

Impact of Job Autonomy, Psychological Empowerment and Distributive Justice on Turnover Intentions: Mediating Role of Organizational Commitment

Nadeem Butt, Shahnawaz Saqib, Mohsin Bashir, Gohar Habib & Nazish Sohail

Author(s) Biography

Nadeem Butt, is associated with Department of Business Administration, Allama Iqbal Open University, Islamabad

Shahnawaz Saqib (Corresponding Author) is Doctoral Scholar, Department of Business Administration, Government College University, Faisalabad, Pakistan
shahnawaz_saqib@yahoo.com

Dr. Mohsin Bashir is Assistant Professor, Department of Business Administration, Government College University, Faisalabad, Pakistan

Gohar Habib is Visiting Lecture, Department of Industrial Management, Government College University, Faisalabad, Pakistan

Nazishb Sohail is Visiting Lecture, Department of Business Administration, Government College University, Faisalabad, Pakistan

ABSTRACT: *Retaining the talented workforce is crucial task for the HR Mangers in a dynamic world of businesses. Organizations always try to reduce the turnover intention of employees. Job autonomy, psychological empowerment and distributive justice are the elements which can reduce the turnover ratios at workplace. Present study was an attempt to check the impact of these on turnover intention under the mediating role of organizational commitment. The data was collected from the Banking sector. Total 400 questionnaires were distributed out of which 328 were received back. Reliability scores against each variable were calculated which were in acceptable range. Data was analyzed through Descriptive and inferential statistics. The results showed that job autonomy, psychological empowerment and distributive justice reduce the turnover intentions. Limitations and future directions have also been discussed.*

Keywords: *Job Autonomy, Psychological Empowerment, Distributive Justice, Organizational Commitment, Turnover intentions,*

Socially aware organizations started to move away from managerial bureaucracies towards enhancing environments of trust with a mutual interdependence between employee, collaborative capital and a supportive management structure within the second half of the 20th century (Shaw, 1997). This shift emphasis and focus on recognition and “establishment of new organizational forms stressing collaboration within teams and across organization boundaries” (Koeszegi, 2004). As companies were in compressed hierarchical infrastructures, team-oriented structures began growing and workers became dependent on one and each other’s in connection to achieve their task and organizational success (Shaw, 1997; Whitener, Brodt, Korsgaard, & Werner, 1998).

These changes showed and convinced social scientists to the key point that organizational success depends upon the human as well as financial capital of the organization and the way by which those employees interact with one and each other (Cook & Wall, 1980; Schneider & Bowen, 1985; Shaw, 1997; Shea, 1984; Tyler & Kramer, 1996). In today’s competitive business market, it became a challenge for the owners of the organization to develop long term employee relationships due to higher requirements of the employees as well as continuous increase in expectations of employees from their organizations (Burke, 1999; Cummings & Worley, 2001). According to Shaw (1997), it has been observed that increase in the likelihood of successful change is due to increase in employee trust as it is an integral component of competitive organization change. Furthermore, he also states that “Mutual trust is critical if employees are to support radical change, despite the stress and dislocation it may cause, and then move forward in building a new organization” (Shaw, 1997).

It has been reported from several previous studies about the consequential problems and lack of trust in public, private as well as military organizations (Fairholm, 1994; Ferres, Connell, & Travaglione, 2004; Hosek, 2003; Spielberg & Reheiser, 1994). Other variables which can also promote the ‘human element’ of an organization’s commitment are OCB either it is organizational or individual (Koys, 2001) and second element is employee trust (Shaw, 1997). Compelling research has investigated the applicability of trust among employees in many public, private and military organizations and has reported for its facilitation in constructive human relationships, individual and organizational effectiveness and development (Butler, 1995; 2003; Korsgaard, Schweiger, & Sapienza, 1995; McAllistar, 1995; Spielberg & Reheiser, 1994; Sonnenber, 1994). In addition to this employees trust towards management as well as colleagues have been directly related to various outputs which are linked with the organizational success (Davis, Mayer, & Schoorman, 1995), involvement of employees in their job (Farris, Senner, & Butterfield, 1973). In current years it has been seen an increase in publication on different topics especially on organizational commitment and employee job satisfaction among a variety of occupational groups. A vast ranging literature is available for evidence relating to antecedents and consequences of both organizational commitment and employee job satisfaction (Aamodt 2004; Bagram, 2003; Buitendach & de Witte, 2005). It has been found that organizational commitment and job satisfaction both inversely interlinked in terms of withdrawal behaviour such as tardiness, absenteeism and turnover (Yousef, 2000). Furthermore, they have also caused to enhance productivity and organizational effectiveness (Buitendach & de Witte, 2005). Moreover it has also been guessed that it has influence over the employees to stay in the organization and exert all their skills to perform higher level for

the success of the organization. In connection to the teaching profession, it comes on high sensation list of the society (Bishay, 1996). Individuals organizational commitment and job satisfaction have been identified as important in connection to understand the work behaviour of the employees in the organization (Howell & Dorfman, 1986).

Job autonomy, satisfaction and empowerment play a vital role in retention of the teacher with the institute and for the effective contribution as well as to increase the organizational commitment of teachers. Researcher, however, exposed wide ranging difference in connection to the job satisfaction. Teacher's low salaries, low status, increasing class level and periodically changing of education system all are the main factors that build dissatisfaction of the employee within the profession (Evans, 1998b). A wide ranging dissatisfaction in educational institutes was also reported in their research by Mereer and Evans (1991). However, it has been noticed that teachers now experiencing better work satisfaction contrary to the expectations as compared to past in researches undertaken by Steyn and Van Wyk (1999).

