

**Mediating Roles of Psychological and Environmental
Empowerment On the Relationships of Person-Organization
Fit, Person-Job Fit and Employee Work Attitudes**

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**Mediating Roles of Psychological and Environmental
Empowerment On the Relationship of Person-Organization Fit,
Person-Job Fit and Employee Work Attitudes**

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Reg. No. 56-FMS/MSMGT/F08

A thesis submitted in partial fulfillment of the requirements for the Degree of Master of
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the Faculty of Management Sciences
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FORWARDING SHEET

The thesis entitled “Mediating Roles of Psychological and Environmental Empowerment On the Relationships of Person-Organization Fit, Person-Job Fit and Employee Work Attitudes” submitted by Mr. Ahmed Ali in partial fulfillment of M.S degree in Management Sciences with specialization in Management, has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow him to submit this thesis for further process as per IIU rules & regulations.

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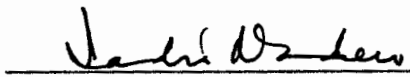
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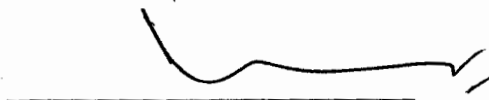
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**IN THE NAME OF
ALLAH, THE MOST MERCIFUL AND BENEFICENT**

DEDICATED TO...

“To my loving

Parents,

**for their un-conditional love,
prayers, and support to make my dreams a reality.”**

ABSTRACT

Purpose of the study is to investigate the relationship of person organization fit and person job fit with employee work attitudes. Moreover, to know whether psychological and environmental empowerments mediate the relationship of person organization fit and person job fit with employee work attitudes. The author hypothesized that PO fit, PJ fit have positive relationship with job satisfaction and organizational commitment whereas negative relationship with intention to quit. Further, author hypothesized that psychological and environmental empowerment would mediate the relationship of person organization fit and person job fit with job satisfaction, organizational commitment and intention to quit. The data was collected through questionnaire from different educational institutions. Correlation, regression and mediated regression analyses were used to test the model. Analysis of the study supported the hypotheses. Limitations of the study and practical implications along with avenues for future research are also discussed.

Keywords: Person-Organization Fit, Person-Jot Fit, Psychological Empowerment, Environmental Empowerment, Employee Work Attitudes

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DECLARATION

I hereby declare that this thesis, neither as a whole nor as a part thereof, has been copied out from any source. It is further declared that I have prepared this thesis entirely on the basis of my personal efforts made under the sincere guidance of my supervisor.

No portion of the work, presented in this thesis, has been submitted in support of any application for any degree or qualification of this or any other university or institute of learning.

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“And which of your Lord’s Blessings would you deny?” (Al-Quran)

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ABBREVIATIONS

P-O-F	Person-Organization Fit
P-J-F	Person-Job Fit
PE	Psychological Empowerment
EE	Environmental Empowerment
JS	Job Satisfaction
ITQ	Intention to Quit
OC	Organizational Commitment
β	Beta
M	Mean
n	Number of Items
S.D	Standard Deviation
Sig.	Significance

CHAPTER -- 1

INTRODUCTION

Researchers from organizational psychology and organization behavior extensively worked on the levels of person-environment fit, person job fit and person organization fit (e.g., Judge & Cable, 1997; Kristof-Brown, 2000; Lauver & Kristof-Brown, 2001). Fit research area is the most prominent segment of psychology (Walsh, Craik, & Price, 2000), vocational psychology (Holland, 1997), social psychology (Aronoff & Wilson, 1985) and organizational behavior (Schneider, 2001). Hence scholars from these fields (e.g., organizational behavior and organizational/industrial psychology) explored and reported their investigation regarding fit between individuals and their corresponding environment (Kristof-Brown et al., 2002). Concept of fit heavily supported by certain management theories including, need-press theory (Murray, 1938), the attraction-selection-attrition (Schneider, 1987), interaction theory (Lewin, 1951) and theory of vocational behavior (Holland, 1973)

Literature on fit perspectives reveals that researchers are mostly interested in exploring relationship of fit levels with employees' positive work behavior and attitudes (Lauver & Kristof-Brown, 2001). For instance, previous research reported positive relationship of fit levels with organization commitment, job satisfaction, organizational effectiveness, career success and negative relationship with employee turnover and stress (Bretz & Judge, 1994; Chatman, 1991; Harris & Mossholder, 1996; Meglino, Ravlin, & Adkins, 1989; Vancouver & Schmitt, 1991). Moreover, employee selection, training and development research is heavily influenced by fit theories (Bretz, Ash, & Dreher, 1989;

Rynes, Bretz, & Gerhart, 1991). Literature on fit has revealed several levels of fit including person-organization fit (P-O-F), person-group fit (P-G-F), person-job fit (P-J-F) and person-vocation fit (P-V-F) (Kristof, 1996). P-V-F is considered as the broadest perspective of fit, includes individual compatibility with his profession or vocation. P-O-F is generally defined as the similarity between individual and his organization. P-G-F is normally explained at group level through compatibility of individual with his group members. P-J-F possesses the notions of congruence between individual's abilities and work (job) requirements (demands) (Edwards, 1991). However, this study includes only two levels, e.g., P-O-F and P-J-F

Both researchers and management professionals have increased concern in empowerment and related management concepts (Bennis & Nanus, 1985; Burke, 1986; Kanter, 1979). Several explanations have been reported for this growing concern. First, research on leadership investigated that empowering practices of leaders play central role in organizational and managerial effectiveness (Kanter, 1983; McClelland, 1975). Second, studies on control and power suggested that organizational effectiveness and productivity would be enhanced by sharing of power with subordinates through delivering them power and control at workplace (Kanter, 1979; Tannenbaum, 1968). Finally, research studies on groups in organization reported central role of empowerment practices for group growth and continuance (Neilsen, 1986)

The concept of empowerment has not been given similar attention, both in theory and measurement, as concept of power has gained. Several times research presumed

empowerment and power are identical concepts. And, therefore, empowerment construct has not received appropriate conceptual treatment. Management scholars restricted the concept of empowerment within the phenomenon of delegation of power. The management literature on power explained power in relational terms which explained power as a person or a group has over other person or group (Bacharach & Lawler, 1980; Pfeffer, 1981). Power literature, grounded in social exchange theory, construes power exists when one person depends on other person. Power literature, further, elaborates that power can occur by combination of individual's own behavior and behavior of the respondent (Blau, 1964; Thibaut & Kelley, 1959).

Individual or group can exert power at organizational level by performing tasks or generating resources valuable for organization (Pfeffer, 1982). At individual level, main sources of power are 1) organizational position or designation, 2) individual's self attributes 3) skills and expertise, and 4) individual's approach to specific information or knowledge. Power of individual can be legal (position authority), knowledge power (access on information), remunerative power (control on distribution of rewards), normative power (influence on symbolic rewards), and coercive power (control of punishment) (Bacharach & Lawler, 1980; French & Raven, 1959). These concepts imply that powerful individuals can easily achieve their desired goals and, further, goals of powerless individuals are redirected by powerful actors. This tendency forced researchers to inquire sources of interpersonal power (Hills & Mahoney, 1978; Lodahl & Gordon, 1972; Salancik & Pfeffer, 1977). Theorists' concentration on exploring sources of power

steered policies and methods for enhancing the power of powerless parties and reducing the power of powerful parties in organization (Bucher, 1970; Mowday, 1978).

1.1 Objectives of the Study: Significance and Research Questions

This research has multiple objectives. First objective is to explore the theoretical and empirical relationships of person organization fit and person job fit with psychological empowerment. This objective would answer the question ‘whether person organization fit and person job fit have some relationship with psychological empowerment? These relationships have much significance for theorist and managers. As this area gaining high consideration from researcher, but, these relationships are still unexplored. Second objective of this study is to explore the relationship between person organization fit, person job fit and employee work attitudes (job satisfaction, organizational commitment and turnover intention). This investigation would answer the research question that ‘how person organization fit and person job fit are related to employee work attitudes (job satisfaction, organizational commitment and turnover intention)?’. Employee commitment and satisfaction are desirable state for practicing managers. They always explore the ways to increase such attitudes that organization would get benefits from positive consequences. Third objective of this study is to investigate the theoretical and empirical relationships of person organization fit and person job fit with environmental empowerment. This particular relationship would answer the research question ‘whether person organization fit and person job fit have some relationship with environmental empowerment?’. Last objective of the study is to explore mediating roles of psychological and environmental empowerments between PO fit, PJ fit and employee

work attitudes. This would be the first research which is examining the relationships of PO fit, PJ fit with psychological and environmental empowerments through mediating effects on employee work attitudes. Further, according to my knowledge no such research has been published in any journal from Pakistan. This research would contribute not only in existing literature on organization fit theories and empowerment, moreover, it would help managers to understand the employee attitudes when they have aligned interest with organization and have feelings of empowerment.

The study is organized on five chapters. First chapter introduces the topic along with significance, objectives and research questions. Second chapter covering the detailed review of the variables/concepts discussed in this study. This chapter starts with Fit perspectives reviews which discusses the Person Organization Fit (P-O-F) and Person Job Fit (P-J-F), then, the review of the concept of empowerment with Psychological Empowerment (PE) and Environmental Empowerment (EE) is presented, next are employee work attitudes (including Job Satisfaction (JS), organizational Commitment (OC) and Intention to quit (ITQ) and finally theory building for different relationships (direct and mediating) is crafted. Third chapter explains methodological parts of the study. Starts with procedure to conduct research, sample selection and ends on scales to measures variables of the study. Results are discussed along with six tables in fourth chapter. Total six tables are drawn for showing results calculated through software (SPSS). These tables include, descriptive, correlation, regression and mediated regression analyses. Fifth and the last chapter contains discussion part, having theoretical and

practical discussion, discussion for future research while highlighting the limitations and conclusion. References and appendix share their part at the end of the compilation.

