RELATIONSHIP OF PSYCHOLOGICAL EMPOWERMENT, ORGANIZATIONAL JUSTICE AND EMPLOYEE JOB PERFORMANCE

Written by **Bilal Ahmed Mir* & Hadiqa Ghous Mir****

*Visiting Lecturer, University of Agriculture, Faisalabad, Pakistan

**MS (Project Management), Comsats University Islamabad, Pakistan

ABSTRACT

The purpose of this research was to develop and test a model that identifies the impact of Psychological Empowerment (PE), Organizational Justice (OJ) and Perceived Organizational Support (POS) on employees' Job Performance (EP). The study also examined the mediating role played by Perceived Organizational Support between the relationships among psychological empowerment and Employee Job Performance as well as organizational justice and Employee Job Performance. The data was collected from 300 teachers working in army public schools in Punjab, Pakistan. The questionnaire included scales to measure Psychological Empowerment, Organizational Justice and Perceived Organizational Support on employees' Job Performance. For reliability analysis of construct, demographic analysis and correlational analysis SPSS was used. The measurement of constructs and the hypothesized relationships among variables were assessed by the use of structural equation modeling. The Baron and Kenny approach was used to test the mediating effects. The model developed in this dissertation provided important insights in the study of the relationship of Psychological Empowerment, Organizational Justice and Perceived Organizational Support on employees' Job Performance which suggested which is fruitful for school management to enhance staff performance and to retain the skilled staff. Future research direction and recommendations are also given in the end.

Key Words: Psychological Empowerment (PE), Organizational Justice (OJ), Perceived Organizational Support (POS), Employee Job Performance (EP), Army Public Schools, Punjab, Pakistan.

1.   INTRODUCTION OF THE STUDY

The current scenario in education sector is complex, impulsive, and messy (Harris & Short, 2013). In this association, this examination endeavors to look at organizational practices and strategies that are commonly valuable to bosses and representatives, which prompt sense and importance making at the work environment, and which underscores general worker upliftment and learning (e.g., Harris and Short, 2013; Illeris, 2011). Earlier research has given experimental confirmation of a connection between psychological empowerment and job performance (Aryee and Chen, 2006; Koberg et al., 1999). Which means of the work can upgrade representatives' familiarity with the estimation of their job, which thus inspires them to perform well (Eylon and Au, 1999; Chiang, 2012).

Organizational justice has been a steady indicator of worker dispositions and practices (Colquitt and Rodell, 2011). Hypotheses concerning decency in the working environment have concentrated on extending conceptualizations of organizational justice (McFarlin and Sweeney, 1992). Justice recognitions have been connected to job performance (Colquitt, Lepine, Piccolo, Zapata, and Rich, 2012). However, there is an absence of research looking at the psychological routes through which organizational justice impacts work results, for example, performance (Cole, Bernerth, Walter, and Holt, 2010; Biswas, 2017).

Eisenberger et al. (1990) expressed that workers' POS and Employee Job Performance are decidedly related, something that numerous ensuing investigations have effectively affirmed (Wayne et al., 1997, 2002). "Rhoades and Eisenberger (2002) corroborated that employees' POS may influence Employee Job Performance. Lynch et al. (1999) discovered a significant relationship between Employee Job Performance and POS (Chiang, C. F., & Hsieh, T. S. 2012)." Organizations are dealing with many complex challenges and human resources management have great influence on their success. Managers and leaders' appropriate behavioral patterns will create strong motivation in employees. Moreover, this will increase employees' satisfaction and make them more effective in their job.

A definitive reason to think about PE is to enhance Employee Job Performance. Right now, the outcomes about how PE influences Employee Job Performance were not predictable. For instance, Liden et al. (Liden, Wayne, and Sparrowe, 2000) utilized four-dimensional structure of PE scale created by Spreitzer to examine how the four measurements influence Employee

Job Performance and found that self-viability has a noteworthy positive effect on Employee Job Performance. Be that as it may, (Dewettinck, Buyens, and Singh, 2004) found that PE can build employees' job fulfillment, yet the effect on Employee Job Performance isn't self-evident." POS reflects employees' general conviction that their associations esteem their commitments and thinks about their prosperity (Rhoades and Eisenberger, 2002, p. 68).