Educational system of Pakistan is in transitional and evolutionary process from last couple of decades. According to Ngidi & Sibaya (2002), the lack of discipline, baseless enquiries and system of punishment, unfair postings, unfair justice, departmental politics regarding promotion, retirement packages for the teachers and new curriculum approach all are the main factors that caused to increase dissatisfaction and stress level of the teacher of the educational institutes. Moreover, outcomes based approach of education, new autonomous governing bodies, bureaucratic style of management and high crime rate due to political instability and huge corruption in state departments are also causing stress for employees (Marias. 1992). The reports of free and independent media concerns that focuses on poor educational institute results as well as

inferior quality of education in underdeveloped countries like Pakistan highlights the attitude of teachers towards their responsibilities and jobs (Steyn and Van Wyk, 1999). The general perception of most of the people about the teachers that they are not truly committed to their profession. Furthermore, there is general perception of people that teacher are unprofessional, non serious, lazy, uncommitted and they only join the service to receive the salaries at the end of the month and in response do nothing (Steyn & Van Wyk, 1999).

According to Conley, Bacharach and Bauer (1989) if state wants to improve the performance of the teachers in the educational institutes then it is necessary to improve friendly work environment, in result it will enhance senescence of professionalism in teacher and decrease their job dissatisfaction. Most of teacher and their union representative often complaints that state do not care to their rights and mostly their rights violated because they are not consulted during police making decision. This leads to high up frustration and dissatisfaction and ultimately effect the productivity and commitment of the teachers. Sylvia and Hutchinson (1985) concluded that satisfaction can be increased by fulfilling the higher order needs of the teachers of the educational institutes. However, Greenwood and Soars (1973) suggest that teachers are motivated if teacher's participation in class become minor and students take much part in the class. Researchers (Maeher, 1989; Rosenholta, 1989) reports that human capital is the main sour of the any institute for the success of the organization and that's way personal investment of teachers ie training, development is necessary for effective organization.

Due to this, researches on institute effectiveness call attention to the significance of personal investment and commitment of educational institutional institutions (Rosenholtz, 1989). In other researches undertaken by (Csikzentmihalyi &

McCormack, 1986) and Rosenholtz (1989) point out that if teachers become dissatisfied with their work environment and demonstrate lack of commitment to their institutes, then it will result to not only teacher suffer but also the student will suffer as well. Employees show greater commitment if they are satisfied with their work environment and similarly dissatisfied employees always behave rude attitude and show less commitment with organization and therefore always remain in struggle to quit the organization (Bishay, 1996). Researchers suggests and emphasis to the need of improvement of teaching profession structure because of insufficiencies in working condition environment, support and resources and restricted opportunities as well as limited decision making autonomy (Sergiovanni & Moore, 1989).

In educational institute individuals tend to be satisfied with their working environment as well as with their profession as compared to others sectors individuals. Due to this satisfaction they show higher level of commitment and show better performance and thus contribute in the progress and success of the organization (Ball & Stenlund, 1990). In order to increase the organizational performance employees should be empowered at workplace. Further friendly environment should also be given to the employees in order to increase their trust and organizational commitment. These elements will increase the performance of the employees and in this way the performance of the organizational will be enhanced. The concept of commitment is considered to be phenomenon of on-going interest to researcher in the workplace (Stevens, Beyer, & Trice, 1978; Mowday, Steers, & Porter, 1979; Morris & Sherman, 1981). However, there has been confusion and lack of concurrence relating how to best measure and conceptualize commitment (Mowday *et al.*, 1979). According to Stevens *et al.* (1978), it has been explored that presence of

“both overlap and ambiguity with regard to competing concepts of commitment”.

Morris and Sherman (1981) agreed that common theoretical framework was lacking. According to their point of view, the existence of difference in concepts and the way of measurement becomes the main issue among researchers. According to Morrow (1983) commitment is identified as a multi-dimensional concept. A minor distinction is made in workplace that is organizational commitment and professional commitment (Morrow & Goetz, 1988; Bartol, 1979; Norris & Niebuhr, 1983; Aranya & Ferris, 1984; Blau, 1989). Other than this another distinction has also been made between professional commitment and union commitment (Shankar, 1985; Benveniste, 1987; Harayscg, 1990). Past several studies has explored that majority of the researchers have been studied commitment within the area of technical and professional personnel in occupational setting other than education. To seeing this, it became important and area of interest for the researcher to look at, that study of commitment could also be relevant to the teaching profession. For example, the difference between professional commitment and organizational commitment has particular interest to the teaching staff of any institute.

The tangled hierarchies which define working life and condition of the teachers and found that the ‘professional’ and the ‘bureaucratic’ role of the teachers even often compete against one another (Shedd & Bacharach, 1999). Hoy and Miskel (1991) also investigate the energetic and conflicting interaction between these two roles. These authors viewed the working lives as both desirable, possible and necessary for teacher survival in connection to the integration of the professional and organizational aspects of teachers. Professional organization as a major referent has become the separate dimension within the professional aspect of teaching. Sergiovanni and Carver (1980) stated that “the

professionalization of the educational occupations is a militant process” (p. 150). According to Bacharach, Bamberger, & Conley (1990) professional association with the institute have consider to be the major concern in the professional and organizational life of teachers.

Since the 1950’s decade organizational commitment considered to be topic of general interest towards the organizational behaviour. It is much related to the stability, improve presents and reduce absenteeism, organizational work behaviour as well as to minimize the turnover of employees of any particular organization. As Head of any department /institute seems to be all and he/she just like the CEO of the organization. Head plays a vital role in reorganizations in term of to manage staff, improve and develop the friendly culture and implement the rules and regulation to ensure the quality education for the students.