CHAPTER -- 2

LITERATURE REVIEW

This chapter contains comprehensive review of available literature on empowerments (psychological and environmental), person-environment fit (person-job fit and person organization fit) and employee work attitudes (job satisfaction, organizational commitment and intention to quit). Further, logical relationships are also incorporated through adding relevant management theories. This portion specifically presented theoretical background of the concepts and ended up with a diagram which concluded the overall theme of the study. Finally, each portion of literature review is ended up with hypotheses.

2.1 Empowerment

On relational part empowerment is simply a process of sharing or delegating formal authority by boss to subordinate. This condition explains power as legal authority and possession of organizational resources. So, emphasis is on sharing power and empowerment mean delegating or granting authority (Burke, 1986). Management literature acknowledges empowerment as delegation or sharing authority and decentralized decision making. Therefore, management literature on empowerment contends with power sharing techniques like participative management (i.e. management by objectives (MBO), subordinate goal setting and quality circles (Burke, 1986; Kanter, 1983).

In 1990s theorists shifted attention towards empowerment, the way organizations treat their employees for organizational effectiveness (Hardy & Sullivan, 1998). Researchers worked on both relational and motivational approaches of empowerment. The relational concept, as discussed above, was based on management practice (Menon, 2001). Whereas, the psychological or cognitive approaches of empowerment emphasized the psychological notion of individuals' perception when individual feel empowered (Conger & Kanungo, 1988; Spreitzer, 1995).

Same as theorists stressed upon social and structural elements of empowerment. These elements primarily based on management practices, same as relational approach, to enhance employee participation in key issues and in decision making (Liden et al., 2000).

2.1.1 Psychological empowerment

Conger & Kanungo (1988) suggested that empowerment is a process of enabling, through motivational treatment, rather than merely delegation. Empowerment is a process of boosting employee's sense of self-efficacy and lessening employ's powerlessness through identical formal and informal organizational practices (McClelland, 1975). Bandura (1986) contended empowerment process as employee's feelings of enhanced self-efficacy or his belief in weakening powerlessness. Individual has intrinsic needs to control the environmental facts and has need of self-determination (Deci, 1975). Everyone has these needs but levels of needs differ according to potency of their motivational processes. Hence, motivational construct of empowerment deals with process theory approach and relates it to self-efficacy (Bandura, 1977, 1986) and

expectancy theories (Lawler, 1973). Expectation theory states that individual's motivation to put effort on certain tasks depends on the level of effort-level of performance and performance-outcome relationships. Effort-performance relationship for the motivation of individual is considered as self-efficacy expectation and performance-outcome relationship is referred as outcome (result) expectation (Bandura, 1986). Through empowerment process, individual's expectancy expectations are enhanced but it does not affect outcome (result) expectations. Empowerment necessarily develops internal feelings of personal effectiveness rather than developing belief of desired results. Shift in organizational organisms threatens individual sense of self-efficacy. Changes in organizational authority segments, structures, strategies and goals induce change in working patterns, organizational norms and require new behaviors, skills and competences which likely to create uncertainty and lower sense of self-efficacy (Nadler, 1980).

Thomas & Velthouse (1990) contended internalization of task for motivational process of empowerment. They argued that it is task that attracts individuals and makes work meaningful (Block, 1987; Schein, 1985) for them instead of the management (Berlew, 1986). Thomas & Velthouse (1990) emphasized the internal value of task (Shamir, House, & Arthur, 1989), categorized task as source of motivation and, thus, established link between empowerment and job design literature (e.g., Hackman & Oldham, 1980). Job characteristic Model of Hackman and Oldham (1980) discusses psychological aspect of task significance (work meaningfulness) as internal motivational component of work. On similar grounds, literature on leadership suggested the most significant component of

motivation of transformational leadership is enhanced internal worth of goal achievement by expressing meaningful vision/mission (Bennis & Nanus, 1985; Block, 1987; Shamir *et.al.*, 1989)

Intrinsic task motivation based on individual's assessment or perception about task, not merely affected by external events (reality) but also affected by the way these events are interpreted. In fact individual's interpretations about environmental events determine his belief in his impact on particular task (Rotter, 1966). As discussed earlier that individuals construe environmental factors to determine their behavior, complex or novel tasks postulate unclear situation that is meaningless and has no significance with individual's beliefs and goals. Therefore, it is fundamental for motivational considerations, to have relevance and significance of task with individual's own beliefs.

Competence is person's ability to perform tasks skillfully whenever those are assigned. Psychology literature identified this variable as personal mastery or self efficacy (Bandura, 1977, 1986; Thomas & Velthouse, 1990; White's 1959). People with low self-efficacy try to avoid the situation as they do not have required skills to perform those tasks (Bandura, 1977). Meaningfulness is match between task values, purposes or goals and person's own values, purposes and goals. Meaningfulness reflects intrinsic value of task for an individual (Thomas & Velthouse, 1990). High level of meaningfulness results in higher individual's involvement and commitment towards task (e.g., Kanter, 1968; Sjoberg, Olsson, & Salay, 1983). Conversely low level of meaningfulness tends to unconcerned and detached feelings of individual (May, 1969).

Both competence and meaningfulness present intrinsic task value that could motivate individuals and energize them to involve in given tasks to achieve goals even in absence of close supervision and special reward system. Task oriented motivation reduces individuals' dependence upon supervision and rewards, rather they are intrinsically motivated. Reduced dependence may ensure individuals' involvement in task related activities, demonstration of enthusiastic attitude to adopt or initiate novel tasks, courage to face problem through flexibility in controlling work and consistency to face challenges and work ambiguities (Thomas & Velthouse, 1990). Thomas & Velthouse (1990) contended broad perspective of psychological empowerment through intrinsic task motivation. Their multifaceted conceptual definition of empowerment manifested in four different cognitions representing worker's tendency to his work; including meaningfulness, competence (self- efficacy by Conger and Kanungo, 1988), impact and choice.

Empowerment being different from personality traits, therefore, can not be generalized in all situations; rather, it consists on cognitions formed by work situations (Thomas & Velthouse, 1990). Hence, it is perception of workers what they perceive themselves relative to their work situations (Bandura, 1989). Information about company's mission and goals, organizational operational philosophy and overall organizational vision could empower employees at work place (Lawler, 1992). People would not likely to extend their actions, acknowledge responsibilities and take initiatives unless they know about organizational vision, mission, goals and organizational operational heads (Kouzes, 1987;

Kanter, 1983). Such information is critical for understanding of sense and purpose of organizational operations and activities. Further, it develops individual personal ability to influence decisions consistent with organizational mission and goals (Conger & Kanungo, 1988; Lawler, 1992)

Bandura (1989) stated that people perceive their work environment and are influenced by their perceptions about the environment instead being completely influenced by environmental objective reality. On similar grounds, Thomas and Velthouse (1990) argued that people observation about their work environment is shaped by their interpretation of that environment, which may differ from objective reality. Consequently, for individual empowerment, one must feel (perceive) work environment as facilitating instead of restraining (Deci et al., 1989).

2.1.2 Environmental Empowerment

Research literature on empowerment majorly discussed through motivational and relational perspectives. Motivational aspects mainly discuss employee's feeling of empowerment through psychological enablement (Conger and Kanungo, 1988; Spreitzer, 1995). Whereas, relational aspects are primarily based on managerial practices of authority delegation to lower level (Menon, 2001). Empowerment literature reported varying research results (Spreitzer et al., 1997), which is characterized as absence of segregation of environmental (behavioral) element from overall empowerment (Lee and Koh, 2001, p. 685). Lee and Koh (2001) articulated empowerment as a combination of two broad categories; behavioral aspects of task delegated by supervisors to subordinate

and psychological state of employee generated through experiencing empowerment at workplace. This theoretical argument has provided the bases for separation of environmental aspect of empowerment from overall empowerment. The concept of environmental empowerment is operationally derived from Breugh's (1985) workplace autonomy definition; employee's choice over adaptation of working procedure, scheduling of work requirements, and establishing criteria for performance measurement. Though Breugh (1985) did not tag it environmental empowerment, but his scale appears to measure workplace individual ability to control task environment. Thus, Breugh (1985) definition is adopted in this study to operationalize environmental empowerment.

2.2 Fit Perspective: Person-Environment Fit (P-E-F)

Researchers from organizational psychology, vocational psychology and organizational behavior have extensively extended their efforts to investigate Person-environment fit, congruence between the person (individual) and several aspects of his working environment (e.g., Bowen, Ledford, & Nathan, 1991; Edwards, 1991; Judge & Cable, 1997; Kristof, 1996; Velde, Taris, & Taris, 1999). Person-environment fit have connection with various theories, for instance, the theory of work adjustment (Dawis & Lofquist, 1984), interaction theory (Lewin, 1951), the attraction-selection-attrition (Schneider, 1987), need-pressure theory (Murray, 1938), and theory of vocational behavior (Holland, 1973).

The theories associated with person-environment fit carry the identical central theme that employee's optimistic and motivated attitude toward organization is due to organizational

environmental characteristics are well-suited to his personal characteristics (Kristof-Brown et al., 2002). For example, Based on the theory of work adjustment (TWA), “individuals and environments impose requirements of one another that ‘successful’ work relations are the result of adjustments intended to create a state of correspondence between individual and environmental characteristics” (Bretz & Judge, 1994, p. 32). Moreover, the third propositions of this theory states that employee’s job satisfaction increased to the extent fit between person and his environment enhanced. Lewin’s (1951) interaction theory contended that person’s behavior in organization is dependent on his interaction with organization (Kristof-Brown et al., 2002; Schneider, 2001). Schneider’s (1987) attraction-selection-attrition (ASA) model “rests on the fundamental assumption that people in any organization are unique in that they are the ones attracted to, chosen by, and who choose to remain with an organization” (Schneider, Smith, Taylor, & Fleenor, 1998, p. 463). Need-press theory (Murray, 1938) states that organizational environment (presses) supply or blocks a person from getting his physical and psychological needs. Hence, fit ascertain to the extent person’s needs are furnished by environment (Kristof, 1996). Therefore, fit ascertained by the person-organization congruence. Finally, theory of vocational behavior (Holland, 1973) states that individual’s vocational stability and satisfaction are determined through congruence between individual and his/her vocational environment.

