

**THE EMPOWERMENT EFFECT: INVESTIGATING THE INTERACTION  
BETWEEN PSYCHOLOGICAL EMPOWERMENT, QUALITY OF WORK-LIFE  
AND ORGANIZATIONAL COMMITMENT**

**Tarek A. El Badawy**

(Corresponding Author)

Associate Professor of Management

College of Business,

Auburn University at Montgomery,

Alabama, USA.

[tarek.elbadawy@aum.edu](mailto:tarek.elbadawy@aum.edu)

**Mary Kiker**

Associate Professor of Management

Auburn University at Montgomery,

Alabama, USA.

[mkiker@aum.edu](mailto:mkiker@aum.edu)

**Mariam M. Magdy**

Research Associate

German University in Cairo,

Cairo, Egypt.

[mariam.mohamed-magdy@outlook.com](mailto:mariam.mohamed-magdy@outlook.com)

**Abstract**

This study aimed at studying the main and interaction effects of psychological empowerment on organizational commitment and quality of work-life. Data were collected from several MBA classes to achieve the objective of diversity. Result provided support to the framework originally developed by Thomas and Velthouse in 1990 that psychological empowerment is a multi-dimensional construct consisting of four aspects (meaning, competence, self-determination and impact). Egyptian employees exhibited above average levels of psychological empowerment, quality of work-life and organizational commitment. Positive associations between quality of work-life, commitment and psychological empowerment were found. Psychological empowerment did not have a mediating effect between quality of work-life and organizational commitment.

**Keywords:** Psychological empowerment; Quality of work life; organizational commitment; Egypt; interaction effect.

## 1. INTRODUCTION

It is no doubt that, worldwide, people have become the number one reason behind having, and sustaining, a competitive advantage. Organizations can have financial and tangible amounts of abundant resources; however, people are the ones who operate on those resources and have the capabilities to turn them into tangible and intangible organizational rewards.

When the focus is narrowed down to Egypt, it is concluded that the business environment is currently very stressful. The economy is characterized by having high inflation rate, lack of adequate foreign currency, rising costs of raw materials and others. Hence, individuals are *not* happy in their jobs. They suffer from job insecurity, obstacles in performing their tasks, low salaries and consequently less job satisfaction, among others.

Therefore, as scholars studying the employees of Egypt, we are interested in studying the different dispositional and organizational variables that affect the psychological states of employees. We aim to shed the light on several variables and provide managers and human resource practitioners with insights and recommendations on how to pave a better working environment for employees. For the organization, it will enable it to reach its goals and objectives, and sustain an acceptable position in the market. For the individual, this will improve his/her well-being, and enable him/her to perform better.

Carless (2004) focused on studying the concept of psychological climate. She referred to it as employees' subjective, and psychological, evaluation of their work environments according to their frames of reference. No doubt that empowerment is part of the psychological climate. Psychological empowerment is one factor that is worth investigating. Although it is considered recent in the literature, it has gained wide attention due to its potential in impacting the individual performance and state, and organizational outcomes. Psychological empowerment depends on perception. It is how individual employees view themselves relative to their superiors and work environments. Hence, its results are hardly generalizable as they depend on the work environment studied, the prevailing cultures and individual characteristics. Our intent was to explore psychological empowerment in one type of sample to provide information on how psychological empowerment affects and is affected by other variables.

Our approach to investigate psychological empowerment was centered on the three assumptions put forward by Zimmerman in 1995. First, populations have different characteristics. Accordingly, we chose a specific population and provided adequate information about its characteristics as these characteristics affect the form of psychological empowerment and the outcomes of the individual and organization. Second, the empowerment form is dependent upon the context (national culture, organization type...). Third, psychological empowerment changes over time for an individual. Although our study was not longitudinal, however, it only presents one segment of time characterized by less than average circumstances.

Typically, psychological empowerment is studied as an intermediary variable with antecedents and outcomes. Hence, focusing on psychological empowerment is important, which is why the aim of this study is twofold. First, the perception of employees on their relative empowerment in the organization is explored. Second, several relationships between psychological empowerment, organizational commitment and quality of work-life are hypothesized and tested. Previous research has mapped the way for us to develop hypotheses and test them in a different culture. While organizational commitment was touched upon before, to our knowledge, no study has analyzed the interaction of quality of work-life and psychological empowerment despite the positive potential of psychological empowerment in improving the quality of work-life for the individual.