It is important to understand about the particular variables that have any impact on organizational commitment. Some likely variable ie job autonomy, psychological empowerment and distributive justice may have impact on organizational commitment. A brief of each variable is as under. Job autonomy refers to the maturity of one’s regarding the selection of methods and procedures for the completion of the work as well as the way and criteria to evaluate someone work (Breugh, 1985; Hackman & Oldhan, 1975). An authority to make decisions relating to one’s job (Breugh, 1985). Job autonomy can be measured by three sides which include the way of performing work, how the work task is schedule and the criteria used to measure and evaluate the performance (Breugh, 1985).

According to (Moday et al., 1979) organizational commitment refer to the potency of one’s credentials in an organization. It can also be narrated as one’s strong confidence and acceptance towards the

organizational mission and goal and he/she always try best to add up the reasonable efforts on the part of organization and like to always remain the part of that particular organization. Employee empowerment is a power assigned by the employer to the employee. Psychological empowerment can also be defined as the employees be given the discretion and having control over one’s fate (Spreitzer, 1992). According to Spreitzer (1995) meaning, competence, self-determination and impact are the four main dimensions of psychological empowerment. Furthermore it also emerge from the feeling of confidence in one’s ability to make a difference and many more other areas. Distributive justice refers to the one’s perception of reward such as pay, bonus, leave, award in the result of completion of assigned task in comparison of the other employees of the organization (Greenberg, 1990). It is also feelings of fair treatment in connection to the assigned work and outcomes.

Work inputs and outputs for employees of educational institutions may vary from city to city, institute to institute as well as grade level and level of responsibility, all these affecting the perception of distributive justice of the employee. For example, the responsibilities of employee of one institute may vary to another institute employee. Similarly the responsibilities of lower grade may vary from the upper class grade. An employee with higher qualifications, experience and higher grade who also spend much time in taking class may have expectation to be rewarded more in comparison to others. And if the varying inputs do not have an effect on corresponding outcomes like salary, then the employee of the institute may did not mind and may show lower perceived ration in provisions of distributive justice. Similarly, some universities which are autonomous in their business and have their own salary package and some are under purely control of govt and offer low salary package, thereby it resulting

with low perceived ratio in term of distributive justice.

Employees are the most valuable assets for the success of any organization. Organizations exists in the global market with limited financial resources and human capital. But human capital is the most and unique asset of the organization. Any organization cannot be successful without caring out the employees. Therefore organization spend and bears reasonable cost regarding job satisfaction and for the empowerment of the employees. In this it leads the employees towards the organizational goal and commitment. Employees feel comfortable and exert all their potential and capabilities assuming their self the part of that family and organization. It leads the organization to the success. It is therefore important to care the employees and treat them as a part of family. It also results the lower turnover rate and employees like to stay in that particular organization.

Economic growth of any nation depends upon the efficient functioning of financial sector as all the activities of country is driven by a rapid pace of activities nested in a financial sector. Financial sector contributes significantly towards the economic growth of Pakistan. The energy crises has put every sector of economy under depression and forced the organizations to downsize their workforce. Under this depressive environment retaining the competitive workforce is a challenge. Providing job autonomy, psychological empowerment and distributive justice to the workers will enhance their organizational commitment and ultimately their turnover intention will be lowered. This will help the organizations to maintain and sustain the workforce.

REVIEW OF LITERATURE

Organization commitment under the umbrella of organizational behavior has been investigated very much. Mowday *et al.*, (1982) argued that organizational commitment has three basis features and these can be illustrated

as a willingness to be attached with the employer, acceptance if values and goals of the organization & readiness of employees to impart effort while working for the organization. Salancik, (1977) stated that “organizational commitment is state in which an individual considers himself bounded with the organization”. As per investigation of Levy (2003) the concept of organizational commitment can also be elaborated in terms of strength of one’s identification with an organization or dedicated and devoted involvement with an employer. The phenomena of organizational commitment has greater strength as compared with the job satisfaction. The reason behind this is that organizational commitment indicates response regarding overall aspects of the job (Williams & Hazer, 1986).

Organizational commitment can also be explained in another aspects as it is an outcome of a matching process between one’s job related and vocational needs on the one hand and organization’s to satisfy these needs on the other (Scarpello & Ledvinka, 1987). A number of benefits in term of organization commitment meets not only to the organization itself as well as to the individuals also by developing competencies through training based coaching and personal learning (McClean, Yang, Kuo, Tolbert, & Larkin, 20058;). Individuals may have opportunities and chances of promotion, pay raises and recognition within the organization. Furthermore, employees feel competent and personally important as compared to others and think themselves as they are committed to something to be healthy (Meyer *et al.*, 1997). Traditional organizational theories have established a strong belief that human capital is the key to organization success (Barnard, 1968).

During the last many years researchers have tried to explore the factors which contribute to attain the higher level of organizational success (Allen & Meyer, 1990). The success of an

organization depends upon the element of organizational commitment and it has been studied extensively in the field of organizational psychology (Allen & Meye, 1990; Hall & Schneider, 1972). Individuals at workplace get motivated and committed with their employer when the employer provides them job security and income, these factors are valuable for the employees. The reason behind this is that these factors contribute in the well being of employees. The Social exchange theory clearly provides enlighten thoughts for this phenomena as why people show commitment attitudes when they found positive factors in their jobs (Masterson et al., 2000). Job autonomy refers to the capacity and ability of individuals through which individuals can take step for the fulfilment of their job responsibilities. Job autonomy is referred an important element of job design (Breugh and Becker, 1987). Merriam Webster's Collegiate Dictionary (2002) defined that autonomy as "the quality of being self-governing". In a research undertaken by Sacks and Eisenstein (1976) autonomy has been defined as "self-rule" In broader terms it can be termed as "self-determination". Hackman and Oldham (1975) defined the term autonomy as "the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out". According to it refers to the degree of freedom and authority to perform the assigned job and in determination of procedures to carry out the job.