In this study objective of researcher is investigate the mediation of perceived organizational support between psychological empowerment, organizational justice and performance. For this purpose, researcher used adopted questionnaires for collection of data as well as used statistical techniques through SPSS and AMOS.

2.   STATEMENT OF THE PROBLEM

Reviewing the root causes of the job performance and studying effects of perceived organizational support, psychological empowerment, and organizational justice on the job performance can provide some understanding of problems with the army public schools employees along with possible solutions (Springer, G. J. 2011). However, up to the maximum knowledge of the researcher, combined effects of perceived organizational support, psychological empowerment, and organizational justice on performance have never been investigated before among the staff working in army public schools in Pakistan. Timothy 2014 suggested that for future research you may use other variables to check the mediating effect between psychological empowerment and performance. Yan-Qiong 2015 also suggested in his study in limitation part for future research apply these variables on other sectors instead of nursing for checking generalizability. So, in current study researcher follow the research gap and add some other variables like organizational justice and perceived organizational support for enhancing the scope of the current study by choosing educational sector.

RESEARCH OBJECTIVES:

1.   To investigate the connection of psychological empowerment with Job Performance of employees working in Army public schools in Punjab, Pakistan.

2. To investigate the relationship of Organizational Justice and Job Performance of employees working in Army public schools in Punjab, Pakistan.

3. To investigate the effect of Perceived organizational support on Job Performance of employees working in Army public schools in Punjab, Pakistan.

4. To investigate the mediating impact of perceived organizational support between the connection of psychological empowerment and Job Performance of employees working in Army public schools in Punjab, Pakistan.

5. To investigate the mediating impact of perceived organizational support between the relationship of organizational justice and Employee Job Performance of employees working in Army public schools in Punjab, Pakistan.

HYPOTHESIS OF THE STUDY:

H1: Psychological Empowerment is a significant predictor of Employee performance.

H2: Organizational Justice is a significant predictor of Employee performance.

H3: Perceived Organizational Support is a significant predictor of Employee performance.

H4: Perceived Organizational Support mediates the relationship among Psychological Empowerment and Employee performance.

H5: Perceived Organizational Support mediates the relationship among Organizational Justice and Employee performance.

PURPOSE OF STUDY/JUSTIFICATION

The capability with which employees complete the obligations determined in their job depictions is a region of worry for any association. At the point when associations take part in hones that enable employees to express their perspectives and emotions, it impacts the techniques utilized for touching base at a choice and actualizes those systems reliably. It is likewise helpful to include laborers during the time spent contriving models for results and to make these principles generally accessible. Performance is the degree to which an individual

is completing task or undertaking. It alludes to the level of achievement of the assignment that makes up an employee's job in last several decades (Cascio, 2006). In recent decades, a major concern of organizational theorists and practitioners is performance. The study will provide guidance to the school management to manage the performance of their employees by ensuring empowerment, justice and support.

JOB PERFORMANCE

The idea of job performance is characterized as multidimensional. Work execution as individual practices that are identified with hierarchical objectives (Sutherland & Bruin, 2007). It exhibits how well employees play out their job, the action they did and the virtuoso they show up in dealing with issues and the way use their accessible assets and vitality they consume on their employments. (Lazaroiu, G. (2015).: Rothman & Coetzer, 2003). Workers perceive the importance of the work if they feel good; correspondingly, if workers understand their employments impact others, they perform better. Since representatives believe their capacity to complete business-related activities, uncertainty level decrease about themselves and assigned task, improving employment execution (Chiang & Hsieh, 2012). The job performance is characterized as how much a specialist completes the performance wishes. Job performance as an arrangement of practices that is under individual's control and influence the objectives of the utilizing organization (Harrison, 2006). Job performance is a capacity that a worker effectively performs insides the structure of ordinary imperative and accessible assets (Jamal, 2007). Worker job performance and employee satisfaction are thought the main factors that affect performance of organizations.

PSYCHOLOGICAL EMPOWERMENT

Psychological empowerment has been characterized as an arrangement of psychological condition and concentrates on how representatives consider their function and pick up understanding, and how much they have confidence in their organization's part and impact, and makes workers feel more certain and have an eagerness to succeed (Allahyari et al., 2011):

Wang, S., & Liu, Y. (2015). Kanter (1977) states that two types of empowerments, one is structural and second is psychological. Structural empowerment is regarded in the writing as a power sharing idea as it includes designating decision authority down the authoritative chain of importance. Psychological empowerment relates with motivational concept of empowerment (Menon, 2001). Kuokkanen (2003) describes psychological empowerment is characterized as a motivational procedure in which innate attributes, and also condition components, impact people's capacities to find the significance, upgraded skill, and self-assurance important to affect their surroundings.