### *Differentiation between Types of Empowerment*

From the literature, three types of empowerment were revealed; namely structural, team and psychological. In addition, scholars are mostly interested in understanding whether psychological empowerment is merely a support variable that helps other organizational behavior aspects or whether it should be considered as a standalone aspect not to be neglected or overlooked in our organizational research. As Herzberg et al. (1959) argue, empowerment is one of the factors that achieves satisfaction for the individual. It came to our notice that empowerment is one way to motivate employees as it mainly concentrates on decentralizing authority and giving employees more autonomy and power to take actions and make decisions.

### *Psychological Empowerment*

Wilkinson (1998) conceptualized empowerment as consisting of information sharing, upward problem solving, task autonomy, attitudinal shaping, and self-management. Siegall and Gardner (2000) noted that “empowered employees have a high sense of self-efficacy, are given significant responsibility and authority over their jobs, engage in upward influence, and see themselves as innovative (Conger and Kanungo, 1988; Ford and Fottler, 1995; Quinn and Spreitzer, 1997). Empowered employees view themselves as more effective in their work and are evaluated as more effective by their co-workers (Quinn and Spreitzer, 1997)” (p. 704).

#### *Frameworks of Psychological Empowerment*

Thomas and Velthouse (1990) were among the first to develop a theoretical framework for psychological empowerment consisting of meaning (value-added from one’s work according to the individual’s value system), choice (ability to make decisions related to one’s work), competence (self-efficacy and viewing one-self as capable of performing tasks and duties) and impact (ability to affect outcomes at work and realize the fruits of one’s work).

Spreitzer (1995) tested the aforementioned framework empirically and concluded with four dimensions: impact, competence, self-determination and meaning. The same scholar argued that psychological empowerment is rather a multi-dimensional construct comprising of antecedents, processes and outcomes. In his model, the addressed antecedents were self-esteem, locus of control on both the individual and organizational level, sharing of information, and reward system. As for the consequences, both managerial effectiveness and innovation were addressed. Using the same four-factor taxonomy of psychological empowerment, the construct displayed strong internal consistency. This indicates that the four factors measure psychological empowerment to a great extent, but in different proportions (Zimmerman (1995) offered another close theoretical framework to understanding and measuring psychological empowerment).

In a later study by Spreitzer et al. (1997), the scholars concluded that all dimensions of empowerment must be fulfilled in order to realize positive individual and organizational outcomes. Seibert et al. (2011) demonstrated strongly significant factor loadings of the four dimensions on psychological empowerment: meaning (.65), competence (.63), self-determination (.81), and impact (.73) at  $p < 0.01$  which further validates the model.

Testing Spreitzer’s model in a sample of employees from a manufacturing organization, Siegall and Gardner (2000) assessed the correlation between the model and contextual aspects of supervisor communication, general relation with the organization, teamwork and attention for performance. Results indicated positive, yet weak, associations between the four contextual aspects and meaning; competence had no significant correlations; self-determination showed weak significant correlations with all contextual aspects but teamwork, and finally, impact had positive associations with all but attention for performance.

Seibert et al. (2011, p.982) combined all variables studied in relation to psychological empowerment in a framework consisting of antecedents, assessments, and consequences, on three levels: individual, team and organizational. However, as in Figure 1, we focused on individual-level variables.

