Total	381	100.0

3.2. Reliability and Factor Analysis of the Scales

The Cronbach’s Alpha for the psychological empowerment scale was obtained 0.806 and this result showed that the scale was acceptable and reliable.

Psychological empowerment scale was subjected to confirmatory factor analysis to provide support for the issues of dimensionality, convergent, and discriminant validity. Figure 2 and Table 2 show the results of the confirmatory factor analysis which was conducted by using Spreitzer's four-factor model.

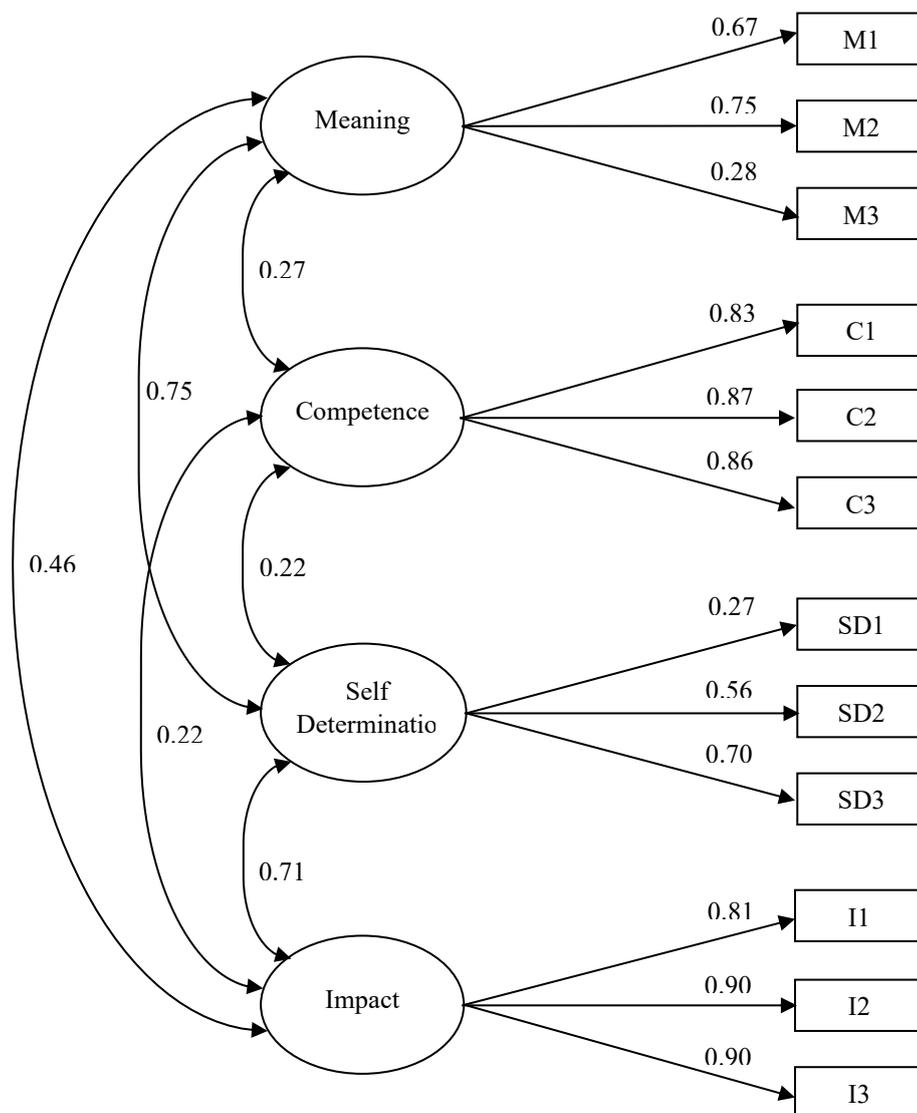


Figure 2. Confirmatory Factor Analysis Model

The summary of goodness-of-fit indices for the model is displayed in Table 2. It shows that the results of the confirmatory factor analysis indicated an acceptable fit between the four-factor model and the observed data.