ORGANIZATION JUSTICE

Browning first time introduced the term "organization justice" in 1970s.The standards of justice in a general public help characterize the rights and commitments of individuals with respect to each other and to the social organizations to which they belong (Stevens & Wood, 2002). Social justice is a standout amongst the most vital points inside the ambit of justice. Social justice is for the most part worried with the conviction that society ought to be in light of giving people and gatherings reasonable treatment and a simply share of the advantages of the general public without separation by class, sexual orientation, ethnicity or culture (Fua, 2007): Haas, N. E., Van Craen, M., Skogan, W. G., & Fleitas, D. M. (2015). The most critical obligation in guaranteeing social justice in schools is the duty of school executives. In this unique circumstance, leadership behaviors of school managers must add to the advancement of a still, small voice of justice and fairness among understudies and other school staff (Cunningham & Cordeiro, 2003).

Greenberg (1996) characterized organizational justice as an idea that communicated representatives' recognitions about the degree to which they were dealt with reasonably in organizations and how such discernments impacted organizational results, for example, responsibility and fulfillment. Organizational justice hypothesis is worried with representatives' impression of justice in business related issues (Greenberg, 1990).

PERCEIVED ORGANIZATION SUPPORT

According to Eisenberger et al (1986) employees make a faith to which extent organization think about their prosperity and value their participation. The agents of institution create such believe through exemplification of organization. In order to make employee's job more significant perceived organization support include the points of contract such as organization response to illness, fault and output (Eisenberger et al., 1986). Employees believe that they are cared or organization think about their prosperity this thing enhance their motivation level as a result employee's efforts increase (Eisenberger et al., 1990). Perceived organization support received high attention since 1980s (Chen, 2010). According to Krishnan and Mary (2012) perception of employee consider to which extent employee participation is appreciated and acknowledge by the organization and think about their prosperity. As per Wann Yih and Hatik (2011) perceived organization support is the perception of the employee to which extent organization worried for their benefits and deemed its endeavors for the organization.

Perceived organization support is a longing to stay with the organization, it creates sense of obligation among the employees and they put their efforts to achieve the organization goals that lead the organization toward the success (Dhar, 2012). Sharma and Dhar (2016) states that if organization care its employees, then employees more satisfied and committed towards the organization.

Eisenberger et al. (1986) describes the base for which workers with perceived organization support exhibit positive work environment practices is the standard of correspondence. It is the psyche of human to believe anything which is accomplished for you should be back in kind. Gouldner (1960) explains that according to reciprocity norm employee helps those individuals who have potential to help similarly should not harm anyone who helped them. Gouldner further explain when one individual executes an action which is goes to another favor and beneficiary should be obliged. When organization involves in that behavior which is beneficial to the worker as a result a sense of responsibility develop among the employee to give back favor to the company.
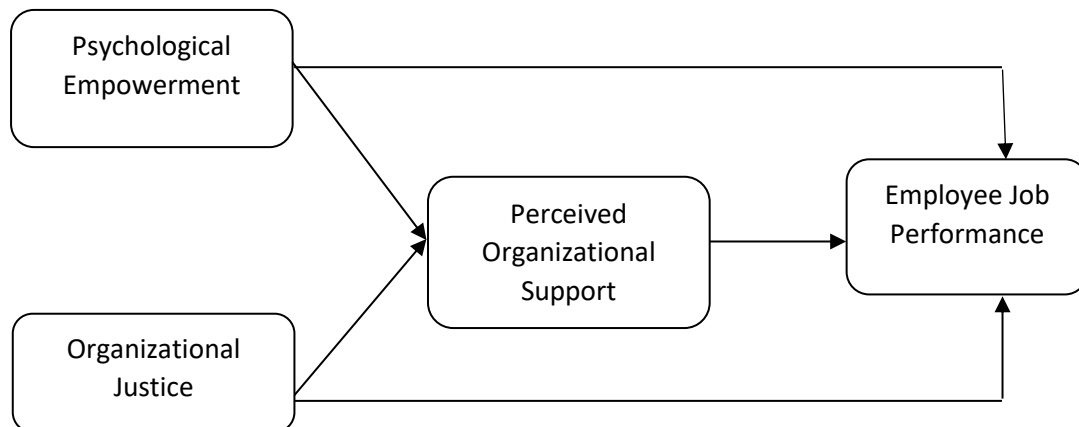
THEORETICAL UNDERPINNING FOR FRAMEWORK