Most of the researchers in 1970s decade especially such as Turner and Lawrence (1965) and Hackman and Oldham (1975) have focused on autonomy as global concept irrespective of many facets. In the previous researches job autonomy is only studies in term of freedom and independence and the authority through which individuals have the decision power regarding to perform how and when to do their job. They only highlighted two aspects

of job autonomy, the control over the description of the work and command and control over the work specification.

As I discussed above that Hackman and Oldham's (1980) highlighted the two aspects of job autonomy but in addition to this a third dimension of autonomy regarding evaluation criteria is constructed by Breugh (1985, 1989) and Breugh and Becker (1987). First dimension of job autonomy by Hackman and Oldham is only based on the description of work and control upon the procedures to perform the work. Concept of autonomy have been extracted from the Greek term "autonomia". In the history of Greek autonomia was present "when citizens were governed by laws of their own making, rather than by laws or force of a foreign or conquering powers" (Rosenbaum, 1986). Further Autonomia is derived from the word "autonomos"; "autos" means self and "nomos" means principal, tradition, rule or law and order (Dworkin, 1988). Autonomy is also defined with its dual components named perceptual and behavioural by Batey and Lewis (1982). As per perceived autonomy individuals have freedom to take flexible and binding decisions keeping in consideration with one's ethical, moral and legal scope and on the other hand freedom to act on those decisions (Gonzalez, 1989). An individual's autonomy may have several component and one of them is decision making (Sentovich, 2004). This allows and let them in choosing and determination into critical issues which occurs in daily workplace life. Freedom is considered another aspect of autonomy. Employees with autonomy feel proud or confident. They seem to possess different work related freedoms in order to determine their work processes (Blase & Kirby, 2009). Lack of restrictions in job performing workplace and inhabitations in the operation of class room is also a facet of freedom and autonomy (Brunetti, 2001). Another element of autonomy which is common in literature is control

(Rudolph, 2006). An individual with autonomy and control at workplace affects the progress of organization.

As per definition provided by Brymer (1991), empowerment can be defined as “the process of decentralizing decision making in an organization by which employees are given more discretion and autonomy by the management”. In comparison to this statement various researchers in the literature have consensus that empowerment involves “giving employees authority and latitude in a certain assigned task without neglecting the element of responsibilities that come along with it” (Bowen and Lawler, 1992). The phenomena of empowerment is a continuous in nature. This continuity shows that employees at workplace can be seen as less or more empowered in spite empowered or not empowered. The past literature provides sufficient support that individuals tend to compare themselves with co-workers on the basis of empowerment at workplace (Quinn and Spreitzer, 1997). Byham and Cox, (1990) argued that empowering the employees can increase the organizational success.

Empowerment is to be segregated in two points of views one is the rational and the other is psychological (Conger & Kanunngo, 1988).

The relationship between the manager and the subordinate is only discussed in the relational approach while psychological approach only focuses on the ability process. The empowerment through the delegation and transformation of powers and authority from leader to the followers is being discussed in relational approach. In this approach, power and authority is transferred through leader sharing perspective with followers in term of control over the resources (Conger & Kanunngo 1988). Psychological approach of empowerment only focuses on the enabling followers rather than of transforming and delegation of power to the employees of the organization (Conger & Kanunngo, 1988).

Meaning refers to the fit between one’s values and beliefs and his/her work (Spreitzer, 1995). Meaningfulness is defined as an opportunity which refers to follow a creditable task- the task in which the individual is busy with meaning the time, energy and effort (Thomas & Velthouse, 1990; Spreitzer, 1995a; Appelbaum & Honnagar; Herbert & Leroux, 1999). All the employees as well as people have their all sorts of life and self-respect and esteem. Bandura (1997), purports that feeling of self-satisfaction and self-worth are the likelihood of all individuals and therefore people do all those things and activities which give them self-respect and self-satisfaction. According to Buckle (2003), meaning tries to cover the work goal values which are evaluated in relation to the individual’s own thinking & standards. Spreitzer and Quinn (1997), investigated the nature of empowerment and argued that employee who have higher level of empowerment have a sense of meaning. Further they feel that their work is very important to them, in this way they are motivated and directed to get the best from what they are doing. Findings of Spreitzer (1995) confirm that dimension of meaning in empowerment refers to the subjective assessment by employees regarding the about the importance of job.

As per statement of Menon (2001), competence is derived from concepts of self-efficacy and confidence which is described by role demands. Individuals which are psychologically empowered have a higher sense of ability, control as well as competence. Such individuals are therefore confident and they are well aware regarding their abilities to carry out the work in a proper way (Spreitzer and Quinn, 1997). As per findings of Thomas and Velthouse (1990), the term competence refers to the degree to which an individual reaches to the height of confidence and thus can perform his task and activities skilfully. Further competence is related to self-efficacy and self-efficacy is related to the individual’s

ability regarding their control over the daily tasks and matters relevant to their lives. As per findings of Sauer (2003) the term competence is the alternative of an employee's capabilities which are related to the decision making and solving the problems, similarly some other researchers have also mentioned that competence increases the intellectual capabilities of an individual which further enables him to perform better in all type of circumstances.