Table 2.
Fit Statistics* and Results of Model Fit

<i>Statistics</i>	<i>Good Fit</i>	<i>Acceptable Fit</i>	<i>Results of model fit</i>
χ^2/df	$0 \leq \chi^2/df \leq 2$	$2 < \chi^2/df \leq 3$	2.595
RMSEA	$0 \leq RMSEA \leq 0.05$	$0.05 < RMSEA \leq 0.08$	0.065
NFI	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI < 0.95$	0.93
CFI	$0.97 \leq CFI \leq 1.00$	$0.95 \leq CFI < 0.97$	0.96
GFI	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI < 0.95$	0.94
AGFI	$0.90 \leq AGFI \leq 1.00$ close to GFI	$0.85 \leq AGFI < 0.90$ close to GFI	0.91

Source: Schermelleh-Engel, K., Moosbrugger, H. & Müller, H. (2003). Evaluating the Fit of Structural Equation Models: Tests of Significance and Descriptive Goodness-of-Fit Measures. *Methods of Psychological Research*, 8 (2), p.52.

Reliability analysis and exploratory factor analysis were conducted for both job satisfaction and job performance scales. The results can be seen at Table 3.

Table 3.
Exploratory Factor Analysis Results for Job Satisfaction and Job Performance

<i>items</i>	<i>total variance explained</i>	α	\bar{x}	<i>s.s.</i>	<i>factor loading</i>
Job Satisfaction1	69.109	0.775	3.91	0.700	0.851
Job Satisfaction2					0.824
Job Satisfaction3					0.820
<i>items</i>	<i>total variance explained</i>	α	\bar{x}	<i>s.s.</i>	<i>factor loading</i>
Job Performance1	60.804	0.867	3.99	0.735	0.862
Job Performance2					0.823
Job Performance3					0.806
Job Performance4					0.799
Job Performance5					0.796
Job Performance6					0.553

According to reliability analysis, the Cronbach's Alpha was 0.775 for the job satisfaction scale and 0.867 for the job performance scale. These results indicated that the scale was acceptable and reliable.

Then the classical principal factor analysis for extracting the common factors was applied to both scales. According to the results, it can be seen that the minimum loading criterion for each item under job satisfaction scale was 0.800 and the three items under one factor explain %69 of the overall variance. The minimum loading criterion only for the last item was 0.500 under job performance scale. The percentage of the overall variance explained by the six items of job performance under one factor was 60.8.

Table 4 shows the mean scores and standard deviations of the psychological empowerment, its dimensions, job satisfaction and finally job performance variables.

Table 4.
Means and Standard Deviations of Variables

<i>Variables</i>	<i>Mean</i>	<i>s.d.</i>
Overall psychological empowerment	3.97	0.54
- meaning	4.44	0.71
- competence	4.17	0.75
- self-determination	3.90	0.76
- impact	3.55	0.90
job satisfaction	3.99	0.73
job performance	3.91	0.70

The 3.97 mean score for overall psychological empowerment showed that tourist guides' perceptions on psychological empowerment were relatively high and close to "agree" level. For individual dimension, meaning gained the highest mean score with 4.44 followed by competence (4.17), self-determination (3.90) and impact (3.55). The mean score for job satisfaction of the guides was 3.99 and for job performance was 3.91. These results showed that tourist guides perceived their job satisfaction and job performance as high.

3.3. Correlation Analysis

Pearson Correlation was conducted in order to test the hypotheses about the relationship between psychological empowerment, its dimensions and job satisfaction and also job performance. Table 5 illustrates the intercorrelations among overall psychological empowerment, its dimensions, job satisfaction and job performance variables.