Figure 2.1

3.   METHODOLOGY

3.1. Research design

Purpose for this research is to examine the relationship of training and development with employee retention having mediating impact of perceived organization support on them. To find out cause and effect relationship among these mention variables present study will have used cross sectional field design. Researcher will gather data at one time just in cross sectional research (Shaughnessy and Zechmeister, 1997). Self-administrated surveys were used as a part of this study to collect the responses form respondents which is generally used for quantitative research (Zechmeister and Shaughnessy).

3.2. Sampling Design

3.2.1. Population

Population refers to entire respondents (Blerkom, 2009). In current investigation, branches of armed force schools in Punjab target population. The aggregate population of present examination includes staff of armed force school's branches in Punjab Pakistan.

3.2.2. Sample

The sample smallest element that addresses to the population (Ruane, 2005). Choosing test of entire population critical issue, choice of test estimate from population relies upon nature of population; large sample size required where population heterogeneous, though little specimen estimate required in homogeneous population (Gill and Johnson, 2002).

Three hundred research survey questionnaires were circulated to teaching staff in army public schools in Punjab, Pakistan. Of the 300 questionnaires distributed, 247 were returned, out of which 24 questionnaires were not completely filled. The overall response rate was 74.33% (N= 223).

3.3. Sampling Strategy

According to Hair et al., 2010 in the initial step or stage target population is unknown so researcher has used non- probability sampling and the sample size is 300 by multiplying 15*10 but it's not a sufficient sample size at province level So, according to Umma Sekran higher the sample size means more accurate the results, in this way sample size again multiply by 2. In second step of strategy, convenient strategy was used.

In above mention strata's researcher personally gives the questionnaires amongst teaching personnel indiscriminately to gather the desired number of feedbacks. Researcher will ensure secret with front note that incorporates "Kindly fills the given questions accurately and return". Gathered data will be kept secret and may be used for educational purposes. Your will be highly appreciated.

4. DATA ANALYSIS

In this segment the consequences of the investigation are accounted for and talked about. The SPSS 21 and AMOSE 20 utilized for investigation. The information from the surveys were investigated to recognize things that are not measurably critical and to distinguish viewpoints that are seen to have a noteworthy relationship.

4.1. Reliability Analysis

Reliability is a fundamental pointer of the trustworthiness with which an instrument is used and it is stressed over the consistency of the estimation. In this examination, Cronbach Alpha coefficients were used to check the reliability of the review. The govern of 0.70 gave by Nunnally and Bernstein (1994) was taken after as cut-off point for sufficient Cronbach Alpha coefficients. From table 4.1 it can be seen that Cronbach Alphas were above for all factors, which shows agreeable reliability. The higher the reliability coefficient, the more exact the measure (Polit, et al., 2001).

Table 4.1 Reliability Analysis

Constructs	Cronbach's Alpha	N of Items
Psychological Empowerment	.852	12
Organizational Justice	.867	19
Perceived Organizational Support	.777	6
Employees Performance	.879	13
Overall, All Constructs	.912	50

4.2. Pearson's Moment Correlation

To inspect the relationship of psychological empowerment, organizational justice and perceived organizational support with job performance researcher run the correlational analysis. Table 4.14 shows the mean value of Psychological Empowerment is 3.6031, Organizational Justice is 3.6177, Perceived Organizational Support is 3.8887 and job performance is 3.6179 which indicate that average respondents were agreed regarding the statements of psychological empowerment, organizational justice, POS and job performance while standard deviation of Psychological Empowerment was 0.77946, Organizational Justice

was 0.83281, POS and job performance was 0.77313 and 0.84412 respectively which indicate total variation among the responses of the respondents. According to data analysis Psychological Empowerment, Organizational Justice and Perceived Organizational Support strongly correlated with job performance at significance level 0.01.