As per findings of Stajkovic and Luthans (1998) employees which have higher level of confidence as well as greater competence level outperform the other employees which are less psychologically empowered. Fourie (2009) defines self-determination as "the degree to which people endorse their action at the highest level of reflection and engage in the action with a full sense of choice." As per findings of Spreitzer (1995), self-determination is related to the individual's autonomy and control over the tasks which he performs. Similarly, the findings of Dansereau (1995) states that self-determination can be measured by two dimension which are personal control and assessment. In addition to this Appelbaum and Honeggar (1998), suggests that selection or choice at work place is an opportunity by which employee experiences to select the activities which he seems to be appropriate for him and he can complete those tasks in a good way. In another research undertaken by Fourie and Van Eeden (2010) agree that autonomy give the impression and seems to be synonyms and has the same dimensions which were given by Spreitzer (1995a: 1995b). This term was labelled as self-determination and is considered the dimension of empowerment.

Brown and Brown (1996) suggested that in order to improve self-determination, the level of psychological empowerment be increased to liberate employees by giving them freedom of choice to select and finish the tasks. Empowered people have wisdom of self-determination and also the freedom of choice

to perform their work activity and they are not micro managed (Spreitzer & Quinn, 1997). Spreitzer (1996) describes the impact dimension of empowerment as an individual's control over jobs activities and also he/she may have some influence over organizational matters. Impact refers to the achievement that an individual feels in achieving the task and also behavioural difference in terms of completion the purpose of task claimed by (Spreitzer and Quinn 1997).

According to Ashforth (1989), impact refers to the degree of influence of an individual in connection to strategic, administrative and operating outcomes of work. Thomas and Velthouse (1990) and Spreitzer and Quinn define impact as the degree of behavioural difference in terms of accomplishing the purpose of the task. In Spreitzer and Quinn (1997) opinion empowered people have the sense of impact. Furthermore, Buitendach and Hlalele (2005) believe that empowered individuals have confidence and self belief that they can have influence over bwork activity and the others are likely to listen their ideas. Ashforth (1989) suppose that empowerment boost the confidence of individuals and if the individuals become confident that they can have an impact on system and can influence over organizational outcomes then they will be seen as effective. According to Conger and Kanungo (1988 cited in Fourie & Van Eeden, 2010), control is one of the core constructs from which the empowerment construct is derived. An individual has an utmost desire to have personal control and influence over people, events and institutions. In addition to this, Fourie and Van Eeden (2010,p.23) broaden that "when a person has developed the belief that he or she have personal control, there is also the belief that he or she has impact"

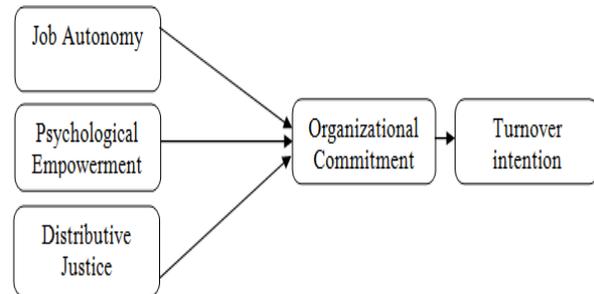
Organizational justice in the general sense refers to the fairness and self-respected treatment towards the employee. Organizational justice is entrenched from the

theoretical work of (Homans, 1996), Adams (1965) and Walster, Berscheid, and Walster (1973). Organizational justice has three dimensions that bring into being in the literature of social sciences which includes procedural, distributive. Numerous researchers previously focused on distributive justice and other much still focuses on interactional justice (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). Procedural justice distinguishes those individuals who often much taking care about the procedures adapted to determine the rewards as well as what those rewards are. They have enough concerns and want to know that procedures are fair. In a research undertaken by Leventhal, Karuza, and Fry (1980) investigated six set of laws by which fairness can be enhanced that includes consistency, bias suppression, accuracy, correct ability, representativeness and ethicality. In addition to this, Lind & Tyler, (1988) found that sometimes individuals may be tolerant of bad outcomes for themselves as long as they feel and come to the end result that the consequences of process was fair and perfect.

Distributive justice is based on Adam's (1965) social exchange theory which focused on personal benefit and gain. As Adams explained in his research that individuals tend to look and very keen in connection to the fairness of rewards they receive in terms of ratio. When looking at themselves, they expect rewards be given in accordance with the efforts put in to achieving those rewards. When compare themselves to the others then expect that reward be given to the equal ratios of others. (Cropanzano & Folger, 1989). The reward may be economic in the shape of salary raise, periodic bonuses and time off etc or may be social as promise regarding special favour in future (Blau, 1964). According to Lowe and Vodanovich (1995), distributive justice is a good forecaster of organizational commitment. Many researchers inspected strong and power full relationship between distributive justice

and organizational commitment in comparison of procedural justice and organizational commitment. Therefore only distributive justice is used in this study (Greenberg, 1994: Lowe & Vodanovich, 1995).

CONCEPTUAL FRAMEWORK



Hypotheses

H1: There is significant relationship between job autonomy and turnover intentions
H2: Organizational commitment mediates the relationship between job autonomy and turnover intentions.
H3: There is significant relationship between psychological empowerment and turnover intentions
H4: Organizational commitment mediates the relationship between psychological empowerment and turnover intentions
H5: There is significant relationship between distributive justice and turnover intentions
H6: Organizational commitment mediates the relationship between distributive justice and turnover intentions

RESEARCH METHODOLOGY

Study Design

This study is cross sectional in nature as the one time data has been used in this research. Present study is quantitative in nature as the data has been collected through questionnaires in a survey based method. Keeping in view the constraints of time and cost it was not possible

to obtain data from a special level within the organization. So all three layers of management of the business organization (top, middle and lower level of employees) were approached for data collection because they can give proper representation about employee engagement in any organization.