Researchers investigated the relationship of various aspects of person-environment fit with employee attitude and behavior. For instance, existing literature on person-environment fit reported positive relationship with individual’s career involvement,

organization commitment, job satisfaction, organizational effectiveness, career success and health and adaptation,. Conversely, a negative relationship has been found between fit and turnover intentions and stress (Blau, 1987; Cable & Judge, 1996; Edwards & Cooper, 1990; Hollenbeck, 1989; Vancouver & Schmitt, 1991). Person-environment literature reported multiple constructs of PE fit; including, Person-organization fit (PO fit), Person-vocation fit (PV fit), person-group fit (PG fit) and person-job fit (PJ fit) (Kristof, 1996). PO fit can be, simply, defined as compatibility of individual with the organization. PV fit is the compatibility of individual with his profession. PG fit can be defined as congruence between employee and his/her working group. And finally, PJ fit is congruence between person' abilities and demands of job (Edwards, 1991). These four levels have established differentiation in both conceptual and empirical sides (Lauver & Kristof-Brown, 2001; Werbel & Gilliland, 1999).

Person-organization fit and person-job fit are conceptualized in multiple ways (Edwards; 1991; Muchinsky & Monahan, 1987). However, Muchinsky and Monahan (1987) suggested two broad dimensions for fits conceptualizations. First, supplementary fit exists when a person "supplements, embellishes, or possesses characteristics which are similar to other individuals" in organizational environment (Muchinsky & Monahan, 1987, p. 269). This perspective focused on similarities in individual attributes (e.g., values, personality, goals and interest) with vocational/organizational characteristics (e.g., values, personality, goals and interest). Having supplementary fit would include congruence of individual and environmental values and personality. On the other hand, complementary fit exists at times when personal characteristics "make-whole" the

environment or add to it what is missing” (Muchinsky & Monahan, 1987, p.271). Complementary fit highlighted physical attribution relative to supplementary fit, as it indicates that individual put time and efforts to strengthen the deficient environment.

2.2.1 Person Organization Fit (P-O-F)

Generally person-organization fit conceptualized as compatibility between person and organization. However, person-organization fit does not have proper, precise and comprehensive definition as other fit constructs (e.g. PJ fit and PV fit) have been defined. Therefore, its conceptualization varies in different studies depending on research orientations. Mostly studies adopted broader perspective while defining person-organization fit; hence, it covers compatibility in various aspects between individual and organization. Keeping in views this broader perspective, research postulated several conceptualizations for PO fit, including goal congruence, value congruence, personality congruence, needs-supplies fit and demand-abilities fit. This discrepancy of lacking clarity and determining the degree and level of congruence created problems in defining PO fit (Kristof, 1996; Rynes & Gerhart, 1990). Though PO fit is conceptualized in different ways, broadly it can be defined as “the compatibility between the people and organizations that occurs when at least one entity provides what the other needs or they share similar fundamental characteristics or both” (Kristof, 1996, p. 4). This broader perspective to define PO fit covers organizational level phenomena, socialization processes and employee behaviors.

Concept of PO fit was emerged after the concept of PJ fit. As PJ fit conceptualization was began just after WWI, selection of appropriate person having required skills for a particular vacant position (Cascio, 1991; Guion, 1987). However, concept of PO fit got focus by research in 1990s while business advancement and adding complexities forced researchers to determine broader level of fit between individual with his/her organization (Kristof-Brown, 2000). Organizational restructuring presses pressures on existing employees. Those who have strong compatibility with organization can work under difficult situation and are more adaptable by working in different capacities. Hence, it is more desirable to have such workforce that can work under difficult tight situations and in different locations having different capacities (Bowen et al., 1991). Moreover, extensive research on organizational culture made it more interesting to study compatibility of individual with his/her organizational element. Inherently PO fit conceptualization, same as PJ fit, is critical to organizational efforts for recruitment and selection (Bowen et al., 1991; Judge & Ferris, 1992; Rynes & Gerhart, 1990; Werbel & Gilliland, 1999). The conceptualization of PO fit is much broader than other forms of fit (e.g. PJ fit, PP fit or PG fit). Further, organizational values are more stable than job requirements. Job requirements may change over time but organizations remain stick with their values. Therefore, organizations having workforce that have congruence with organizational values can work better during organizational change, restructuring and downsizing (Bowen et al., 1991; Werbel & Gilliland, 1999).

Value congruence can be theorized as the similarity between individual and organization's values. Value congruence, based on the supplementary fit, is considered as

well-thought of conceptualization because values are stable and do not change in organizations and individuals (Chatman, 1991; Kristof, 1996). Management literature on PO fit defined value as something that an individual considers important in an organization (e.g. innovativeness, team-based or diversified operations) (Cable & Edwards, 2004; Chatman, 1989). Goal congruence, based on supplementary fit, is considered as highly regarded conceptualization for PO fit. This concept, like value congruence, has been commonly used to theorize PO fit (Kristof, 1996). It is defined as compatibility between individual's goals with the goals of organization, leaders and peers (Vancouver, Millsap, & Peters, 1994; Vancouver & Schmitt, 1991; Witt & Nye, 1992; Witt & Silver, 1995). Schneider's (1987) attraction-selection-attrition (ASA) model proposes "people are differentially attracted to organizations on the basis of an organization's character and the character's manifestations in organizational structure, strategy, and culture" (Schneider et al., 1998, p. 463). Personality congruence, manifested in supplementary fit perspective, is conceptualized as compatibility of individual characteristics (attributes) with organizational characteristics (climate) (Bowen et al., 1991; Burke & Deszca, 1982; Ivancevich & Matteson, 1984; Tom, 1971; Westerman & Cyr, 2004). This equivalence has broader perspective including organizational members, leaders, peers and everyone working in organizational environment. Like goal congruence, the concept of personality congruence heavily dependent on Schneider's (1987) ASA model that the individual preferred those organizations which have greater personality congruence.

Needs-supplies fit, based on complementary fit, conceptualizes individual's need/desire satisfaction by organization. Organizational environment provides resources/supplies (e.g., physical, psychological and financial) which are considered in relations with individual's needs (e.g., financial, interpersonal and professional) to determine the level of fit. This concept derived the TWA (Dawis & Lofquist, 1984) and need-press theory (Murray, 1938). Demand-ability fit is based on complementary fit perspective, has been applied on person-organization fit (Bretz & Judge, 1994). This concept theorized as possession of abilities by an individual demanded by organization. Organizational demands, for instance commitment, skills, efforts and knowledge, are taken into account to match with individual characteristics for determination of degree of fit (Kristof, 1996).

2.2.2 Person-Job Fit (P-J-F)

Kristof (1996) suggests a job as "the tasks a person is expected to accomplish in exchange for employment, as well as characteristics of those tasks" (p. 8). Research literature on PJ fit articulated it as compatibility between individual and job requirements. In other words, individual's ability to carry out job task determines the degree of fit (Kristof, 1996). Sometimes, it is observed, few researches (e.g., Blau, 1987) misinterpreted the term "job" and referred it as whole work environment. This ambiguous contention included whole organizational aspects, and therefore, overlapping person-organization fit conceptualization. Person-jot fit generally focuses work/job requirements only instead of considering goals, values and mission of the organization. For instance, research studies reported that individuals may have possible knowledge, skills and attributes required by a particular job, but these individuals may not have shared values,

goals and mission with the organization (Lauver & Kristof-Brown, 2001). Hence, an individual would have different levels of fits (e.g., PO fit and PJ fit) simultaneously. While job requirements are partially influenced by organizational culture, however, conceptually job itself determines these requirements and, therefore, it would vary depending on job nature (Kristof, 1996).

Research from the areas of organization behavior, industrial and organizational psychology extended their effort to study Person-job (Edwards, 1991). The conceptualization of PJ fit manifested in interaction between the person and his/her job that accounts for several outcomes for both the person and the organization (Lewin, 1951; Murray, 1938). Among different levels of person-environment fit, PJ fit received greatest attention from researchers because of its critical role in selection of employees based on job demands and applicant abilities (Cascio, 1991; Guion, 1987; Kristof, 1996). Throughout World War I, Army adopted person-job fit approach for the selection of soldiers by conducting cognitive ability tests to determine their suitability for particular job. This trend, then, shifted to research domains of organization behavior, industrial and organization psychology (Snow & Snell, 1993). Traditionally person-job fit has been discussed as vocational counseling construct, therefore, its boundaries are extended into multiple areas of job satisfaction (Locke, 1976), vocational choice (Holland, 1985a), job stress (French, et al., 1982) and motivation (Hackman & Oldham, 1980). Edwards (1991) suggested two dimensions, demands-abilities and needs-supplies fit, predominantly discussed in Person-job fit literature. These conceptualizations articulate that determination of fit is heavily dependent on the fact that person's abilities to perform

job tasks effectively while he is getting all of his desired needs from that job (Edwards, 1991; O'Reilly, 1977).

Job demands are determined by job analysis and required adequate job performance (Edwards, 1991). Therefore demands-abilities fit predominately applied to person-job fit by promising individual abilities to perform job effectively (Waldman & Spangler, 1989) and predicting better retention and greater promotion (Dawis & Lofquist, 1984). The conceptualization of demands-abilities fit articulates individual abilities to fulfill job demands. These abilities may include employee aptitudes (Dawis & Lofquist, 1984), work experience (French, Caplan, & Harrison, 1982) and education level (French et al., 1982). Second predominant conceptualization for PJ is needs-supplies, a complementary fit perspective, that explains fit as satisfaction of individual needs and preferences by job based supplies e.g., psychological, financial and physical resources (Cable & DeRue, 2002). A job determines "good" fit that supplies required resources necessary to meet individual's needs e.g., monetary and training (Edwards, 1991).