Table 4.2 Correlational Analysis

Mean, Standard Deviation and Correlations						
Variables	**Mean**	**SD**	**PE**	**OJ**	**POS**	**EP**
PE	3.6031	.77946	1			
OJ	3.6177	.83281	.637**	1		
POS	3.8887	.77313	.489**	.631**	1	
EP	3.6179	.84412	.610**	.628**	.578**	1

**. Correlation is significant at the 0.01 level (2-tailed).

PE = "Psychological Empowerment", OJ = "Organizational Justice",

POS= "Perceived Organizational Support", EP = "Employee Job Performance"

4.3. Factor Analysis

In the existing study, the investigator applied CFA on a sample of 223 responses of teaching staff working in different army public schools throughout the Punjab province of Pakistan.

4.3.1. Confirmatory Factor Analysis (CFA)

Confirmatory factor investigations were led on every variable by utilizing AMOSE 21. The aftereffects of the CFA demonstrated that the majority of the results are inside the satisfactory

reaches aside from the standard faults (Byme, 2001). The model fits the indices and all fit records met the particular criteria.

4.3.2. Psychological Empowerment

The outcomes of CFA of Psychological Empowerment were verified through CFA by utilising AMOSE 21. The model of Psychological Empowerment (PE) was comprised of 12 items implemented from Spreitzer (1995).

Table 4.3: Confirmatory Factor Analysis of "Psychological Empowerment"

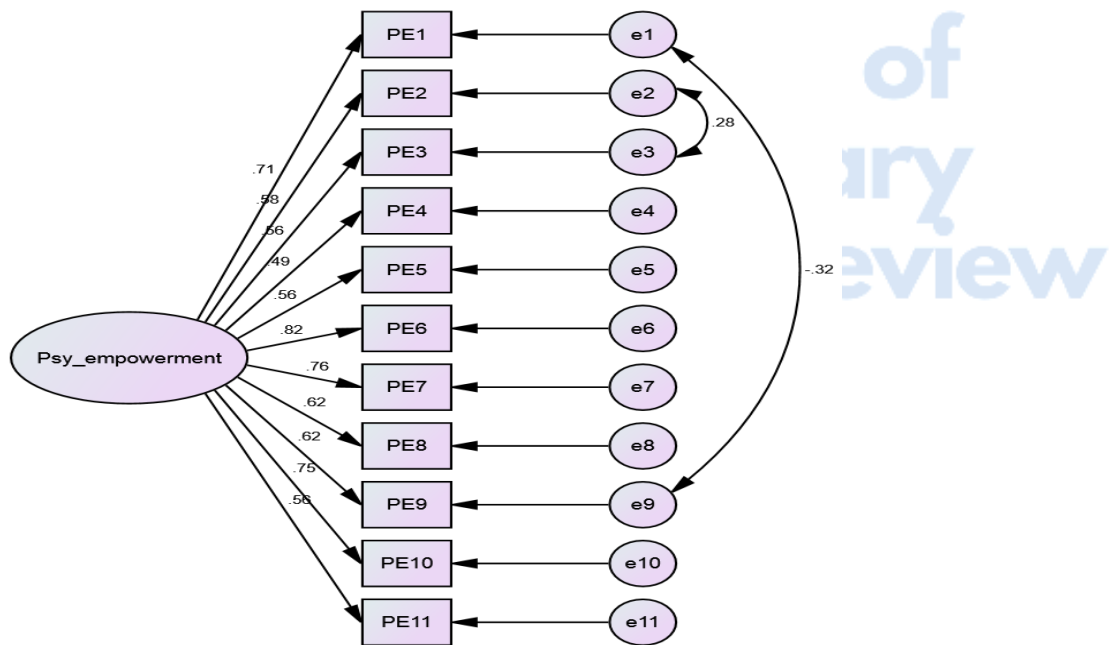| χ^2	GFI	RMR	RMSEA	CFI	AGFI
4.912	.856	.071	.133	.845	.774

Figure 4.1: CFA of "Psychological Empowerment"

4.3.3. Organizational Justice

The outcomes of CFA of Organizational Justice were verified through CFA by utilising AMOSE 21. The model of Organizational Justice (OJ) was consisted of 19 items adopted from Neihoff and Moorman (1993).