Sample size

“Selection of appropriate sample size is necessary but there is no proper rule for selection of sample size, different people have different opinions regarding selection of true sample size, for instance some people say, total 5% of population should be sample, another idea is 10 percent of population should be total sample size. In this study sample was taken on the idea that the sample should represent the total characteristic of population. For proper selection of sample, different aspects which are taken into account are size of population, variation between and with the sampling”. In order to cover the heterogeneity of population an adequate sample size i.e 400 respondents were targeted to collect the data.

Construction of the measurement instrument

Employee engagement is concept related to emotional parts of human psychology and researcher need to be so much careful at time of measurement of the responses regarding employee engagement, in studies related to human behaviour, it is necessary to take all human emotions related behaviour into account at time of construction of measurement instrument. This study was based on closed ended questions and in order to check the content validity different relevant studies were reviewed and guidance was taken from international and national studies for development of questionnaire statements. In order to improve the quality of the contents questions were checked in light of literature. This study was taken into account for investigation the relationship of job autonomy,

psychological empowerment and distributive justice on organizational commitment, this investigation was purified and scrutinized through development of solid and logical questionnaire. Cronbach's (alpha) was applied on the instrument for checking the internal consistency of instrument. Instrument was developed on 5 point Likert scale.

Biographical Information.

In the first section biographical information of employees was obtained in order to establish a profile of the respondents i.e name, designation, gender, age, qualification and years of service etc. Five-point (5-1) Likert scale instrument (strongly agree to strongly disagree) have been used. Negative/reverse coded questions were used in the instrument so that the respondents should reply the questions with care. Following are the portions of instrument.

1. **Job Autonomy:** James Breugh's Instrument (1999) Work Autonomy Scales containing 9 items was used.
2. **Psychological empowerment:** Psychological measurement was measured by TYMON (1988), Jones (1986), Hackman and Oldham (1985) and Ashforth's (1989) scale. Total 12 items were used.
3. **Distributive Justice:** OJS developed by Colquitt in 2001, a self-reported 4-item questionnaire was used.
4. **Organizational commitment:** 15-items Organizational Commitment Questionnaire (OCQ) developed by Porter et al., (1974) was used to collect the responses against organizational commitment.
5. **Turnover intentions:** The scale of Ganesan and Weitz (1996) was used to take response of employee intentions of turnover.

Statistical techniques

This study used both statistical techniques (descriptive and inferential), descriptive

statistics was used for summarization of data while inferential statistics (multiple regression) was used for investigation of cause and effect relationship between independent and dependent variables. For statistical examination and quantification of results data was analysed through SPSS. Regression and correlation analysis have also been used to test the nature, direction and magnitude of impacts between the independent variables and dependent variable. Under regression analysis both simple and multiple regress have been used.

Ethical Considerations

“Ethical consideration means the goal and responsibilities of the researcher to ensure that a single individual is not harmed and suffered from the adverse consequences of the research activities” (Cooper and Schindler, 2001). The researcher has undertaken the following points to protect the respondents from the unfavourable situation.

- The name of respondents are not disclosed
- Respondents were selected who participate voluntarily.
- A cover letter was attached to describe the purpose of the research to all respondents.
- Obtained consent of institutes/departments before commencement of research initiative.

RESULTS & DISCUSSION

Data analysis has been carried out in three steps/ways. In first instance the demographic variables of the study has been analysed and their frequency distribution has been calculated. In the second step nature and direction of relationship between the independent and dependent variables have been assessed and in the last and third step the impact of independent variables on dependent variable have been assessed.

Demographic variables/information of the respondents has been analysed and reproduced

as (See appendices, table-1).

Present study tried to explore the links between job autonomy, psychological empowerment, distributive justice, organizational commitment and turnover intentions of the employees working in the banking sector. Besides testing the direct relationship of independent and dependent variable the mediating effect of organizational commitment was also tested. Total 6 numbers hypothesis were developed from the literature support. All the 6 hypothesis have been accepted. 3 out of 6 hypotheses were developed to test the direct relationship and 3 were developed to test the mediating impact of organizational commitment between the relationship of job autonomy, psychological empowerment, distributive justice and turnover intentions of the employees working in the banking sector. Findings of this empirical investigation proved that all the independent variables i.e job autonomy, psychological empowerment and distributive justice have negative relationship (Butler, 1995; Korsgaard, Schweiger, & Sapienza 1995; McAllistar, 1995) with the turnover intentions of the employees. Correlation matrix confirmed the nature and direction of the relationship between all variables of the study. However the relationship of distributive justice with turnover intention was very weak. On the other hand the strength of relationship of psychological empowerment and job autonomy was small. (See appendices, table-2, table-3, table-4 and table-5).

Here it has also been found that at present employees of the banking sector prefer to have autonomy at workplace as compared with the element of distributive justice. Similarly employees prefer to psychological empowerment at workplace against the distributive justice. Further in the presence of organizational commitment as a mediating variable the impact of all independent variable was reduced which confirms that organizational commitment (Masterson et al.,

2000; Farris, Senner, & Butterfield, 1973; Mereer and Evans 1991; Steyn and Van Wyk 1999; Ngidi & Sibaya 2002) is strong force which reduces the turnover intentions of the employees (Allen & Meyer, 1990).

