

Psychological Empowerment and Individual Creativity: Millennium Trend of Management

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Abstract

Due to the existence of organizations in the midst of higher competitive global environment and advanced technology, organization innovation and effectiveness pivoted as centre in the world business. The ideal of the pace is granting opportunities to researchers. Evidence is considered on the outcomes of employee creativity. Several factors influence employee creativity. Among those factors empowerment is one of the most powerful variables. By the way, the aims of this paper are to establish empowerment as a construct and predict creativity of an employee. Data is collected through the questionnaire from full time faculty in colleges particular in some private and Govt colleges. The population taken for this study is about 338. Structural modelling equation is used to find the impact of empowerment on creativity. The study proved that the overall empowerment having influence on the creativity of employee. While considering on dimension wise the competence, impact and self-determination playing an important role in maintain the sustainability of empowerment.

Keywords: Empowerment, psychological empowerment, creativity.

Introduction

The survival of organization for long term in the midst of the competitive and technically advancing environment is due to the organization innovation and effectiveness. Consequently researchers and practitioners put their efforts in digging out the real effects of a person being creative in organization. Hence it is mentioned as that employee creativity is one of the pivotal factors to organizational innovation, effectiveness and survival (Amabile, 1996; Shalley,

Zhou, & Oldham, 2004). When the global competition is fired up, the organizations are started to build their platform on employee initiative and innovation. Therefore many organizations switched over to the change in structures especially traditional and hierarchical management to empowered environment (Arnold et al., 2000). By the way the current study aimed to find out the impact of empowerment on individual creativity. Therefore how an individual or employee in organization continue with his creativity if he empowers. According to

Beldyaev 1927 defined that “the creative act is always liberation and conquest. It is an experience of power “(p.no.13). Since creativity is put forth when and employee is really experience his power.

Problem for the Study and Objectives

Nowadays universities are taken into consideration due to the pressure they are facing on. Education is confirmed as a key to gain in the knowledge economy of the 21st century. Since, countries come to a conclusion that enhancing expertise in knowledge based organizations. So they focus on the academic employees who are encouraged to achieve the goals of the institution since they are playing the central role in taking care of mission and vision of the institution (Albatch, 2009; Lee, 2004). Even though the empowering concept is originated from industrial exposure, academicians are also being creative if they are intrinsically motivated. But still, the universities are responsible for evolving new ideas to produce intellectual capital, technically advanced education systems, cooperate to achieve the knowledge based economic development, and promote knowledge based activities that transfer and commercialization (Morshidi et al.2007;Sarjit, 2007). So, the creativity is the base for organization innovation and solutions for the job related problems is developed by the creative people and even those are confirmed as the novel appropriate for the situation (Amabile, 1998; Abbey and Dickson, 1983). Literatures collected so far have revealed that most of the research has been done to find the impact of psychological empowerment commitment, performance, strain and job satisfaction (Speritzer, Kizilos &Nason, 1997; Liden, Wayne and Sparrow,

2000; Laschinger et al, 2001; Chang, Shih and Lin, 2010). Very few studies extended their research in creativity but they are still left with the gap that no study has conducted in this stream especially in education sector (Spreitzer 1995; Knol & Linge, 2009; Zhang & Bartol (2010; Shalley et al, 2004). So this study is taking it as an opportunity to fill the gap by finding the impact of psychological empowerment on individual creativity. Hence, the primary objective of the study is that to understand the impact of Spreitzer’s psychological empowerment dimensions (meaning, competence, self-determination and impact) on individual creativity.

Review of Literature

According to Spreitzer (1995) suggested that psychological empowerment is a significant independent variable for innovative behaviour. Innovative work behaviour is the total of physical or cognitive job activities which is statically worked out by faculty in respect to provoke new ideas which is applicable for the current work issues (Messmann , Mulder et al.2010). Innovative work behaviour is mainly based on idea generation, idea promotion and idea generalization. Idea generation consists of creating new solutions for the problems by through the new working methods, techniques or instruments. Idea promotion is when the employee got a new idea he/she wanted to gain the support from the organization for that to implement it. Finally idea realization is transforming the ideas into applicable manner and evaluate the utility (Kanter 1988; West and Farr (1989), Scott and Bruce (1994). It is stated that creative behaviour is the way of looking for the actual and better solution to accomplish

for problems (Amabile, 1988; abbey & Dickson, 1983).since creative behaviour is the base for organizational creativity and innovation.