2.3 Employee Work Attitudes (EWA)

Job satisfaction (JS)

Job satisfaction conceptualized as individual's positive feelings regarding his job (Balzer, et al., 1997; Spector, 1997). It can be referred as emotional state of an individual responding to work environment. The job characteristic model (Hackman & Oldham, 1980), models of empowerment (Thomas & Velthouse, 1990) postulated influence on job satisfaction, it is, therefore, a psychological effect that employee feels when he observes

certain level of positive operations (e.g., empowerment, collaborations and networking) in environment. Job satisfaction is widely studied variable in employee attitudes (Berg, 1991; Price, 1977). It is considered as positive reaction, initiated through getting desired values, of employee to work environment (Lock, Fitzpatrick, & White, 1983); and the feelings of an individual for the job environment (Arndt, Arnold, & Landry, 2006).

Organizational Commitment (OC)

Organizational commitment characterized as employee's attachment, involvement and his feelings about recognizing himself as a part of organization (Meyer & Allen, 1996). Overall organizational commitment is conceptualized as affective, continuance and normative commitments. First, affective commitment is theorized as individual identification with organization, involvement in organizational tasks and feelings of proud to be the part of the organization. Such commitment is evident where individual feels comfort while performing organizational tasks, normally due to experience and expertise. Second dimension of overall commitment is continuance commitment that postulates individual's attachment due to environmental factors i.e., high switching cost or lack of opportunities. Employees having continuous commitment show transactional attitude by comparing benefits of current position with the position they could acquire in another organization. Third, sometimes individual feels his obligation to remain with organization and to work in organizational interest, called normative commitment (Meyer & Allen, 1984; Meyer & Allen, 1991). Social pressures and orientation could shape individual behavior in particular directions. Similarly, individual can receive notions from society to determine their own behavior or attitude with certain entities i.e.,

organization or institution (Mowday, Porter & Steers, 1982). Hence, such environmental pressures, patterns and systems internalize behavioral pattern in individual to remain committed with organization (Weiner,1983).

Intention to Quit (ITQ)

Intention to leave is a sort of behavioral commitment (Morttzs, 1989) and strongly related to actual turnover (Arnold & Feldman, 1982; O'Reilly, Chatman & Caldwell, 1991). Typically turnover can be defined as employee movement in/out with respect to an organization (Mitchell, 1981). This movement refers to joining or leaving the organization. Price (1977) explained turnover as the ratio of employee left the organization divided by total employee of organization in a given time period. Employee's turnover intentions could be based on number of characteristics, voluntary/involuntary, avoidable/unavoidable and functional/dysfunctional (Griffeth & Hom, 2001). Voluntary turnover has been extensively studied (Mobley, 1977; Price, 1977; Steers & Mowday, 1981). Researcher developed constructs to investigate possible reasons. Most of the models depict that voluntary turnover based on ease of movement, desirability to leave for some better option (Jackofsky, 1984; March and Simon, 1958). Whereas, involuntary turnover got less attention because organizations think termination is necessary for overall organizational interest (Griffeth & Hom, 2001). Second form of turnover is functional or dysfunctional. Functional turnover refers to situation when organization prefers to quit an employee through voluntary means other than termination. On the other hand, dysfunctional termination includes a situation when organization prefers to retain employee but employee thinks to leave the organization (Dalton, Todor,

& Krackhardt, 1982). Last type of turnover is avoidable/unavoidable turnover. Unavoidable turnover refers to circumstances/events uncontrollable for organization i.e. family problems of employees, whereas, controllable turnover can be managed by organization i.e. voluntary or dysfunctional turnover. Therefore, research put more consideration to investigate controllable factors (Abelson, 1987)

2.4 Person-Organization Fit (P-O-F) and Employee Work Attitudes

Argyris's (1957) worked on job enlargement provided theoretical base to person-organization fit conceptualization. He argued that individual behavior (attitude) shaped through his interaction with organization. Initially employee may not have greater level of congruence; certain level of incongruence is a source of motivation, but too much incongruent situations decrease individuals motivation (Argyris, 1964). Therefore, his work emphasized the significance of organization restructuring to put it on course through establishing better compatibility with employees.

Schneider's (1987) ASA theory contended that individuals are attracted by organization to seek work where they think higher level of fit. Organizations select some of these employees through selection processes, after determining their level of fit with organization. After selection those who have better match with organizational values, engage more in their work, increase their organizational attachment and remain with organization for longer period of time as compare to those who have low level of compatibility with organization

Bretz and Judge (1994) used ASA theory to investigate relationship of PO fit with employee attitudes. Their study theorized that people having greater level of fit can stay in organization for longer period, show greater attachment and involvement in organizational operations, more satisfied with their roles in organization and enjoy working in organization. Later on Bretz and Judge (1994) investigation found support from two meta-analyses (Verquer et al., 2003; Kristof-Brown et al., 2005).

Concluding the discussion, researchers found positive relationship of PO fit with job satisfaction (e.g., Chartrand, 1999; Dawis & Lofquist, 1984; Edwards, 1991), organizational commitment (e.g., Bowen et al., 1991; Chartrand, 1999; Holland, 1987) and negative relation with intention to leave (e.g., Cook, 1997; Holland, 1987; Schneider, 2001). On the basis of above discussions following three hypotheses are formulated

1a: P-O-F is positively related with Job satisfaction

1b: P-O-F is positively related with organizational commitment

1c: P-O-F is negatively related with intention to quit

2.5 Person-Job Fit (P-J-F) and Employee Work Attitudes

The Theory of Work Adjustment (Dawis & Lofquist, 1984) applied by Bretz and Judge (1994) to investigate the relationship of PJ fit and employee work attitudes. TWA primarily talks about individual's interaction with his work environment. This theory argued that individual interacts with working environment, and consequently, adjusts his

behavior (performance) to the requirements of job against the rewards provided by the organization for personal satisfaction (e.g., work compensation, protected work environment and social interaction). This is two-way adjustment (organizational side and individual side) maintains momentum of employee in job involvement, retention with the organization for longer period of time and in organizational commitment. Conversely, if such correspondence could not maintain, consequently, needs of either side would not be fulfilled, that lead to development of intention to leave, unsatisfactory job position and lower organizational commitment. Existing literature on PJ fit provides sufficient evidences for the positive relationship with job satisfaction and organizational commitment and negative relationship with intention to quit (e.g., meta analyses of Verquer et al. 2003; Kristof-Brown et al. 2005). On the bases of above discussion following three hypotheses are formulated

2a: P-J-F is positively related with Job satisfaction

2b: P-J-F is positively related with organizational commitment

2c: P-J-F is negatively related with intention to quit

2.6 Mediating Role of PE on P-O-F and Employee Work Attitudes

People having organization fit feel their environment differently than those who have low level of fit with organization. Scheinder (1985) argued that organizational values are the major source for articulating desired behaviors from individual. These values can have impact only when employees have high level of fit with organization. Thus, employees

with greater fit with organization would have different behavioral reactions than those who do not have that level of fit.

Harris (1994) contended that organizational values have influence on individual cognitive structure through projection of organization image. However this influence is limited to the degree of fit with organization as individual can process this information accurately if it is consistent with his organization related schema (Harris, 1994). Similar conceptualization can be derived from social psychology that implies individual capacity to retain information that is congruent with his schema (McMillan, 1992). Employees with higher degree of P-O fit would have organizational schema more consistent than their counterparts having lower degree of fit with organization. Hence, these employees would face less difficulty while interpreting information sent through organizational values. Spreitzer (1996) argued that individual's ability of correctly understand and interpret organizational information and behavioral expectation is important antecedent of psychological empowerment.

Bandura (1989) argued that individuals are heavily influenced by their own perception regarding environment instead of solely objective reality. On similar grounds, Thomas and Velthouse (1990) argued that employee judgment about organizational environment is made through their interpretation. P-O fit discusses goal and personality congruence of individual with organization, leaders and peers (Bowen et al., 1991; Burke & Deszca, 1982; Kristof, 1996). This compatibility helps his to secure support from these constituencies and establishing working relationship network. Such association with

organizational constituencies enhances feelings of individual power (Crozier, 1964) including self-determination (confidence) and impact (Spreitzer, 1996). Similarity of goals of individual with organizational constituencies enhances mutual trust, collaboration and association that facilitate empowerment enhancement (Vogt and Murrell, 1990; Walton, 1985)

P-O fit established when employee has strong association and congruence with organization vision and mission (Cable & Edwards, 2004). Social cognition theory (SCT) posits that access to organization information enhances self-efficacy (Gist & Mitchell, 1992). Access to organization vision and mission is critical for sense-making of meaning (Conger & Kanungo, 1988) and development of ability to influence decisions suitably aligned with organization's mission (Lawler, 1992).

Conger and Kanungo (1988) argued that empowered employee shows persistence behavior at workplace. Previous studies on empowerment reported a positive relationship with job satisfaction and organization commitment and negative relation with intention to quit (Koberg et al., 1999; Seibert et al., 2004). Psychological empowerment instigate a sense of competence and enablement in job performance, therefore, individuals are likely to be more satisfied, having greater commitment towards organization and showing lesser intentions to leave the organization. Literature on empowerment and work attitudes validates these relationships (e.g., Gagne et al., 1997; Liden et al., 2000; Sparrowe, 1994). Laschinger et al. (2001) suggested importance of psychological empowerment as it has significant effect on job satisfaction, organization commitment and employee's

behavior to accept organizational goals. Empowered employees show positive attitudes at workplace by extending more efforts and showing greater attachment (loyalty) with organization (Kirkman & Rosen, 1999; Siegall & Gardner, 2000). On the basis of above discussions following three hypotheses are formulated

3a: Psychological Empowerment will mediate the relationship of P-O-F with Job Satisfaction

3b: Psychological Empowerment will mediate the relationship of P-O-F with organizational commitment

3c: Psychological Empowerment will mediate the relationship of P-O-F with intention to quit

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2.7 Mediating Roles of PE on P-J-F and Employee Work Attitudes

PJ fit extensively conceptualized upon complementary fit perspectives which suggest employees' ability to perform job demands and job capacity to provide supplies needed by individual (Cable & DeRue, 2002). These conceptualizations have direct relation with job related resources that job can offer in relation with fulfillment of required tasks. Individual having greater degree of complementary fit would have greater access to job related resources (e.g., time, scheduling, and material) that can add sense of self-efficacy, impact and confidence in job related environment (Bowen & Lawler, 1992; Gist & Mitchell, 1992).