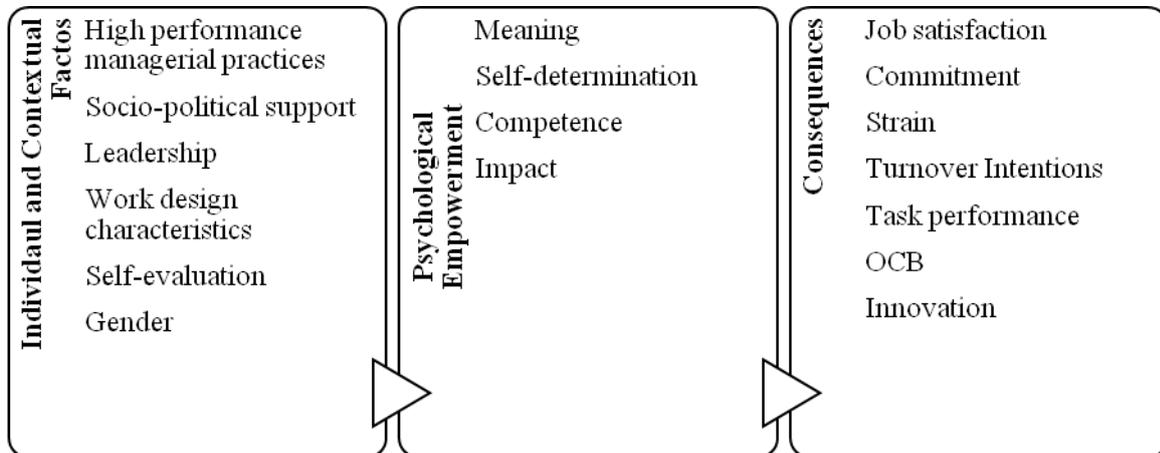


Figure 1. Seibert et al. (2011)

Seibert et al. (2011) argue that they are the first to perform a meta-analysis on psychological empowerment after almost three decades of its introduction. With respect to the antecedents, all displayed significant moderate, and positive, correlations with psychological empowerment. However, with regard to the consequences of psychological empowerment, the meta-analysis showed positive strong correlations with job satisfaction and commitment ( $p < 0.05$ ) and negative weak associations with strain and intention to turnover.

Aspects of meaning and competence were associated with job satisfaction (Carless, 2004). In addition, in the same study, the analysis revealed that psychological empowerment mediated the relationship between psychological climate and job satisfaction.

Çekmecelioğlu and Özbağ (2014) found positive significant associations between individual creativity and meaning, and competence and impact. They also found meaning, self-determination and impact were positively associated with organizational innovation. Quiñones et al. (2013) found a moderate positive correlation between psychological empowerment and work engagement, and the same results were reached by Stander and Rothmann (2010). In addition, the latter scholars found that psychological empowerment was significantly negatively associated with job insecurity, with its two types. Finally, they concluded that job insecurity moderated the psychological empowerment-employee engagement relationship.

Lin and Tseng (2013) proved that psychological empowerment has a stronger effect than leadership on employee job satisfaction. Leadership is extensively studied in the literature with relation to psychological empowerment. Scholars studied the relationship from different angles and provided several frameworks and contingency models (Houghton and Yoho, 2005; Spreitzer et al., 1997; Wilson, 2011).

Yao et al. (2013) hypothesized and proved that internal marketing of the organization to employees has a positive impact on perception of psychological empowerment. Internal marketing activities range from sharing vision, training employees, promoting managerial support to advertising the rewards plan.

#### *Psychological Empowerment and Organizational Commitment*

We can logically assume a direct and positive association between commitment and empowerment. Nevertheless, breaking commitment into its three types provides different results; while affective and normative commitment had positive associations (Ambad and Bahron, 2012; Hashmi and Naqvi, 2012), continuance commitment was in the opposite direction (Kuo et al., 2010; Clercq and Rius, 2013). Chan et al. (2015) measured the correlation between psychological empowerment and types of commitment. Results revealed positive relationships with affective ( $R^2$  was 12%) and normative ( $R^2$  was 14%) commitment, and a negative correlation with continuance commitment ( $R^2$  was 5%). In addition, affective and normative

commitment mediated the psychological empowerment-organizational citizenship behavior (OCB) relationship. Lin (2013) also found positive correlation between all four aspects of psychological empowerment and OCB.

Joo and Shim (2010) reported significant association between psychological empowerment and commitment; the four factors of psychological empowerment explained almost 38% of changes in employee commitment. In addition, they concluded that the relationship was indirect as a learning culture moderated the relationship in a sample of Korean employees working in public organizations. In an Indian sample, Bhatnagar (2007) found a significant positive association between the two constructs. However, by looking at the sub-variables, results were mixed. Competence with affective and continuance commitment had significant positive associations while self-determination with affective commitment was shown to be insignificant. Chen and Chen (2008) found significant positive relationships for all but self-determination in a sample from Taiwan's public organizations, and the same results were reached by Kebriaei et al. (2015), Bhatnagar (2005), and Castro et al. (2008). The latter reported strong correlation coefficients between psychological empowerment and organizational commitment ( $r = 0.72$ ). Accordingly, it was hypothesized that:

**H1<sub>0</sub>:** There is no relationship between psychological empowerment and organizational commitment in the extracted sample from Egypt.