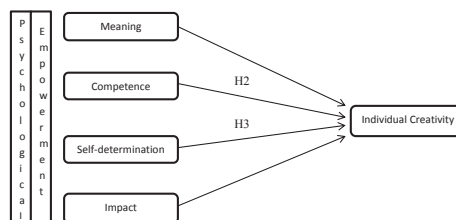
Psychological empowerment and Creativity

In management studies, the topic psychological empowerment gained attention among scholars and practitioners. But the term is critically analysed by Conger and Kanungo 1988, empowerment should be referred as a motivational construct. They confirmed that it is to enable rather than to delegate. They defined empowerment as a “process of enhancing feeling of self-efficacy among organizational members through the identification practices and informal techniques of providing efficacy information” (1988, p.no.474). Conger and Kanungo postulated this definition from the work of Bandura’s self-efficacy (1986).

Thomas and Velthouse (1990) stated empowerment as intrinsic task motivation. They identified four cognitions and manifested by impact, competence, meaningfulness and choice. Impact is the “ability to affect or influence organizational outcomes”. Competence is “sense of confidence in abilities” which is also mentioned by Conger and Kanungo (1998) as self-efficacy. Meaningfulness “is the value and meaning of the task”. Choice is “self-determination with experienced sense of responsibility” (Hulya & Gonul, 2014).

Based on the work of Thomas and Velthouse, Spreitzer build her nomological network with four manipulated cognitions those are meaning, competence, self-determination and impact (Spreitzer, 1995). She empirically tested and validated it.

Conceptual Model and Hypotheses



Meaning of Psychological empowerment and Individual Creativity

Spreitzer (1999, p.no.40) defined meaning as “the value of a work goal or purpose, judge in relation to an individual’s own ideals or standards”. It consists of the individual taking care of his/her job intrinsically. When the employee is having higher interest in his task he is able to find new methods for carrying out the job lead to accomplish the goal (Amabile, 1996; Woodmen et al.1993). Employee is are enhanced to promote new ideas and creativity when an individual perceives the job intentionally meaningful to them since he has known his value of the job he can spend more time in understanding and finding solution for the problems (Gilson and Shalley,2004; Zhang and Bartol, 2010). By the way considering the previous studies, we postulate the following hypothesis

Hypothesis 1: There is a significant impact of Meaning on Individual Creativity

Competence of Psychological empowerment and Individual Creativity

Competence is parallel with the concept of self-efficacy. Spreitzer (1999) Stated that “an individual’s belief is in his or her capability to perform activities with skill” (p.no.40). Self-efficacy is referring to

the capability of one who wants to deploy the resources actions to achieve the task goal (Bandura, 1989.p.no.408). Therefore when the employee is having more self-efficacy more committed to his work. They are also expressive with creative works (Bandura, 1977). Self –efficacy is also positively significant with extra-role behaviour. Hence people who are highly proficient in technical skill they are able to broaden their knowledge base and ready to attend new risk at work. Consequently the employee is highly competent he will be leaded with new ideas and being creativity since he is ready to take risk and having courage to face the failure of his new innovation also (Morrison and Phelps (1999). Based on the pervious literatures the study currently formulate the following hypothesis

Hypothesis 2: There is a significant impact of Competence on Individual Creativity

Self-determination of Psychological Empowerment and Individual Creativity

Self-determination is closely related to the dimension of Thomas and Velthouse’s Choice. They described choice as flexibility, creativity, initiative, resilience and self-regulation (Thomas and Velthouse, 1990). Through the behaviour of an employee he can desire his own outcomes when he is very autonomous (Deci & Ryan, 1991; Spreitzer 1995). Therefore it already proven that awareness of autonomy is antecedent for creative end results (Amabile, 1988; Amabile et al.2004). Autonomy is also described as a sense of ownership and control over work. When the employee is derived to control over his risk it is clear that he is ready to develop new ideas (Amabile et al 1996; Oldham and

Cummings, 1996; Scott & Bruce, 1994). By the way the current study put forth the following hypothesis

Hypothesis 3: There is a significant impact of self-determination on Individual Creativity

Impact of Psychological Empowerment on Individual Creativity

Spreitzer (1999) defined impact as “the degree to which an individual can influence strategic, administrative or operating outcomes in the organization ort larger environment” (p.no.43). Impact is also described as a belief of an employee having on his/her own work influencing the environment (Thomas and Velthouse 1990). Therefore creativity is also encouraged when the employee is enjoyed at his work environment which is facilitated with autonomous work processes (Amabile et al 1996). Based on the previous literature support the study currently postulates the following hypothesis.

Hypothesis 4: impact of psychological empowerment on Individual creativity.