Reward system can contribute toward sense of empowerment among employees. When employees observe that their performance is recognized and rewarded by organization they feel greater empowerment (Bowen & Lawler, 1992). PJ fit talks about degree of compatibility between needs of employees and job supplies to satisfy those needs. Rewards are employees' basic needs/expectations, if these are well addressed by job system, it would develop greater fit and consequently, sense of empowerment (Edwards, 1991; Lawler, 1986).

Role ambiguity emerges in uncertain roles expectation from organizational constituencies. Role theory suggests that every organization position should have certain responsibilities and work roles, properly conveyed to jobholder to make him accountable for his performance (Rizzo, House, & Lirtzman, 1970). When individuals are not sure about their roles, they feel hesitation, lack of confidence and unable to have impact at work (Sawyer, 1992). Thus, to enhance employees' sense of empowerment, it is essential to have clear idea of job demands and possession of abilities to perform job related tasks. PJ fit articulates that degree of fit depends on employees' understanding of job requirements (roles identity, procedures and demands) and its compatibility with his personal abilities (Waldman & Spangler, 1989).

Empowered employee shows persistence behavior at workplace (Conger & Kanungo, 1988). Research literature on empowerment reported a positive relationship with job satisfaction and organization commitment and negative relation with intention to quit (Koberg et al., 1999; Seibert et al., 2004). Psychological empowerment instigate a sense

of competence and enablement in job performance, therefore, individuals are likely to be more satisfied, having greater commitment towards organization and showing lesser intentions to leave the organization . Empowered employees show positive attitudes at workplace by extending more efforts and showing greater attachment (loyalty) with organization (Kirkman & Rosen, 1999; Siegall & Gardner, 2000). Literature on empowerment and work attitudes validates these relationships (e.g., Gagne et al., 1997; Liden et al., 2000; Sparrowe, 1994). Laschinger et al. (2001) suggested importance of psychological empowerment as it has significant effect on job satisfaction, organization commitment and employee's behavior to accept organizational goals. Following hypotheses are drawn based on discussion;

4a: Psychological Empowerment will mediate the relationship of P-J-F with Job Satisfaction

4b: Psychological Empowerment will mediate the relationship of P-J-F with organizational commitment

4c: Psychological Empowerment will mediate the relationship of P-J-F with intention to quit

2.8 Mediating Role of EE on P-O-F and Employee Work Attitudes

Complimentary perspectives of PO fit reflect greater orientation towards getting resources from organizations (physical, financial and administrative) for satisfying employee's need (Bretz & Judge, 1994). When employee is sharing common goal (goal congruence) with his boss, supervisor in relation to organization, it would develop mutual trust that results in having more workplace impact (influence on work procedure,

scheduling and criteria) (Vogt and Murrell, 1990; Walton, 1985). Moreover organizations require personal abilities (e.g., knowledge, commitment and efforts), and upon fulfilling such criteria employee would be in position to get power through managerial practices in pursuit of organization goals (Bretz & Judge, 1994; Lee and Koh, 2001). Thus, employees having access to organizational resources and having abilities to satisfy organization demand, appear more influential at work place by getting greater workplace autonomy through managerial practices.

Environmental empowerment focuses on behavioral aspects through delivering tools to subordinate and give him freedom to make decisions about their work environment. Thus involvement of employee in decision making process and sharing more information would lead to increase employee's job satisfaction. Employee with more work related resources (autonomy) shows greater involvement/attachment with organization that enhances his organizational commitment and decreases his intention to leave (Thomas and Velthouse, 1990). Furthermore, studies on work autonomy and involvement in decision-making reported higher levels of job satisfaction, organizational commitment and lower level of intention to quit (Breugh, 1985; Menon, 2001). Following hypotheses are drawn based on discussion;

5a: Environmental Empowerment will mediate the relationship of P-O-F with Job Satisfaction

5b: Environmental Empowerment will mediate the relationship of P-O-F with organizational commitment

5c: Environmental Empowerment will mediate the relationship of P-O-F with intention to quit

2.9 Mediating Role of EE on P-J-F and Employee Work Attitudes

PJ fit directly and exclusively discusses job related issues. The greater employee's needs/abilities compatibility with job related demands/supplies the better is degree of fit. When employees have ability to perform job related tasks, he would be in better position to take control of job issues. As supervisor knows that his subordinate can handle job situation, he would delegate him authority to manage job related procedures, scheduling and decisions. Moreover, employee requires certain level of resources (physical, financial and administrative) for execution of task. Degree of fit depends on provisions of these resources to employees through managerial practices (Cable & DeRue, 2002). As he receives such supplies (resources) from organization (supervisor or boss) he perceives greater fit with job and ultimately greater sense of environmental empowerment.

The concept of EE highlights more physical dimensions of delivering tools and giving freedom to subordinates to make decisions about their work environment. Further, studies on work autonomy and involvement in decision-making reported higher levels of job satisfaction, organizational commitment and lower level of intention to quit (Breugh, 1985; Menon, 2001). Thus involvement of employee in decision making process and sharing more information would lead to increase employee's job satisfaction. Employee with more work related resources (autonomy) shows greater involvement/attachment with organization that enhances his organizational commitment and decreases his

intention to leave (Thomas and Velthouse, 1990). Through aforementioned dissuasion following hypotheses are drawn;

6a: Environmental Empowerment will mediate the relationship of P-J-F with Job Satisfaction

6b: Environmental Empowerment will mediate the relationship of P-J-F with organizational commitment

6c: Environmental Empowerment will mediate the relationship of P-J-F with intention to quit

2.9.1 Research Model

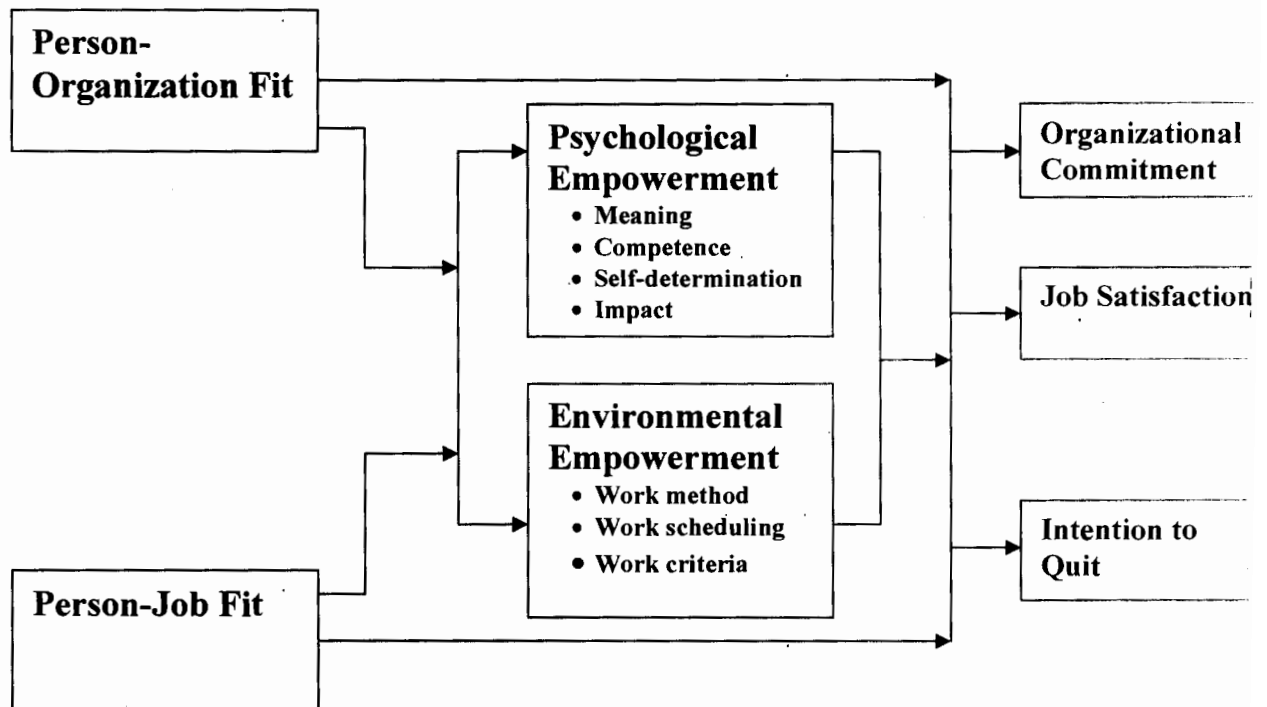


FIGURE 1

Mediating effects of psychological and environmental empowerments on the relationships of P-O-F, P-J-F and employee work attitudes

CHAPTER-- 3

RESEARCH METHODOLOGY

3.1 Sample and Data Collection

Current study was conducted in 12 universities of Pakistan. Out of twelve universities, seven universities were from public sector whereas five universities were from private sector. Public sector universities include “International Islamic University, Islamabad, University of Sargodha, Sargodha, University of the Punjab, Lahore, Quaid-i-Azam University, Islamabad, Agriculture University, Faisalabad, GCU, Lahore, and Behria University, Islamabad”. In addition to this, private universities include “University of Central Punjab, Lahore, Mohammad Ali Jinnah University, Islamabad, SZABIST, Islamabad, University of Management and Technology, Lahore, and University of Lahore, Lahore”. Initially 360 questionnaires were distributed to these universities through personal contact. On average, upon two to three time contacts they return it back to author by consuming about 3-6 days. After counting of received questionnaires, 289 questionnaires (80%) were returned back to author. Upon checking of filling status, 22 questionnaires were sorted as useless as missing of some important questions, and sometimes, part (page) of questionnaire. Therefore, total sample selected for this study was 267, which represent 74% of total distribution questionnaires.