**H1<sub>1</sub>:** There is a positive relationship between psychological empowerment and organizational commitment in the extracted sample from Egypt.

#### *Quality of Work-Life (QWL)*

In his article, Erdem (2014) refers to QWL as "the physical and psychological welfare in the work environment with regard to an employee's integration in their total area of life (Bilgin, 1995)" (p. 535). Hence, it was concluded that QWL stems from Theory X/Theory Y introduced by McGregor in the 1960s. QWL is referred to in the literature as egalitarianism in making decisions (Cummings, 1977), humane working conditions (House, 1974), work-life balance (Alfonso et al., 2016), satisfaction with work (Babu and Ramesh, 2013) and lack of stress (Hans et al., 2015). QWL is also studied in the academic sector extensively and in different cultures: Oman (Hans et al., 2015), China (Liu et al., 2015) and Australia (Winter et al., 2000).

From reviewing the literature, it was inherent to conceptualize QWL in our study to provide an adequate operational definition to be measured. Zin (2004) agreed with the same notion and put forward in his study that QWL is the perception of employees about their work environment and the HR conditions. He conceptualized QWL as supervision (quality of communication channels between employees), participation (degree of voicing opinions with relation to job tasks), in addition to the other five dimensions listed above.

Zin (2004) studied the correlation between QWL and commitment in a sample from Asia. His study provided that supervision, pay and integration (elements of QWL) were positively associated with affective commitment. Supervision, pay and social relevance positively associated with normative commitment. Finally, pay and social relevance had positive association with continuance commitment (lack of other jobs to join).

QWL was also studied in relation to emotional intelligence and OCB. Alfonso et al. (2016) found positive correlations between sportsmanship, civic virtue and QWL. Moreover, the same scholars proved that QWL is a significant moderator/mediator for OCB towards the organization only (i.e. sportsmanship).

Taştan (2013) discussed QWL through the lenses of employee well-being. He believed well-being is a multi-dimensional construct consisting of "subjective well-being (happiness, relaxation and a relative absence of problems) and psychological well-being (taking on challenges and making efforts for personal development and growth)" (p. 141). In addition, the same scholar argued that all aspects of psychological empowerment is linked to the psychological well-being of employees. The study's results showed positive significant associations between empowerment and psychological well-being ( $r = 0.79$ ). Self-efficacy fully mediated the aforementioned relationship while perceived social support moderated the relationship as was evident by the slight increase in the correlation coefficient.

To our knowledge, no study explicitly investigated the relationship between psychological empowerment and QWL. Nevertheless, from the literature on individual well-being, it was hypothesized that:

**H2<sub>0</sub>:** There is no relationship between quality of work-life and psychological empowerment in the extracted sample from Egypt.

**H2<sub>1</sub>**: There is a positive relationship between quality of work-life and psychological empowerment in the extracted sample from Egypt.

**H3<sub>0</sub>**: There is no relationship between quality of work-life and organizational commitment in the extracted sample from Egypt.

**H3<sub>1</sub>**: There is a positive relationship between quality of work-life and organizational commitment in the extracted sample from Egypt.

#### *The Mediation Effect*

Typically studies focus on examining the mediating effect of psychological empowerment. For example, psychological empowerment was proved to be a mediator between transformational leadership and organizational commitment in a sample from Singapore (Avolio et al., 2004). Castro et al. (2008) exhibited the same mediation effect with respect to employee attitudes (specifically job satisfaction and commitment).

Quiñones et al. (2013) confirmed the mediation effect of psychological empowerment between job resources and employee engagement; however, not all characteristics of the job were proven significant. Only task autonomy, skill utilization and supervisory support had significant effects.

Liden et al. (2000) concluded from their study on psychological empowerment as a mediator between several organizational variables that it was a mediator between job characteristics and job satisfaction (meaning and competence aspects), and job characteristics and organizational commitment (meaning aspect). Nevertheless, there was no mediation effect with respect to leader-member exchange relationship.

Ölçer (2015) studied the interaction between empowerment and job performance. His study confirmed that meaning, self-determination and impact positively predicted job satisfaction; and meaning, competence, self-determination and impact positively predicted job performance. In addition, job satisfaction (one measure of QWL) fully mediated meaning-job performance, and there was a partial mediation effect between the other three aspects of empowerment and job performance.