Implications:

Present study has contributed to the literature by establishing the links between the independent variables and dependent variable. Before this investigation no particular investigation has been made in the literature testing this set of variables all together. Further the mediating impact of organizational commitment has not been tested before between these independent and dependent variables. This study has also made a contextual contribution. On the basis of relationships tested in this study the management of organizations can formulate policies to reduce the turnover intentions of the employees. As the findings of this study confirmed that job autonomy, psychological empowerment and distributive justice enhance the force of organizational commitment and reduce the turnover intentions of the employees so the management should increase the sources of job autonomy, distributive justice and psychological empowerment at workplace in order to boost up the organizational commitment and bring down the turnover intentions. This will provide an edge by saving the turnover cost and on the other hand it will help to retain the talented workforce.

Limitation & Suggestion for future research

The first limitation of this study is that it is cross sectional in nature. The cause and effect relationship cannot be concluded. Further the sample size was small and employees of just banking sector were selected for study. In future large sample size with different sectors may be selected to test the relationships in depth. Set of different variables can also be tested along with these variables to explore the relationship in detail.

References

- Allen, N. J. & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*.
- Allen, N. J. & Meyer, J. P. (1993). Organizational commitment: Evidence of career stage effects? *Journal of Business Research*.
- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for proteges: a meta-analysis. *Journal of applied psychology*, 89(1), 127.
- Aryee, S., & Tan, K. (1992). Antecedents and outcomes of career commitment. *Journal of Vocational Behavior*, 40(3), 288-305.
- Asmed.(2006). Motivating by creating working environment .Retrieved April 2009 <http://www.business.gov.vn/advice.aspx?id=215&LangType=1033>
- Angle, H. L., & Perry, J. L. (1981). An empirical assessment of organizational commitment and organizational effectiveness. *Administrative science quarterly*, 1-14.
- Buchanan, B. (1974). Building organizational commitment: The socialization of managers in work organizations. *Administrative science quarterly*, 533-546.
- Bateman, T. S., & Strasser, S. (1984). A longitudinal analysis of the antecedents of organizational commitment. *Academy of management journal*, 27(1), 95-112.
- Brockner, J. (2002). Making sense of procedural fairness: How high procedural fairness can reduce or heighten the influence of outcome favourability. *Academy of management review*, 27(1), 58-76.
- Bochner, S., & Hesketh, B. (1994). Power distance, individualism/collectivism, and job-related attitudes in a culturally diverse work group. *Journal of cross-cultural*

- psychology, 25(2), 233-257.
- Becker, T. E. (1992). Foci and bases of commitment: Are they distinctions worth making? *Academy of Management Journal*.
- Becker, T. E., & Billings, R. S. (1993). Profiles of Commitment: An Empirical Test. *Journal of Organizational Behavior*.
- Bishop, J. W., & Scott, K. D. (2000). An examination of organizational and team commitment in a self-directed team environment. *Journal of Applied Psychology*.
- Bishop, J. W., Scott, K. D., & Burroughs, S. M. (2000). Support, commitment, and employee outcomes in a team environment. *Journal of Management*.
- Chew, I. K. H., & Putti, J. (1995). Relationship on work-related values of Singaporean and Japanese managers in Singapore. *Human Relations*, 48(10), 1149-1170.
- Clugston, M., Howell, J. P., & Dorfman, P. W. (2000). Does cultural socialization predict multiple bases and foci of commitment?. *Journal of management*, 26(1), 5-30.
- Chakrabarty, S., Oubre, D. T., & Brown, G. (2008). The impact of supervisory adaptive selling and supervisory feedback on salesperson performance. *Industrial Marketing Management*, 37(4), 447-454
- Cohen, S. G., & Bailey, D. E. (1997). What Makes Team Work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*.
- Cappelli, P. (2000). A Market-Driven Approach to Retaining Talent', *Harvard Business Review*.
- Dockel, A., Basson, J.S. & Coetzee, M. (2006). The effect of retention factors on organizational commitment: An investigation of high technology employees. *SA Journal of Human Resource Management*, 4 (2), 20-28
- Earle, H. A. (2003). Building a workplace of choice: Using the work environment to attract and retain top talent. *Journal of Facilities Management*, 2(3), 244-257.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001).
- Eisenberger, R., Fasolo, P., & Davis-LaMastro, V. (1990). Perceived organizational support and employee diligence, commitment, and innovation. *Journal of Applied Psychology*.
- Freyermuth. (2007). Retaining Employees in a Tightening Labor Market, RSM McGladrey. Website: www.cfo.com/whitepapers/index.cfm/displaywhitepaper/10308654?topic_id=10240327-22k-vocational
- Greenhaus, J. (1987). Career management. Chicago: Dryden.
- Gilliland, S. W. (1993). The perceived fairness of selection systems: An organizational justice perspective. *Academy of management review*, 18(4), 694-734.
- Hall, D. T., Schneider, B., & Nygren, H. T. (1970). Personal factors in organizational identification. *Administrative science quarterly*, 176-190.
- Hrebiniak, L. G., & Alutto, J. A. (1972). Personal and role-related factors in the development of organizational commitment. *Administrative science quarterly*, 555-573.
- Homans, G. C. (1958). Social behavior as exchange. *American journal of sociology*, 597-606.
- Korsgaard, M. A., & Roberson, L. (1995). Procedural justice in performance evaluation: The role of instrumental and non-instrumental voice in performance appraisal discussions. *Journal of management*, 21(4), 657-669.
- Khatri, N., Fern, C.T. and Budhwar, P. (2001), "Explaining employee turnover in an Asian context", *Human Resource Management Journal*, Vol. 11 No. 1, pp. 54-74.
- Lankau, M. J., & Scandura, T. A. (2002). An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of Management Journal*, 45(4), 779-790.