Table 4.4: Confirmatory Factor Analysis of "Organizational Justice"

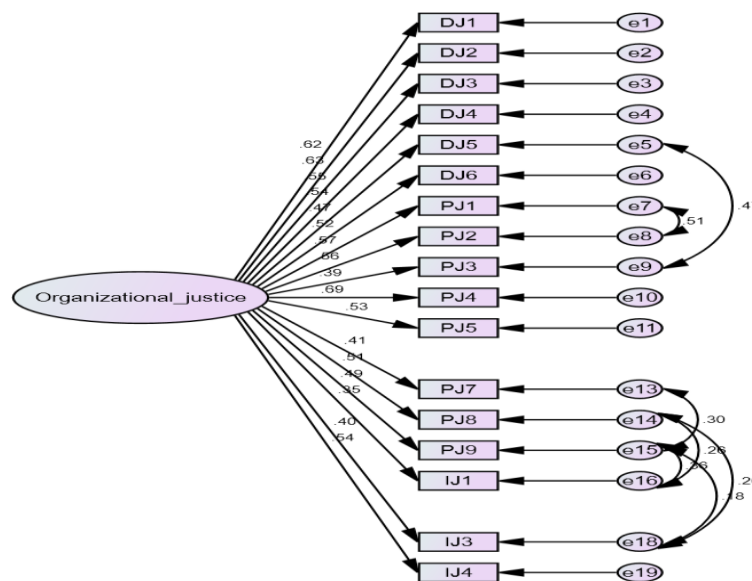| χ²	GFI	RMR	RMSEA	CFI	AGFI
3.122	0.838	0.090	0.098	0.815	0.779

Figure 4.2*: CFA of "Organizational Justice"*

4.3.4. Perceived Organizational Support

The outcomes of CFA of Psychological Empowerment were verified through CFA by utilising AMOSE 21. The model of Perceived Organizational Support (POS) was consisted of 7 items adopted from Eisenberger et al. (1990).

Table 4.5: Confirmatory Factor Analysis of "Perceived Organizational Support"

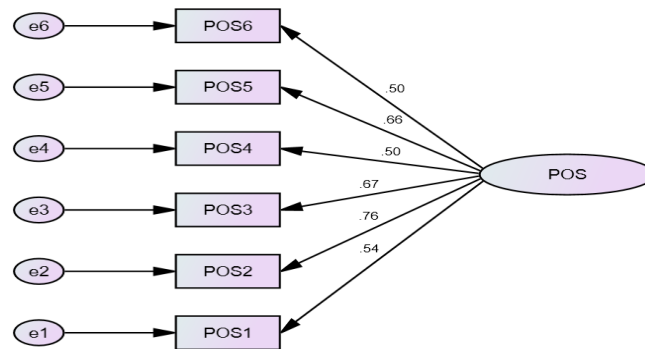| χ^2	GFI	RMR	RMSEA	CFI	AGFI
4.058	0.944	0.058	0.117	0.913	0.870

Figure 4.3: CFA of "Perceived Organizational Support"

4.3.5. Employee Job Performance

The construct of "Job performance" was consisted of 15 items adopted from the scale developed by Linda Koopmans (2014) to investigate the "Job performance" of teaching staff working in different army public school throughout in Punjab, Pakistan through CFA.

Table 4.6: CFA of "Job Performance"

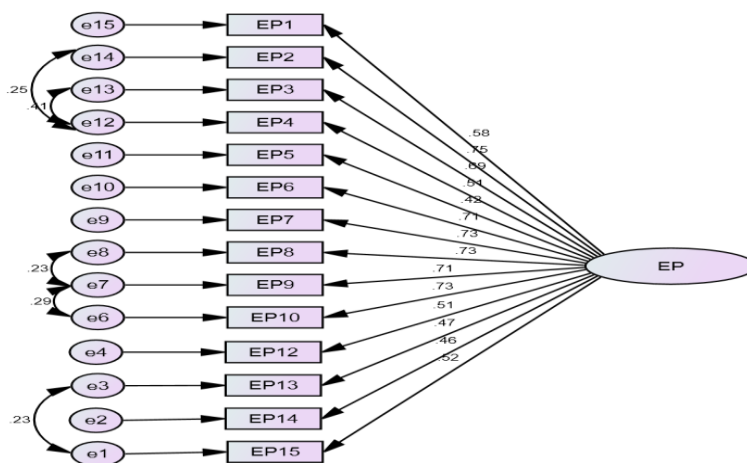| χ^2	GFI	RMR	RMSEA	CFI	AGFI
2.403	0.901	0.053	0.079	0.932	0.855