Participants of the study were from different departments, both academic and administration. Convenience sampling was used for data collection. Author went personally to all universities for distribution of questionnaire. After having a sitting of

about 5 minutes for discussion about purpose and nature of the research topic, a questionnaires along with cover letter, explaining the context and importance of the study, was handed over to respondents. Sometimes respondents filled it at spot on average taking 20 minutes, but, most of the time they filled it some other time. All respondents were well educated with minimum education of 16 years. Faculty members normally from designation of lecturer, assistant professor and associate professor, and administrative staff having designation of controller examination, admission, manager marketing, human resource and program coordinators.

Demographical distribution of sample revealed that 90% of the respondents were male and 10% were female. The mean of age of respondents was 35.21 year (S.D= 9.47), average experience was 6.25 years (S.D= 5.28).

3.2 Measures

This study used previously developed and validated measured, frequently used to quantify the variables. Questionnaires were formatted in English language as respondents were well educated and were university graduates. They can easily understand English. During data collection none of them reported any difficulty regarding language.

3.2.1 Psychological Empowerment

To measure PE, Spreitzer's (1995) developed scale with four dimensions and 12-items was used. First dimension is 'meaning' that contains 3-items, sample of items is "the work if do is meaningful to me". Second dimension is 'competence' that contains 3-items and sample of item is "I am confident about my ability to do my job". Third dimension is

'self-determination' which is measured through 3-items and sample of items is "I can decide on my own how to go about doing my work". And the last dimension is 'impact' which has three items including sample item "my impact on what happens in my department is large". Responses were taken on 5-point likert-scale ranging from 1 = strongly disagree, 2 = Disagree, 3 = neither disagree nor agree, 4 = Agree, and 5 = strongly agree. The Alpha Reliability of the scale is ($\alpha = 0.73$).

3.2.2 Environmental Empowerment

EE was measured through Breugh's nine item scale (Breugh, 1985) having three dimensions. First dimension is 'method autonomy' that carries 3-items with a sample item "I am free to choose the method to use in carrying out my work". Second dimension is 'scheduling autonomy' that has 3-items with a sample item "I have control over the scheduling of my work". Third dimension is 'criteria autonomy' which carries 3-items and sample item is "I have some control over what I am supposed to accomplish". Responses were taken on 5-point likert-scale ranging from 1 = strongly disagree, though 5 = strongly agree. The Alpha Reliability of the scale is ($\alpha = 0.77$).

3.2.3 Person-Organization Fit

PO fit was measured through Judge's scale (Judge, 1996) having three items. Item of the scale were "I feel that my values "match" or fit this organization and the current employees in this organization", "My values match those of the current employees in this organization.", and "I think the values and "personality" of this organization reflect my own values and personality". Responses were taken on 5-point likert-scale ranging from 1

= strongly disagree, though 5 = strongly agree. The Alpha Reliability of the scale is ($\alpha = 0.89$).

3.2.4 Person-Job Fit

PJ fit is measured through Judge's scale (Judge, 1996) with five items. Sample items are "I feel competent and fully able to handle my job", "My job gives me a chance to do the things I feel I do best", and "I feel I have adequate preparation for the job I now hold". A 5-point likert-scale was used to obtain responses, ranging from 1 = strongly disagree, though 5=strongly agree. Reported alpha reliability of the scale in the study is ($\alpha = 0.79$).

3.2.5 Job Satisfaction

Overall job satisfaction was measured through six items scale (Agho, Price, & Mueller, 1992). Sample items include "I am satisfied with my present job", "I find real enjoyment in my work", and "most days I am enthusiastic about my work". A 5-point likert-scale was used to obtain responses, ranging from 1 = strongly disagree, though 5 = strongly agree. Reported Alpha Reliability of the scale in the study is ($\alpha = 0.81$).

3.2.6 Organizational Commitment

Allen and Mayer's scale, having six items, is used to measure organizational commitment (Allen and Mayer, 1990). Sample items include "I do not feel it would be right to leave my organization now", "I would feel guilty if I left my organization now", and "this organization deserves my loyalty". A 5-point likert-scale was used to obtain responses,

ranging from 1 = strongly disagree, though 5 = strongly agree. Reported Alpha Reliability of the scale in the study is ($\alpha = 0.84$).

3.2.7 Intention to Quit

3 item scales (Vigoda, 2000) was used to measure intention to leave. Sample items were “Next year I will probably look for a new job outside this work unit”, “lately, I have taken interest in job offers in the newspaper”, and “I often think about quitting this job”. A 5-point likert-scale was used to obtain responses, ranging from 1 = strongly disagree, though 5 = strongly agree. Reported Alpha Reliability of the scale in the study is ($\alpha = 0.85$).

3.2.8 Control Variables

While applying ‘ANOVA’ it was found that ‘experience’ and ‘education’ had notable effect on ‘psychological and environmental empowerment’ and ‘employee work attitudes’. Therefore these two variables were taken as control variables in the study. Conversely, other demographic variables i.e., gender, age and designation had no considerable effect on mediators and dependent variables.

CHAPTER – 4

RESULTS AND DISCUSSION

This chapter carries detailed application and explanation of statistical tests and discussion on these results. Chapter starts with descriptive statistics and correlation analyses. Afterwards, regression analyses are included for further detailed explanation of the intended variables. Finally, mediated regression analyses are applied to check the results for mediated hypothesized variables in the model.

4.1. Descriptive Statistics and Correlations

Table 1 contains means of variables, standard deviations (S.D), correlations and reliabilities. Reported means with standard deviations are age 2.51 (S.D=.53), gender 0.18 (S.D=0.08), experience 1.47 (S.D=.84), education 3.64 (S.D=.43), P-O-F 3.26 (S.D=.76), P-J-F 3.71 (S.D=.641), PE 3.34 (S.D=.749), EE 3.16 (S.D=.623) Job Satisfaction 3.42 (S.D=.79), organizational commitment 3.64 (S.D=.535), and intention to quit 2.05 (S.D=.49).

Correlation analysis reveals the level and direction of association. As some relationships were hypothesized, correlation analysis supported hypotheses 1a, 1b, 1c, 2a, 2b, and 2c. The relationship of PO fit and job satisfaction is ($r = .54$ $p < .01$), organizational commitment is ($r = .51$ $p < .01$) and intention to quit is ($r = -.46$ $p < .01$). All of these relationships supported the hypothesized relationships (i.e., 1a, 1b, and 1c). Further, relationship of PJ fit with work attitudes shows, job satisfaction is ($r = .56$ $p < .01$),

organizational commitment is ($r = .53$ $p < .01$) and intention to quit is ($r = -.49$ $p < .05$). Reported values confirm the expected relationships in hypotheses 2a, 2b, and 2c. Hence, all of the direct relationships of independent variables with dependent variables are supported through correlation. Intention to quit is negatively related with both PO fit and PJ fit, whereas, Job satisfaction and organizational commitment are positively related with PO fit and PJ fit.

TABLE 1
Means, Standard Deviations, Correlations, and Reliabilities

Variables	Mean	S.D	1	2	3	4	5	6	7	8	9	10	11
1. Age	2.51	0.533											
2. Gender	0.18	0.083	0.3										
3. experience	1.47	0.843	0.62	0.17									
4. education	3.64	0.421	-0.20	0.03	0.19								
5. P-O-F	3.26	0.759	0.09	0.02	0.13	0.16	(0.89)						
6. P-J-F	3.71	0.641	0.07	0.01	0.11	0.12	0.15	(0.79)					
7. Psychological Empowerment	3.34	0.749	0.06	0.03	0.08	0.05	0.49**	0.46**	(.73)				
8. Environmental Empowerment	3.16	0.623	0.06	0.03	-0.11	0.15	0.47**	0.43**	0.14	(.77)			
9. Job Satisfaction	3.42	0.791	-0.13	0.11	-0.15	0.18	0.54**	0.56**	0.53**	0.49**	(.81)		
10. Org. Commitment	3.64	0.535	-0.02	0.15	0.11	-0.11	0.51**	0.53*	0.48*	0.46*	0.29*	(.84)	
11. Intention to quit	2.05	0.486	0.11	-0.15	0.01	-0.09	-0.46**	-0.49*	-0.45**	-0.44*	-0.32*	-0.33*	(.85)

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

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

() Alpha reliabilities are mentioned in parenthesis bold.

4.2. Regression Analysis

Table 2 shows regression analysis models. There are two models in the table. Model one has PO fit as independent variable and work attitudes, psychological and environmental empowerment are dependent variables. Whereas, in Model 2, PJ fit is taken as independent variable and work attitudes along with psychological and environmental empowerment remain as dependent variables. Moreover, experience and education are included in regression equation as control variables. Analyses used R^2 and beta values. R square reports variability in dependent variable caused by independent variable and beta value shows per unit change in dependent variable by unit change of independent variable. Model 1, reported that PO fit is significantly related with job satisfaction ($\beta = .47$, $R^2 = .29$, $p < .001$), organizational commitment ($\beta = .43$, $R^2 = .26$, $p < .01$), intention to quit ($\beta = -.40$, $R^2 = .21$, $p < .001$), psychological empowerment ($\beta = .43$, $R^2 = .24$, $p < .001$) and environmental empowerment ($\beta = .39$, $R^2 = .23$, $p < .01$). Through analyses of these figures, hypotheses 1a, 1b, and 1c are further confirmed that PO fit is significantly related with employee work attitudes. Model 2, reported that PJ fit is significantly related with job satisfaction ($\beta = .49$, $R^2 = .31$, $p < .01$), organizational commitment ($\beta = .46$, $R^2 = .28$, $p < .01$), intention to quit ($\beta = -.41$, $R^2 = .24$, $p < .01$), psychological empowerment ($\beta = .41$, $R^2 = .21$, $p < .001$) and environmental empowerment ($\beta = .46$, $R^2 = .20$, $p < .001$). Through analyses of these figures, hypotheses 2a, 2b, and 2c are confirmed that PJ fit is significantly related with employee work attitudes.