Research Methodology

Research Design

The study is designed to formulate as explanatory and casual. Based on this study postulated the theoretical hypothesis.

Scales and Sampling

In order to test the hypothesis empirically, the study targeted the academic faculty working in private universities in

Chennai offering engineering courses only. Determining the sample size, there are issues raised and taken into consideration for collecting data. The data is collected through the snowball sampling. The sample size is 326.

Testing the hypotheses, scales adopted from the previous studies for the measurement of constructs were used. Individual creativity was measured by Tierney et al 1999. Psychological empowerment is measured by Spreitzer 1995. It consists of four dimension meaning, competence, self-determination and impact. Each dimension is measured with three items ranging from 5-point scale.

Analysis

The study adopted the quantitative analysis approach called Partial Least Square (PLS) techniques. PLS is considered as a powerful approach to test the latent variables in structural Equation Modelling (SEM). It's giving more priority because it doesn't require normally distributed data (Muafi &Roostika, 2014). The current study used smart PLS 2.0 and bootstrapping resampling method to test the statistical significance. The procedure ensured with generating 1000 subsamples of cases selected randomly with replacement of mean from the original data. Path coefficients were then generated. The results of validity and reliability tests on all of test' items and variables showed that they are valid and reliable.

Results

Descriptive Data

Data is valid with 326 faculty members shown in the table 1. The descriptions for respondents' characteristics analysed in this research were based on the gender, marital status, age, education and experience.

Table 1: Demographic details

Respondents Characteristics	Frequency	%
Gender		
Male	152	46.6
Female	174	53.4
Total	326	100
Marital Status		
Married	254	77.9
Unmarried	72	22.1
Total	326	100
Age		
25-35	124	38.0
36-45	107	32.0
46-55	67	30.6
56-65	28	8.6
Total	326	100.0
Education		
Masters	175	53.7
PhD	135	41.4
Others	16	4.9
Total	326	100.0
Experience		
0-5	110	33.7
6-10	71	21.8
11-15	73	22.4
16-20	54	16.6
20 & above	18	5.5
Total	326	100.0

The above table depicts the distribution of demographic variables of the respondents. The result shows that more than half (53%) of the respondents were female and male were 47 percent. The result confirms that 78 percent of the respondents were married, 22% are unmarried. The majority of the respondents (38%) were between 25-35 years. Regarding the level of education the respondents 53 percent of them hold PG degree whereas Ph.D. was 41 percent only. With regard to the experience of respondents majority of the respondents (34%) were between 0-5 years of experience.

Validity and Reliability Test

The validity of the model was calculated by the discriminant validity values and indicator's convergent.

Discriminant Validity Index

Discriminant validity index was measured by doing cross loading and using a comparison on the correlation of the square root of Average Variance Extracted (AVE) towards latent constructs. The discriminant validity index from the cross loading factors can be seen in Table 2

Table2: Cross Loadings

	Ic	Compe	Impact	Mean	self-det
C1_1	0.0742	0.8424	0.0648	0.5846	0.3061
C2_1	0.1698	0.8046	0.1676	0.5478	0.4583
C3_1	0.0234	0.5304	0.2463	0.2172	0.199
IM1_1	-0.1372	0.2826	0.856	0.396	0.614
IM2_1	-0.1799	-0.0635	0.7923	0.1842	0.458
IM3_1	-0.1037	0.2101	0.85	0.3708	0.6528
M1_1	0.0217	0.4025	0.3184	0.7331	0.3455
M2_1	0.0433	0.6027	0.3253	0.9017	0.445
M3_1	0.0279	0.4541	0.2703	0.6495	0.36
SD1_1	0.0782	0.4116	0.4424	0.369	0.8139
SD2_1	0.0107	0.4749	0.6114	0.5003	0.8437
SD3_1	-0.0712	0.1236	0.5938	0.2717	0.6645
ic1_1	0.5614	0.0024	-0.0569	0.0256	-0.094
ic2_1	0.5202	0.0334	-0.1181	0.0157	-0.0702
ic3_1	0.665	0.0984	-0.2048	-0.0196	0.0012
ic4_1	0.664	0.1108	-0.0754	0.0121	0.0191
ic5_1	0.6582	0.0946	-0.0799	0.1334	-0.0184
ic6_1	0.8089	0.1159	-0.0687	0.055	0.0653
ic7_1	0.7599	0.0987	-0.0763	0.0387	0.0146
ic8_1	0.6167	0.052	-0.0509	0.0095	0.0316

According to Chin (1998) suggested that all item loadings should not be less than 0.5. By looking at the table 2. Cross loading values, it is clear that the loading item value of each construct has a greater value than that of the other constructs' loading indicators.