Table 5.
Correlations between Psychological Empowerment Dimensions and Contextual Variables (Job Satisfaction and Job Performance)

<i>Variables</i>	1	2	3	4	5	6	7
1. overall PE	1						
2. meaning	0.542**	1					
3. competence	0.747**	0.222**	1				
4. self-determination	0.740**	0.143**	0.507**	1			
5. impact	0.767**	0.208**	0.413**	0.430**	1		
6. satisfaction	0.451**	0.368**	0.303**	0.321**	0.285**	1	
7. performance	0.633**	0.289**	0.471**	0.427**	0.566**	0.591**	1

**p<0.01

The results indicated a moderate positive correlation between overall psychological empowerment, its dimensions and job satisfaction. Among empowerment dimensions, meaning relatively had the greatest relationship ($r=0.451$; $p<0.01$) with satisfaction. The weakest correlation was between impact and job satisfaction ($r = 0.285$; $p<0.01$). These results proved that the hypotheses H1, H1a, H1b, H1c, and H1d were accepted. These results confirmed previous research findings and similar to Aydoğmuş, et al., 2015; Fuller et al., 1999 (as cited in Hechanova, et al., 2006); Gorn & Kanungo, 1980 (as cited in Kirkman & Rosen,

1999); Hamed, 2010; Indradevi, 2011; Jun & Lee, 2000 (as cited in Hechanova, et al., 2006); Liden et al., 2000; Odeh, 2008; Thomas & Tymon, 1994 (as cited in Carless, 2004; Kirkman & Rosen, 1999; Seibert, et al., 2004). The result about the strongest relationship between meaning dimension and job satisfaction was found by Fulford & Enz, 1995 and Spreitzer, et al., 1997 as well.

The other significant and positive relationship was found between psychological empowerment, its dimensions and job performance. The strongest and moderate correlation was between impact dimension and job performance ($r = 0.566$; $p < 0.01$) which was reverse to job satisfaction. The weakest relationship was between meaning and job performance ($r = 0.289$; $p < 0.01$) which was also reverse to job satisfaction. According to the results, the hypotheses H2, H2a, H2b, H2c and H2d were accepted. These results were supported by Chiang & Hsieh, 2012; Chow et al., 2006; Fong & Snape, 2015; Geralis & Terziovski, 2003; Indradevi, 2011; Kirkman & Rosen, 1999; Liden et al., 2000; Sigler & Pearson, 2000; Seibert et al., 2004; Tuuli & Rowlinson, 2009; Ugboro & Obeng, 2000. Moreover, the result about the strongest relationship between impact dimension and job performance was found by Ashforth, 1990 as well.

3.4. Regression Analysis

The regression analyses were used in order to examine the relative effects of psychological empowerment dimensions on job satisfaction and job performance. The job satisfaction and job performance variables were considered as dependent variables and psychological empowerment dimensions were considered as independent variables. The results are presented in Table 6 and Table 7.

Table 6.

The Effect of Psychological Empowerment Dimensions on Job Satisfaction

<i>Dependent Variable: Job Satisfaction</i>			
<i>Independent Variables</i>	<i>Beta</i>	<i>t value</i>	<i>p value</i>
(Constant)	1.357	5.193	0.000
Meaning	0.298	6.356	0.000
Competence	0.102	1.859	0.044
Self-determination	0.183	3.350	0.001
Impact	0.102	1.946	0.042
R = 0.478; R ² = 0.228; F = 27.813; p = 0.000			

$p < 0.001$

Table 6 showed that overall psychological empowerment comprising meaning, competence, self-determination, and impact explained 22% of the variance in job satisfaction. The Beta calculations showed the highest variation was explained by meaning ($\beta = 0.436$) and the next was explained by self-determination ($\beta = 0.183$). The next relatively lowest ones were competence and impact having the same beta scores ($\beta = 0.102$).

Table 7.

The Effect of Psychological Empowerment Dimensions on Job Performance

<i>Dependent Variable: Job Performance</i>			
<i>Independent Variables</i>	<i>Beta</i>	<i>t value</i>	<i>p value</i>
(Constant)	0.908	4.207	0.000
Meaning	0.141	3.474	0.001
Competence	0.211	4.431	0.000
Self-determination	0.131	2.754	0.006
Impact	0.394	8.687	0.000
R = 0.647; R ² = 0.419; F = 67.797; p = 0.000			

p<0.001

As seen in Table 7, the coefficient of determination R² was calculated as 0.41, which means that 41% of the variation in job satisfaction was explained by the variation in overall psychological empowerment. In predicting the job performance, impact was found to be the most important and effective dimension ($\beta=0.394$, $t=8.687$) followed by competence ($\beta=0.211$, $t=4.431$), meaning ($\beta=0.141$, $t=3.474$), and self-determination ($\beta=0.131$, $t=2.754$).