- La Motta, T. (1995). *Recognition: The quality way*. New York: Quality Resources.
- Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment of work relationships. *Academy of Management Journal*.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace*. Thousand Oaks, CA: Sage.
- Morrow, P.C. (1983). Concept redundancy in organizational research: The case of work commitment. *Academy of Management Review*.
- Morosini, P., Shane, S., & Singh, H. (1998). National cultural distance and cross-border acquisition performance. *Journal of international business studies*, 29(1), 137-158.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human resource management review*, 11(3), 299-326.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). *Employee-organizational linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic Press.
- Otis, N., Grouzet, F. M., & Pelletier, L. G. (2005). Latent Motivational Change in an Academic Setting: A 3-Year Longitudinal Study. *Journal of Educational Psychology*, 97(2), 170.
- Oosthuizen, T. F. J. (2001). Motivation influencing worker performance in a technical division of Telkom SA. *Acta Commercii*, 1(1), 19-30.
- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of applied psychology*, 59(5), 603.
- Raudenbush, S.W, & Bryk, A.S(2002). *Hierarchical Lenerra Models: Applications and Data Analysis Methods*, Sage Publications, Thousand Okas.
- Salancik, G. R. (1977). Commitment is too easy!. *Organizational Dynamics*,6(1), 62-80.
- Shore, L. M., & Tetrick, L. E. (1991). A construct validation study of the survey of perceived organizational support. *Journal of Applied Psychology*.
- Sundstrom, E., De Meuse, K. P., & Futrell, D. (1990) Work teams: Applications and effectiveness. *American Psychologist*.
- Saks, A. M., & Ashforth, B. E. (1997). Organizational socialization: Making sense of the past and present as a prologue for the future. *Journal of vocational Behavior*, 51(2), 234-279
- Scandura, T. A. (1997). Mentoring and organizational justice: An empirical investigation. *Journal of*
- Steers, R. M. (1977). Antecedents and outcomes of organizational commitment. *Administrative science quarterly*, 46-56.
- Triandis, H. C. (2000). Cultural syndromes and subjective well-being. *Culture and subjective well-being*, 13-36.
- Triandis, H. C., Bontempo, R., Villareal, M. J., Asai, M., & Lucca, N. (1988). Individualism and collectivism: Cross-cultural perspectives on self-ingroup relationships. *Journal of personality and Social Psychology*, 54(2), 323.
- Tajfel, H. (1982). Social psychology of intergroup relations. *Annual review of psychology*, 33(1), 1-39.
- Viator, R. E., & Scandura, T. A. (1991). A study of mentor-protégé relationships in large public accounting firms. *Accounting Horizons*, 5(3), 20-30.
- Van Maanen, J., & Schein, E. H. (1979). Toward a theory of organizational socialization. In B. M. Staw (Ed.), *Research in organizational behavior* (Vol. 1, pp. 209-264). Greenwich, CT: JAI Press

Appendices**Table-1**

	Description	Frequency	Percent
Gender			
	Male	273	83%
	Female	55	17%
Qualification			
	Intermediate	37	11%
	Graduation	179	55%
	Master	112	34%
Age (years)			
	20-25	86	26%
	26-30	139	42%
	31-35	84	26%
	36-40	19	6%
Designation			
	Teller	45	18%
	Operation Manager	156	48%
	Branch Manager	112	34%
	Senior Manager	15	5%
Experience (years)			
	1-5	96	29%
	6-10	189	58%
	11-15	37	11%
	16-20	5	1%
	Above 20	1	1%

Table-2

Correlations

Variable	Mean	S.D	Job Autonomy	Psychological Empowerment	Distributive Justice	Organizational Commitment	Turnover Intention
Job Autonomy	3.816	0.27	(.60)				
Psychological Empowerment	3.755	0.256	.787**	(.66)			
Distributive Justice	3.937	0.483	.533**	.358**	(.55)		
Organizational Commitment	3.676	0.259	.429**	.516**	.123*	(.63)	
Turnover Intentions	3.895	0.769	-.240**	-.289**	-.138*	-.401**	(.76)

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

*. Correlation is significant at the 0.05 level (2-tailed).

Note: Values in parenthesis are reliability statistics

Table-3

	Variables	Model 1	Model 2
Predictor			
	Psychological empowerment	-0.869* (0.159)	-0.337* (0.177)
Mediator			
	Organizational commitment		-1.019*(0.175)
Adjusted R²		0.08	0.17
Overall Model F		29.8	33.29

Dependent variable: Turnover intention

*: significant at 5 %

Table-4

	Variables	Model 1	Model 2
Predictor			
	Job Autonomy	-0.683* (0.153)	-0.238** (0.159)
Mediator			
	Organizational commitment		-1.085*(0.167)
Adjusted R²		0.05	0.16
Overall Model F		19.97	32.45

Dependent variable: Turnover intention

*: significant at 5 %, **: significant at 10 %,

Table-5

	Variables	Model 1	Model 2
Predictor			
	Distributive Justice	-0.220* (0.087)	-0.144*** (0.081)
Mediator			
	Organizational commitment		-1.159*(0.152)
Adjusted R²		0.02	0.16
Overall Model F		6.33	32.99

Dependent variable: Turnover intention

*: significant at 5 %, ***: significant at 15 %,