Gregory et al. (2010) reported positive moderate correlation between person-organization (P-O) fit and empowerment ( $r = 0.5$ ). In addition, psychological empowerment mediated the P-O fit-job satisfaction relationship with 22% of the change in job satisfaction attributed to the inclusion of empowerment as calculated by the Sobel test. Finally, in 2015, on a sample from Pakistan, Iqbal and Hashmi tested the mediation effect of empowerment on the perceived organizational support-retention relationship. Their analysis proved partial mediation. The developed hypothesis was:

**H4<sub>0</sub>**: There is no mediation effect of psychological empowerment on the quality of work-life-organizational commitment relationship.

**H4<sub>1</sub>**: Psychological empowerment is a mediator between quality of work-life and organizational commitment.

## METHODOLOGY

### *Participants*

To serve the aim of the study, employees participating in MBA classes were chosen. MBA classes guaranteed that participants came from different backgrounds, organizations and working fields altogether achieving sufficient diversity. One-hundred and seventy questionnaires were distributed in three private universities situated in Cairo, Egypt. The collected questionnaires were one-hundred and seventeen fulfilling a response rate of 69%.

Sixty-six percent of the participants were males opposed to thirty-four percent females. The majority of the sample (65%) were between 25-35 years old; seventeen percent were between 36-40 years old; twelve percent were greater than 40 years old, while the rest of participants were less than 25 years old. Forty percent of participants were single; fifty-four percent were married, and the remaining were divorced. Seventy-three percent were bachelor degree holders; twenty-six percent were master degree holders, and the rest had other types of certificates.

Almost all participants were full-time employees with 21.4% working in manufacturing organizations and 56.4% in service organizations. Years of experience ranged from 5-10 years (43%), less than 5 years (26.5%), 11-15 years (18%) and the rest had more than 15 years of experience in their current organizations. Nine percent were from the top management; forty-one percent were middle managers; twenty-one percent were first-line managers, and the remaining (29%) were employees holding non-managerial positions.

*Measurement Tools*

*Psychological empowerment* was measured using Spreitzer (1995)'s questionnaire. The twelve-items were distributed on the four aspects: meaning, competence, self-determination and impact. Items were measured on 5-point Likert scale. Cronbach's alpha for the sample was 0.93.

*Quality of work-life* was measured using Zin's (2004) developed questionnaire. The items covered seven dimensions: growth and development, participation, physical environment, supervision, pay and benefits, social relevance and workplace integration. The reported Cronbach's alpha for the scale was 0.93. Items were measured on 5-point Likert scale. Cronbach's alpha was 0.86.

*Organizational commitment* was measured using Meyer, Allen and Smith's (1993) questionnaire. The eighteen-items covered the three types of commitment: affective, normative and continuance commitment. Items were measured on 5-point Likert scale. The reported reliability coefficient was 0.83.

*Procedure*

Participants were chosen from different MBA classes in three private universities in Cairo, Egypt. Participants were approached at the start of their classes, briefly familiarized with the study and the questionnaire. They were assured of anonymity and the optional participation. At the end of the class, completed questionnaires were collected.

*Data Analysis*

Cronbach's alphas were calculated for the three measurements. Spearman's test was used to analyze the correlations between the three studied variables. Finally, the mediation analysis was conducted using the Sobel Test. Model drawn in Figure 2.

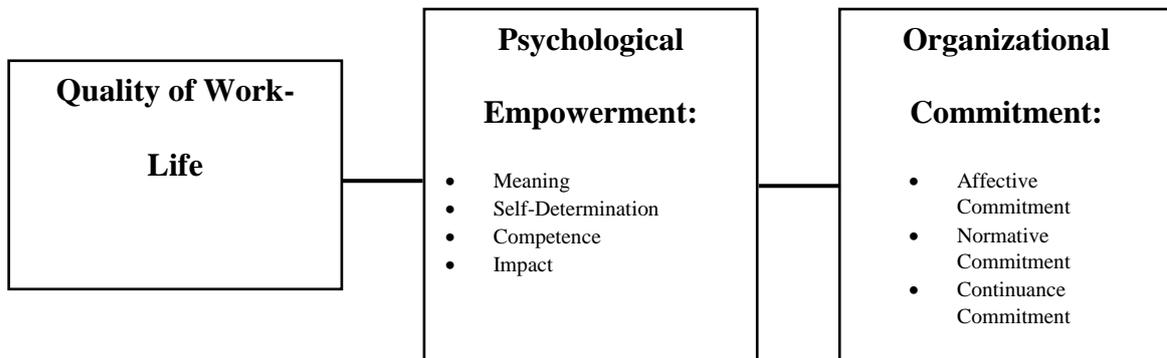


Figure 2. Authors' Model

**RESULTS**

*Descriptive Statistics*

The means and standard deviation of the three variables and their sub-dimensions are presented in Table 1 below. Results demonstrate that participants believe they are psychologically empowered, demonstrate organizational commitment and report above average quality of work-life. Specifically, competence (belief one-self as capable of performing their job tasks) had the highest mean score.