Figure 4.4*:* **CFA of "Employee Job Performance"**

4.4. Structural Equation Modeling (SEM)

In the existing study, all the direct effects were observed by utilising structural equation modelling then: "Perceived Organizational Support" was unified amongst the association of "Psychological Empowerment" and "Employee Job Performance" as well as "Organizational Justice" and "Employee Job Performance. Table 4.7 shows the total effect of "Psychological Empowerment" (β= .353; P<.01) and "Organizational Justice" (β= .404; P<.01) on "Employee Job Performance" along the mediating effect of "Perceived Organizational Support" while the indirect effect (β= .037; P<.01) and (β= .138; P<.01) respectively as presented in table 4.7. Outcomes specify significant partial mediation which shows that there POS positively, significantly and partially mediates the relationship between PE and EP as well as OJ and EP at 0.01 level of significance.

Table 4.7: **Direct, Indirect and Total Effects of Constructs**

Relationship	Direct Effect	Indirect Effect	Total Effect
PE → EP	.315***	--	.315***
OJ → EP	.266***	--	.266***
PE → POS	.146**	--	.146**
OJ → POS	.538***	--	.538***
POS → EP	.256***	--	.256***
PE → POS → EP	.315***	.037***	.353***
OJ → POS → EP	.266***	.138***	.404***

PE= "Psychological Empowerment"; OJ= "Organizational Justice";

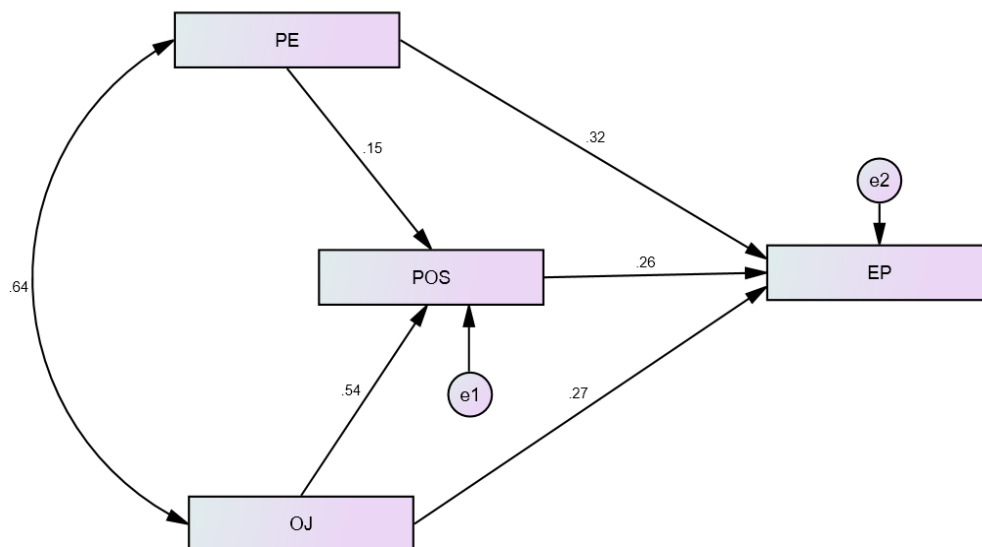*POS = "Perceived Organizational Support"; EP = "Employee Job Performance"*

Figure 4.5: Structural Analysis of Path Model

Table 4.8: Standardized Estimates of Path Analysis

Indications of relationship of variables			Standardized Estimate	S.E.	C.R.	P	Results
POS	<---	PE	.146	.066	2.188	.029	Significant
POS	<---	OJ	.538	.062	8.058	***	Significant
EP	<---	PE	.315	.070	3.826	***	Significant
EP	<---	OJ	.266	.067	5.104	***	Significant
EP	<---	POS	.256	.067	4.167	***	Significant

5.   DISCUSSION & CONCLUSION

Firstly, the researcher hypothesized about the relationship between Psychological Empowerment and Employee Job Performance in a way that PE has a significant direct influence on EP of teaching staff working in Army public schools in Punjab, Pakistan. Results or correlational analysis show that "PE" significantly correlated (r= .610**; P<.01) with "Employee Job Performance". Therefore, the null hypothesis which was there is no significant association amongst Psychological Empowerment and Employee Job Performance of teaching staff working in army public schools in Punjab, Pakistan rejected and researcher hypothesis accepted.