Consequently, the further regression analysis has confirmed the hypothesized relationship between psychological empowerment, its dimensions and job satisfaction and job performance. It was revealed that the psychological empowerment dimensions had an impact on both job satisfaction and job performance.

4. Conclusion

This study aimed to examine the effects of perceived psychological empowerment and its dimensions on job satisfaction and job performance of the tourist guides. It was suggested that psychological empowerment and job satisfaction and job performance were positively correlated and, empowerment affected both satisfaction and performance level of guides. In this frame, it was considered that guides who perceived high levels of psychological empowerment would have higher job satisfaction and job performance.

In order to reach the aim, psychological empowerment, job satisfaction and job performance scales were used and applied to 381 tourist guides. All scales were determined reliable in the result of reliability analyses. Then confirmatory factor analysis was applied to psychological empowerment. It was determined that the psychological empowerment dimensions matched the exact dimensions of the original scale which were named as meaning, competence, self-determination and impact by Spreitzer (1995). Finally, correlation and regression analyses were applied in order to test the suggested hypotheses.

The overall evaluation of the analyses indicated that there was a correlation between psychological empowerment, its dimensions and job satisfaction and, thus proved the hypotheses. This result showed that higher level of psychological empowerment resulted in higher level of job satisfaction according to tourist guides. It was found that the meaning dimension was the most effective one for job satisfaction. This means that if a tourist guide finds his/her job important, valuable and full of meaning, he/she was more likely to be happy with the job he/she perform. As mentioned before, Spreitzer, et al. (1997, p.683) stated in their study an important precondition of work satisfaction is the degree to which a person finds work personally meaningful. In contrast, low levels of meaning have been linked to apathy at work and hence lower levels of satisfaction. Thus, the findings of this study supported the literature and other researches.

Likewise, the other findings of this study indicated that psychologically empowered guides showed a higher performance in their jobs. These results also proved the suggested hypotheses about the positive relationship between psychological empowerment, its dimensions and job performance. This result showed that higher level of psychological empowerment resulted in higher level of job performance according to tourist guides. Among the psychological empowerment dimensions, impact was the most effective one which increased job performance of the guides. As Spreitzer et al. (1997, p. 686) stated if a person feels that he/she can influence organizational outcomes, his/her effectiveness and thus performance level increases. In contrast, a person who does not believe that he/she can make a difference would be less likely to try as hard in his/her work, and hence, would often be seen as less effective. Thus, the findings of this study supported the literature and other researches as well.

If a travel agency wants to provide service quality and increase its customers' satisfaction, initially it needs to implement and enhance the empowerment of the guides from not only organizational but also psychological perspectives. The guide's high satisfaction and performance level were the most important determinants for agency's success in the tourism industry. Agency should be aware that job satisfaction and job performance have both a vital and a valuable impact on the agency's service quality. For this reason, agency managers need to provide a good working conditions and environments in which the guides find their jobs meaningful, feel competent, have a control over their job and finally have the power to effect agency's outcomes positively. In general, the psychologically empowered guide can perform well, hence, can provide customer satisfaction and meet their expectation, in turn, can effect agency's service quality, create a positive image and reputation and increase the profit and number of customers of the agency. In order to achieve psychological empowerment among guides, the agency managers make guides feel their job as valuable, promote them to improve their competencies and consider their suggestions about job tasks and agency's outcomes.

Recommendations for Future Research

This study analyzed the effects of psychological empowerment on job satisfaction and job performance of the tourist guides. Thus focused on only two outcomes of empowerment. Future studies can focus on the other outcomes such as organizational commitment, turnover intent, burnout, absenteeism, job insecurity, etc. The relationship between psychological empowerment and these outcomes can be analyzed and the effect of empowerment on them can be determined. Moreover, this study discussed empowerment only in terms of psychological perspective. So future studies can look at empowerment from both organizational and psychological perspective.

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