Table 1. Means and Standard Deviations of the Variables

	<b>Mean</b>	<b>SD</b>
Affective commitment:	3.38	0.76
Continuance commitment	3.25	0.73
Normative commitment	3.17	0.71
<b>Organizational Commitment</b>	3.27	0.55
<b>Quality of Work-Life</b>	3.33	0.65
Competence	4.12	0.67
Self Determination	3.90	0.56
Impact	3.70	0.79
Meaning	3.88	0.82
<b>Psychological Empowerment</b>	3.90	0.51

### Correlations

Table 2 presents the correlations between the three main variables and their sub-dimensions. Spearman's rho coefficient showed significant positive and moderate correlation between psychological empowerment and organizational commitment ( $r=0.4$ ,  $p < 0.001$ ). Hence, hypothesis 1<sub>0</sub> was not supported. Employees who perceived that they are empowered by their organizations demonstrated higher commitment towards the organization. However, by looking at the sub-dimensions, results differed. Affective commitment correlated significantly, in the positive direction, with all four aspects of psychological empowerment. Normative commitment had significant positive correlations with all aspects of psychological empowerment except competence. Finally, no significant correlation was found between continuance commitment and psychological empowerment.

The relationship between psychological empowerment and quality of work-life was significant and positive ( $r= 0.5$ ,  $p < 0.001$ ). Accordingly, hypothesis 2<sub>0</sub> was rejected. Employees who are empowered in their organizations report higher quality of work-life. In addition, all four aspects of empowerment had significant positive correlations with the quality of work-life scale.

The relationship between quality of work-life and organizational commitment was strong and positive ( $r= 0.7$ ,  $p < 0.001$ ). Consequently, hypothesis 3<sub>0</sub> was rejected. Employees who are comfortable with their organizational conditions exhibit higher levels of commitment. Both affective and normative commitment had significant correlations with QWL for the Egyptian sample.

Table 2. Correlations

		Affective Commitment	Continuance Commitment	Normative Commitment	Organizational Commitment	QWL	Competence	Self-Determination	Impact	Meaning	Psychological Empowerment
Affective Commitment	Spearman's rho	1.000									
	Probability	.									
Continuance Commitment	Spearman's rho	.098	1.000								
	Probability	.294	.								
Normative Commitment	Spearman's rho	.649**	.151	1.000							
	Probability	.000	.105	.							
Organizational Commitment	Spearman's rho	.807**	.521**	.829**	1.000						
	Probability	.000	.000	.000	.						
QWL	Spearman's rho	.709**	.141	.650**	.690**	1.000					
	Probability	.000	.130	.000	.000	.					
Competence	Spearman's rho	.189*	.165	.078	.193*	.321**	1.000				
	Probability	.041	.075	.406	.037	.000	.				
Self Determination	Spearman's rho	.350**	.058	.234*	.267**	.469**	.563**	1.000			
	Probability	.000	.532	.011	.004	.000	.000	.			
Impact	Spearman's rho	.318**	-.088	.202*	.177	.270**	.121	.347**	1.000		
	Probability	.000	.347	.029	.057	.003	.192	.000	.		
Meaning	Spearman's rho	.437**	.096	.415**	.432**	.465**	.247**	.440**	.360**	1.000	
	Probability	.000	.302	.000	.000	.000	.007	.000	.000	.	
Psychological Empowerment	Spearman's rho	.471**	.059	.349**	.391**	.531**	.589**	.760**	.654**	.747**	1.000
	Probability	.000	.529	.000	.000	.000	.000	.000	.000	.000	.

**Mediation**

For mediation to occur, the following four conditions must be fulfilled: 1. The independent variable affects the mediator variable. 2. The independent variable affects the dependent variable in absence of the mediator. 3. The mediator affects the dependent variable. 4. The effect of the independent variable on the dependent one decreases upon the addition of the mediator.