Secondly, the researcher hypothesized that there is significant association amongst OJ and EP of teaching staff working in Army public schools in Punjab, Pakistan. The result of SEM (Structural Equation Modelling) considered more authentic than PMC (Pearson Moment Correlation). So, the null hypothesis that is Organizational Justice has no link with Employee Job Performance is rejected and researcher hypothesis is accepted.

Thirdly, the researcher hypothesized that there is significant association amongst POS and EP of teaching staff working in Army public schools in Punjab, Pakistan. Both the results differ but results of regression considered more significant that correlation. Thus, the null hypothesis is rejected and alternate hypothesis is accepted.

Fourthly, the researcher hypothesized that Perceived Organizational Support has mediating impact amongst the relationship of PE and EP of teaching staff working in Army public schools in Punjab, Pakistan. Results of standardized estimates support the hypothesis and found a significant positive and partial mediating impact between the relationship of PE and EP. Thus, the researcher hypothesis is accepted.

Lastly, the researcher hypothesized that POS mediates the association of OJ and EP of teaching staff working in Army public schools in Punjab, Pakistan. Results of standardized estimates support the hypothesis and also found a significant positive and partial mediating impact between the relationship of PE and EP. Thus, the researcher hypothesis is accepted.

Now a day, mobility of the workforce is increasing and it became challenge for the organizations to enhance their operating standard and focus on the retaining of the employees

who are the vital resource for any organization to take a competitive advantage over competing firms. But retention of skilled and competent employees becoming tougher in the modern world. Every organization doing a lot of efforts to cope with this current problem.

The main purpose of this research investigates impact of psychological empowerment, Organizational Justice and Perceived Organizational Support on Employee Job Performance of teacher in army public schools in Punjab, Pakistan. Findings of the study shows that psychological empowerment, organizational justice and perceived organizational support are directly and significantly correlated (r =.610**; P<.05); (r =.628**; P<.05) and (r =.578**; P<.05) dependent variable Employee Job Performance. on other hand, results of structural equation modelling (SEM) based on maximum likelihood estimates and indicates that psychological empowerment significant and positive impact (β= .315; P<.01) on Employee Job Performance. In addition, organizational justice and perceived organizational support also positive and significant impact (β= .266; P<.01) and (β= .256; P<.01) on Employee Job Performance of teaching staff working in army public school in Punjab, Pakistan.

The results of the present supported the past studies. Kheyri and Rahemipoor (2012) conducted research to determine the organization between employee's performance and perceived organizational support in present business scenario in which organizations contend all the more capable, a significant part of the vitality is spent on workers' performance. Since it is clear that individuals inside the organization are the primary consider for survival an exceptionally focused field and a central point in the profitability of organizations. Today's establishments depending on HR inside the association to additionally enhance its operations and make distinctive units inside the association, for example, the unit of arranging assets, units of preparing et cetera are vital signs.

Implications

The findings of present study can help principals to take steps to overcome the problem of low performance of employee by empowering, treating justly and ensuring organizational support. But it is important to mention here that always empowerment does not contribute towards

employee as well as institutional performance. Some other factors are important for enhancement in the employee as well as institutional performance like climate and training of employee also most crucial and important factor in this category. Current study's result indicates that psychological empowerment as strong predictor of Employee Job Performance compared to OJ and POS. So, the principals of army public schools should focus more on empowerment as well as justice because it is necessary to enhance the performance of teaching staff.

Limitations

The study is completed in broad daylight sector organization in this way; generalization to different sectors i.e., private sector, industrial sector, telecommunication, multinational firms. This study is additionally constrained to the biasness of representatives and that workers may have dispatched the poll to complete it. A basic audit of circumstance ought to include all or noteworthy number of open sector organizations which one organization from every district. Be that as it may, the extent of such study will be past limit and assets of researcher. In future, specialists may likewise lead relative investigation of open and private sector schools to concentrate on effect of same autonomous factors on Employee Job Performance.

Recommendations for Further Study

Recommendations for further research include replication study with greater geographic target population and sample testing the mediation of this variable in another sector. The study was regional in nature, since the target population was limited. Other studies could replicate methodology studies in other parts of the country or the world to see if similar results are obtainable.

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