In other words, regression analysis revealed that PO fit is responsible for variation in job satisfaction by 29%, in organizational commitment by 26% and in intention to quit by

21%. Whereas beta values reported that by changing one unit of PO fit, job satisfaction would change by .47, organizational commitment by .43 and intention to quit by -.40. In case of PJ fit some different variations are found. While observing the table, PJ fit has reported 31% variation in job satisfaction, 28% in organizational commitment and 24% in intention to quit. Further, beta values exposed that by making 1 unit change in PJ fit, job satisfaction would change by .49, organizational commitment by .46 and intention to quit by -0.41.

Table 2

Regression Analysis for PO Fit, PJ Fit, Employee Work Attitudes, Psychological and Environmental Empowerment

Predictors	Job Satisfaction			Org. Commitment			TOI			Psy. Empormnt.			Envrn. Empormnt.		
	β	R ²	ΔR^2	β	R ²	ΔR^2	β	R ²	ΔR^2	β	R ²	ΔR^2	β	R ²	ΔR^2
Model 1:															
Main effect															
Step 1															
Control Variables		.05			.06			.03			.07			.05	
Step 2															
PO Fit	.47***	0.29	.24**	.43**	.26	.20**	-.40**	.21	.18**	.43**	.24**	.17**	.39**	.23**	.18*
Model 2:															
Main Effect															
Step 1															
Control Variables		.04			.06			.04			.03			.05	
Step 2															
PJ Fit	.49**	.31	.27**	.46**	.28	.22**	-.41**	.24	.20**	.41**	.21**	.18**	.46**	.20**	.15*

"N = 267. Experience and education are used as control variables."

* $p < .05$, ** $p < .01$, *** $p < .001$

4.3. Mediation Analysis

Current study including two mediating variables (i.e., PE and EE) and four mediating hypotheses (PE mediates on the relationship of PO fit and employee work attitudes; PE mediates on the relationship of PJ fit and employee work attitudes; EE mediates on the relationship of PO fit and employee work attitudes; EE mediates on the relationship of PJ fit and employee work attitudes). Baron and Kenny (1986) proposed mediation process in three step approach. First step is to establish relationship between independent variables (PO fit and PJ fit) and mediators (PE and EE). Second step is to explore the relationship between mediating and dependent variables (employee work attitudes). In third step, first controlling the mediating variable, check the status of the relationship of independent and dependent variables. If sudden or significant decline in beta value and R square is evident with ($P > .05 = ns$), it proves mediation. Some other situations, like decline in beta and R square with lesser proportion, or betas are declined but remain significant, prove partial mediation.

4.4.1. Mediating role of PE between P-O-F and EWA

Hypotheses 3a, 3b, and 3c predicted that PE would mediate on the relationship of PO fit and job satisfaction, organization commitment and intention to quit. Table 3 presents mediated regression analysis in three step model. In first step control variable are introduced into regression equation to control the variable caused by demographic variables. Second step included the induction of mediating variable, PE, to check its relationship with dependent variables. All the values reveal significant effects of PE on work attitudes i.e., job satisfaction ($\beta = .53$ $p < .01$), organizational commitment ($\beta = .99$ $p < .001$), and intention to quit ($\beta = .31$ $p < .001$). The last step, step 3, concludes the

mediation process through induction of independent variable, PO fit. Upon introducing PO fit in regression equation effect size (beta) has sudden drop (from .47, $p < .001$ to .16 $p < .16$) and variation reduced (from $\Delta R^2 = .24$, to $\Delta R^2 = 0.02$) in case of job satisfaction, reduction of effect size in case of organizational commitment is (from .43, $p < .001$ to .13 $p < .24$) where as variation reduction is (from $\Delta R^2 = .20$, to $\Delta R^2 = 0.01$). Finally in case of turnover intention change in effect size as reported (from -.43, $p < .001$ to .11 $p < .24$) where as variation reduction is (from $\Delta R^2 = .17$, to $\Delta R^2 = 0.02$). The results proved hypotheses 3a, 3b, and 3c.

Table 3
Mediation Analysis of Psychological Empowerment between PO Fit and Employee work Attitudes

Predictors	Job Satisfaction			Org. Commitment			TOI		
	B	R ²	ΔR^2	B	R ²	ΔR^2	β	R ²	ΔR^2
Direct Effects									
PO Fit	.47**	.29**	0.24**	.43**	.26**	.20**	-.43**	.24**	.17**
Main effects of Psychological Empowerment									
Step 1									
Control Variables		.09			.05			.06	
Step 2									
Psychological Empowerment	.53**	.27	.22***	.39***	.25	.20**	-.31**	.21**	.15***
Step 3									
PO Fit	.16	.29**	.02**	.13	.24**	.01**	-.11	.19**	.02**

4.4.2. Mediating role of PE between P-J-F and EWA

Psychological empowerment treated as mediator on the relationship of PJ fit and employee work attitudes in hypotheses 4a, 4b, and 4c. For testing the relationships regression mediated analysis were applied through three steps sequence. In first step, control variables were introduced. Psychological empowerment, as mediator, was introduced in second step to check the relationship with dependent variables. Results show that PE has significant effect on job satisfaction ($\beta = .53$ $p < .01$), organizational commitment ($\beta = .39$ $p < .001$), and intention to quit ($\beta = .31$ $p < .001$). In third step, PJ fit is introduced into the regression equation. Upon introducing PJ fit in regression equation, beta value of job satisfaction had dropped (from .49, $p < .001$ to .17 $p < .21$) and R square (from $\Delta R^2 = .27$, to $\Delta R^2 = 0.04$), reduction of effect size in case of organizational commitment was (from .46, $p < .001$ to .15 $p < .12$) where as variation reduction was (from $\Delta R^2 = .22$, to $\Delta R^2 = 0.03$). Lastly in case of intention to quit change in effect size as reported (from -.41, $p < .001$ to .12 $p < .11$) where as variation reduction was (from $\Delta R^2 = .18$, to $\Delta R^2 = 0.03$). Hence, results supported hypotheses 4a, 4b, and 4c and mediation is proved statistically.

Table 4
Mediation Analysis of Psychological Empowerment between PJ Fit and Employee work Attitudes

Predictors	Job Satisfaction			Org. Commitment			TOI		
	B	R ²	ΔR ²	B	R ²	ΔR ²	β	R ²	ΔR ²
Direct Effects									
PJ Fit	.49**	.31**	.27**	.46**	.28**	.22**	-.41**	.21**	.18**
Main effects of Psychological Empowerment									
Step 1									
Control Variables		.05		.08				.04	
Step 2									
Psychological Empowerment	.51**	.27	.22**	.37**	.29**	.21**	-.34***	.26**	.22***
Step 3									
PJ Fit	.17	.23**	.04**	.15	.26**	.03**	-.12	-.23*	.03**

4.4.3. Mediating role of EE between P-O-F and EWA

Hypotheses 5a, 5b, and 5c state that EE would mediate on the relationship of PO fit and job satisfaction, organization commitment and intention to quit respectively. Table 5 presents mediated regression analysis. First step introduced control variable into regression equation to control the variation. Second step introduced mediating variable, EE, to investigate its relationship with work attitudes. Results reveal significant effects of EE on work attitudes i.e., job satisfaction ($\beta = .43$ $p < .001$), organizational commitment ($\beta = .41$ $p < .001$), and intention to quit ($\beta = .31$ $p < .001$). The last step, step 3, concludes the mediation process through induction of independent variable, PO fit. Results reveal

neither significant decline of size effect nor insignificance of model (from .47, $p < .001$ to .26 $p = .05$) and reported minor variation reduction (from $\Delta R^2 = .24$, to $\Delta R^2 = 0.12$) in case of job satisfaction, reduction of effect size in case of organizational commitment is (from .43, $p < .001$ to .31 $p < .05$) where as variation reduction is (from $\Delta R^2 = .20$, to $\Delta R^2 = 0.14$). Finally in case of intention to quit, change in effect size as reported (from -.43, $p < .001$ to .23 $p = .05$) where as variation reduction is (from $\Delta R^2 = .17$, to $\Delta R^2 = 0.11$). Results reveal moderate effect size reduction, low variation in R square and beta remains significance. This situation is partially fulfilling the criteria laid down by Baron and Kenny (1986), therefore, hypotheses 5a, 5b, and 5c are partially supported.

Table 5
Mediation Analysis of Environmental Empowerment between PO Fit and Employee Work Attitudes

Predictors	Job Satisfaction			Org. Commitment			TOI		
	β	R ²	ΔR^2	B	R ²	ΔR^2	B	R ²	ΔR^2
PO Fit	.47***	0.29**	.24**	.43**	.26**	.20**	-.43**	.24**	.17**
Main effects of Environmental Empowerment									
Step 1									
Control Variables		.04			.06			.03	
Step 2									
Environmental Empowerment	.43***	.24	.20**	.41**	.23**	.17***	-.31***	.19**	.16***
Step 3									
PO Fit	.26*	.11**	.13**	.31*	.35**	.12**	-.23*	.30*	.11*

4.4.4. Mediating role of EE between P-J-F and EWA

Table 6 statistically explains the mediation analysis of EE on the relationship of PJ fit and individual work attitudes. The three step model having controlled and mediating variables in first two steps and mediator in third step explained the results through beta values, R square, change in R square and model significance level. Step two reported the unitary change (beta) and overall variation (R square). EE has significant relationship with employee attitudes (i.e., $\beta = .43, .41, \text{ and } .31$ at $P < 0.001$). Further, third step explained the mediation process conclusion, EE fit is fully mediated on the relationship between PJ fit and employee work attitudes. Results revealed change in beta value (from $.49, p < .001$ to $.08, p = .12$) and reported variation reduction (from $\Delta R^2 = .27$, to $\Delta R^2 = 0.02$) in case of job satisfaction, reduction of effect size in case of organizational commitment is (from $.46, p < .001$ to $.14, p < .15$) where as variation reduction is (from $\Delta R^2 = .22$, to $\Delta R^2 = 0.1$). Finally in case of intention to quit change in effect size as reported (from $-.41, p < .001$ to $.07, p = .21$) where as variation reduction is (from $\Delta R^2 = .18$, to $\Delta R^2 = 0.01$). So hypotheses 6a, 6b, and 6c are accepted.