Regressing the mediator (psychological empowerment) on the independent variable (QWL) provided significant results ( $p < 0.001$ ). Regression analysis of organizational commitment on QWL ( $B = 0.589$ ) and organizational commitment on psychological empowerment provided the same results allowing for step four to be conducted. From Table 3 below, the effect of QWL on organizational commitment was not reduced as a result of adding psychological commitment ( $B = 0.595$ ). Hence, no mediation effect was established. Hypothesis  $H_0$  could not be rejected. Psychological empowerment did not prove to be an intermediary variable between QWL and organizational commitment. Same result was reached through Sobel test as evident by the non-significant p-value of 0.44.

Table 3 **Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.340	.281		4.778	.000
1 Quality of Work-Life	.595	.066	.711	9.022	.000
Psychological Empowerment	-.013	.084	-.012	-.158	.875

**DISCUSSION**

The aim of this study was to investigate the relationships between psychological empowerment, organizational commitment and quality of work-life in a sample from the Middle East, specifically Egypt. Several conclusions were made from this study. First, our study provided additional support to the framework originally developed by Thomas and Velthouse in 1990 that psychological empowerment is a multi-dimensional construct consisting of four aspects (meaning, competence, self-determination and impact). Second, the sample proved that in Egyptian organizations, to some extent, employees perceive having above average levels of psychological empowerment, quality of work-life and organizational commitment despite the high level of job insecurity put forward as a result of the economic and political unrest.

Third, there was a positive association between quality of work-life and psychological empowerment; the highest associations with impact and self-determination supporting Seibert et al. (2011) and Siegall and Gardner's (2000) findings on the association between the latter two aspects of psychological empowerment and organizational contextual factors. Moreover, the findings coincide with Taştan (2013) findings on the strong association between well-being and empowerment. This area of research is still relatively new. Additional studies are recommended to further validate these associations.

Meaning had relationships with affective and normative commitment with moderate strength as well as self-determination and impact with affective commitment. In addition, these results support the findings of Ambad and Bahron(2012), Hashmi and Naqvi (2012), Kuo et al. (2010), Clercq and Rius (2013), and Chan et al. (2015) as both affective and normative commitment had significant associations with empowerment unlike continuance which was insignificant (yet positive unlike the results of all aforementioned scholars).

Fifth, the relationship between organizational commitment and quality of work-life was strong; specifically affective commitment. These findings support the results of Zin (2004) who found positive association between aspects of QWL and affective and normative commitment. Nevertheless, this study proved no significant association between continuance commitment and QWL. Finally, psychological

empowerment did not have an intermediary effect between quality of work-life and organizational commitment. To our knowledge, no study examined this relationship. Hence, additional investigation is recommended.

#### *Managerial Implications*

It is believed that the results of this study provide managers with important insights on how to improve employee performance through focusing on their psychological well-being. To reach psychological empowerment, managers should ensure their employees' adequate access to information on organization's mission, performance levels, goals and others. This will provide employees with confidence when they work and make decisions. Performance-based reward systems are recommended to motivate employees to contribute significantly to their work unit. Discussing the conditions of the working environment with employees is also a must to ensure their well-being that will result in better perceived empowerment and commitment.

#### *Limitations and Research Implications*

This study had several limitations. First, the sample size is small relative to the population. Second, no investigation of the type of industry was performed. Third, the demographic variables' effect was out of the scope of this study. Forth, the data were gathered in only one point in time, thus, there was no examination of the long-term effect of empowerment on commitment and other dispositional and organizational variables. Finally, only two variables (QWL and commitment) were studied in relation to psychological empowerment.

Longitudinal studies are highly recommended to analyze the effect of empowerment on the long-run for employees and organizations. Additionally, respected scholars call for building nomological networks that accurately capture the essence of psychological empowerment which puts emphasis on the need to integrate several variables in one model. Moreover, it is believed that the interactions between the variables are context dependent. Hence, adequate explanation of the sample characteristics and organizational conditions is important to understand the logic behind the results. "The context and population specific characteristic of psychological empowerment means that a nomological network must be broad enough to encompass diversity, yet specific enough to inform assessment of the construct for a particular population and setting" (Zimmerman, 1995, p. 585). Finally, scholars should pay attention to possible intervening variables that can affect the developed relationships in this study.

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