Table 6
Mediation Analysis of Environmental Empowerment between PJ Fit and Employee Work Attitudes

Predictors	Job Satisfaction			Org. Commitment			TOI		
	β	R ²	ΔR^2	B	R ²	ΔR^2	B	R ²	ΔR^2
Direct Effect									
PJ Fit	.49**	.31**	.27**	.46**	.28**	.22**	-.41**	.21**	.18**
Main effects of Environmental Empowerment									
Step 1									
Control Variables		.07			.05			.04	
Step 2									
Environmental Empowerment	.40***	.27**	.20**	.45***	.24**	.19***	-.34***	.21**	.17**
Step 3									
PJ Fit	.08	.25**	.02**	.14	.22**	.02**	-.07	.20**	.01**

CHAPTER – 5

DISCUSSION AND CONCLUSION

5.1 Discussion:

Current study discussed six direct relationships and twelve mediating relationship through two independent variables (PO fit and PJ fit), two mediating variables (PE and EE) and three dependent variables (Job satisfaction, organizational commitment and intention to quit). Out of six hypotheses, none of the hypotheses is rejected. The results of PO fit with job satisfaction, organizational commitment and intention to quit are consistent with previous studies. “Brkich et al. (2002) reported positive relationship between PJ fit and job satisfaction ($r = .8$). Saks and Ashforth (2002) also found highly associated relationship ($r = .78$). Whereas most of the studies found moderate level of association between PJ fit and job satisfaction e.g., Kristof-Brown (2001) indicated ($r = .46$) and Saks and Ashforth (2002) reported ($r = .45$). Edwards (1991) indicated ($r = .44$) positive relationship between PJ fit and organizational commitment and Cable and DeRue (2002) reported ($r = -.41$) negative relation for intention to quit. In case of PO fit and job satisfaction Cable & DeRue (2002) reported ($r = .53$), Lauver and Kristof-Brown (2001) indicated ($r = .47$), and Saks & Ashforth (2002) found ($r = .58$), all positive relationships. For the relationship of PO fit and job satisfaction, Lauver and Kristof-Brown (2001) indicated ($r = -.53$) and Saks and Ashforth (2002) indicated ($r = -.57$), negative associations.”

Theory of Work Adjustment (Dawis and Lofquist, 1984), and Schneider’s (1987) ASA

(Attraction Selection Attrition) theory provided foundations for theoretical craft. Theoretical aspects of this study made bridge between fit theories and empowerment literature. The study explored that when employees feel goal and personality congruence with organization, they are more active and prominent at work place. They can receive resources and supplies from organizations as they have abilities and skill to complete tasks valuable for organizations. These employees observe organizational environment in different way. Organizational values send messages which are well interpreted by them (Schein, 1985). These values have cognitive effect on employees and they can build their schema according to organization values (Harris, 1994). Similar conceptualization can be derived from social psychology that implies individual capacity to retain information that is congruent with his schema. Fit perspectives discuss compatibilities with organizational leaders, group members and peers. Such collaboration facilitates social and working relationship and consequently initiate sense of confidence and control at work place (Kristof, 1996; Spreitzer, 1996). As a result, such empowered employees feel pleasure at work place, associate themselves with organization and want to remain working in organization for longer period.

5.2. Practical Implications

The most desirous objective of the managers is to motivate employees and get maximum output for organizations. Management practices have widely encompassed these objectives through various techniques. The practical notions depicted in this study are vital for practicing managers. Every one knows it motivated and committed employees are the real assets for an organization. All efforts, like pay, incentives, benefits and

compensation plans are designed and implemented for employee attachment in organization. The concept of PO fit delineates the important fact that managers should focus on make their employees aligned with organizational values, requirements and demands. When employees feel better compatibility with organizational values and requirements, they would easily interpret information (requirements), be capable to initiate working schedules (competence), be more confident (self-determinant) and take decisions that have an impact on working environment. Such situations enhance task meaningfulness, develop employees' interest in daily working conditions and urge them to take discretionary decisions.

Managers should make arrangement for realization of empowerment to employees that they are capable of doing certain task and, can have authority over certain resources (financial, administrative and periodic). Further thorough analysis of employee demands against working conditions, job requirement against incumbent abilities and organizational supplies against employee needs, are essential for the involvement of employees in overall organizational processes.

5.3 Future Research

The relationships of PO, PJ fit with PE and EE opened various venues for future research. Current study, though theoretically fabricated various concepts (e.g., role ambiguity, social networking, information handling) for theory building, did not explored these concepts empirically. Possible mediating roles of these variables would be an interesting part of future research. Further some other fit perspectives like Person Group fit (P-G-F),

Person Supervisor fit (P-S-F), and Person Vocation fit (P-V-F) can also be tested with PE and EE.

5.4 Limitations

This study considered few organizations from education sectors. A diverse sample could produce some different results, if tested. As this is a field study, so threats to internal validity are evident. Author was unable to control all of the factors affecting the possible relationships.

5.5 Conclusion

Employees' compatibilities with organization and their jobs are the best source of motivation that lasts for longer period. Congruence leads for acquisition of resources, formulation of networking, enhancement of organizational roles and development of involvement in workplace decision making. Proposed hypotheses of the study are, therefore, got considerable results through statistical analysis. Though relationship of PO fit with EE was not establish, but overall results supported the theoretical part of this research. Results are consistent with previous research and have significance for practicing managers to apply it in their organizations for getting positive results. Both types of empowerments (PE and EE) projected thorough orientation of empowerment concept. Therefore, this research encompassed both psychological and behavior aspects of empowerment.

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Respected Sir/Madam,

I am a research scholar at Faculty of Management Sciences, International Islamic University. I am working on my MS thesis. The main objectives of this research are to identify the mediating roles of employee empowerments in the relation of person-organization fit, person-job fit and employee work attitudes.

Your precious time and valuable participation will be a great contribution towards the noble cause of knowledge creation. I ensure you that any information obtained in connection with this study, will remain highly confidential. In any written report or publication, no one will be identified and only aggregate data will be presented.

I am very grateful to you for giving your precious time to fill this questionnaire.

Yours truly,

AHMED ALI

Please tick/fill with the appropriate answer

Gender: Male Female **Age :** ____ (years) **Designation:** _____

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Experience: ____ (Years)

Department _____

The following statements concern your perception about yourself in a variety of situations. For each item of the statements below, please indicate the extent of your agreement and disagreement by ticking (✓) the appropriate number.

The response scale is as below

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Person-Organization Fit					
I feel that my values "match" or fit this organization and the current employees in this organization	1	2	3	4	5
My values match those of the current employees in this organization.	1	2	3	4	5
I think the values and "personality" of this organization reflect my own values and personality	1	2	3	4	5
Person-Job Fit					
I feel that my work utilizes my full abilities	1	2	3	4	5
I feel competent and fully able to handle my job	1	2	3	4	5
My job gives me a chance to do the things I feel I do best	1	2	3	4	5
I feel that my job and I are well matched	1	2	3	4	5
I feel I have adequate preparation for the job I now hold	1	2	3	4	5
Environmental Empowerment					
Method Autonomy					
I am allowed to decide how to go about getting my job done	1	2	3	4	5
I am able to choose the way to go about my job (the procedures to utilize)	1	2	3	4	5
I am free to choose the method(s) to use in carrying out my work	1	2	3	4	5

Scheduling Autonomy					
I have control over the scheduling of my work	1	2	3	4	5
I have some control over the sequencing of my work activities (when I do what)	1	2	3	4	5
My job is such that I can decide when to do particular work activities	1	2	3	4	5
Criteria Autonomy					
My job allows me to modify the normal way we are evaluated so that I can emphasize some aspects of my job and play down others	1	2	3	4	5
I am able to modify what my job objectives are (what I am supposed to accomplish)	1	2	3	4	5
I have some control over what I am supposed to accomplish (what my supervisor sees as my job objectives)	1	2	3	4	5
Psychological Empowerment					
Meaning					
My job activities are personally meaningful to me	1	2	3	4	5
The work I do is meaningful to me	1	2	3	4	5
The work I do is very important to me	1	2	3	4	5
Competence					
I am confident about my ability to do my job	1	2	3	4	5
I am self-assured about my capabilities to perform my work activities	1	2	3	4	5
I have mastered the skills necessary for my job	1	2	3	4	5
Self- Determination					
I have significant autonomy in determining how I do my job	1	2	3	4	5
I can decide on my own how to go about doing my work	1	2	3	4	5
I have considerable opportunity for independence and freedom in how I do my job	1	2	3	4	5
Impact					
My impact on what happens in my department is large	1	2	3	4	5
I have a great deal of control over what happens in my	1	2	3	4	5

department					
I have significant influence over what happens in my department	1	2	3	4	5
Organizational Commitment					
I do not feel my obligation to remain with my current employer	1	2	3	4	5
I do not feel it would be right to leave my organization now	1	2	3	4	5
Right now, staying with my department's problems are my own	1	2	3	4	5
I would feel guilty if I left my organization now	1	2	3	4	5
This organization deserves my loyalty	1	2	3	4	5
I would not leave my organization right now because I have a sense of obligation to the people in it	1	2	3	4	5
Job Satisfaction					
I am often bored with my job	1	2	3	4	5
I feel fairly well satisfied with my present job	1	2	3	4	5
I am satisfied with my job for the time being	1	2	3	4	5
Most days I am enthusiastic about my work	1	2	3	4	5
I like my job better than the average worker does	1	2	3	4	5
I find real enjoyment in my work	1	2	3	4	5
Intention To Quit					
I often think about quitting this job	1	2	3	4	5
Next year I will probably look for a new job outside this work unit	1	2	3	4	5
Lately, I have taken interest in job offers in the newspaper	1	2	3	4	5