Convergent Validity

Convergent validity of the measurement model with a reflexive indicator has a value based on the correlation between item score and construct score. Convergent validity index was measured by AVE, communality, and loading factors. The index result of AVE and communality can be seen in Table 3.

Table 3: AVE and Communality

	AVE	communality
IC	0.5162	0.5162
competence	0.5461	0.5461
impact	0.6943	0.6943
meaning	0.5908	0.5908
self-det	0.6053	0.6053

Table 3 it is confirmed that the values of AVE and communality variable for the dimensions of psychological empowerment of meaning, competence, self-determination and impact and the dependent variable individual creativity is greater than 0.5, which point out that these variables have a good convergent validity value. Whereas convergent validity index measured by the value of loading factors shown in Table 4.

Table 4: Outer Loadings

	Original Sample	Sample Mean	Standard Deviation	Standard Error	T Statistics	Significant
C1_1 <- competence	0.8424	0.8419	0.012	0.012	70.2314	0.000
C1_1 <- pe	0.5373	0.5356	0.0306	0.0306	17.5613	0.000
C2_1 <- competence	0.8046	0.8048	0.024	0.024	33.5234	0.000
C2_1 <- pe	0.6022	0.5998	0.0304	0.0304	19.8308	0.000
C3_1 <- competence	0.5304	0.5261	0.0628	0.0628	8.4482	0.000
C3_1 <- pe	0.362	0.3603	0.0442	0.0442	8.1921	0.000
IM1_1 <- impact	0.856	0.8561	0.0112	0.0112	76.2916	0.000
IM1_1 <- pe	0.707	0.7067	0.0196	0.0196	36.0234	0.000
IM2_1 <- impact	0.7923	0.7919	0.0257	0.0257	30.7971	0.000
IM2_1 <- pe	0.4698	0.4701	0.0437	0.0437	10.7563	0.000
IM3_1 <- impact	0.85	0.8502	0.0136	0.0136	62.5765	0.000
IM3_1 <- pe	0.6917	0.693	0.0259	0.0259	26.7111	0.000
M1_1 <- meaning	0.7331	0.7339	0.0212	0.0212	34.6555	0.000
M1_1 <- pe	0.5681	0.5686	0.0254	0.0254	22.3963	0.000
M2_1 <- meaning	0.9017	0.9017	0.0051	0.0051	176.0063	0.000
M2_1 <- pe	0.7125	0.7113	0.0178	0.0178	40.1342	0.000
M3_1 <- meaning	0.6495	0.6507	0.0205	0.0205	31.7526	0.000
M3_1 <- pe	0.5447	0.5465	0.0221	0.0221	24.6466	0.000

SD1_1 <- self-det	0.8139	0.8139	0.0184	0.0184	44.3363	0.000
SD1_1 <- pe	0.6609	0.6608	0.027	0.027	24.5145	0.000
SD2_1 <- self-det	0.8437	0.8444	0.0091	0.0091	92.6758	0.000
SD2_1 <- pe	0.788	0.7887	0.0122	0.0122	64.3882	0.000
SD3_1 <- self-det	0.6645	0.6637	0.0361	0.0361	18.3841	0.000
SD3_1 <- pe	0.5519	0.5517	0.033	0.033	16.7315	0.000
ic1_1 <- IC	0.3614	0.3415	0.1565	0.1565	2.3091	0.000
ic2_1 <- IC	0.5202	0.499	0.1485	0.1485	3.5036	0.000
ic3_1 <- IC	0.665	0.6704	0.0658	0.0658	10.1059	0.000
ic4_1 <- IC	0.664	0.6573	0.0292	0.0292	22.7064	0.000
ic5_1 <- IC	0.6582	0.6377	0.1073	0.1073	6.1367	0.000
ic6_1 <- IC	0.8089	0.7966	0.0346	0.0346	23.3638	0.000
ic7_1 <- IC	0.7599	0.7444	0.0487	0.0487	15.6058	0.000
ic8_1 <- IC	0.6167	0.6017	0.0448	0.0448	13.7574	0.000

In Table 4, the result can be described that there are still some items that have an outer loading value < 0.7 ; so it is necessary to test the significance of outer loadings. Outer loading Significance test shows that all items have a smaller significance level of α (0.05), which emphasise that all items have a good convergent validity index. It can also be said that the Questionnaire item in this study has a good convergent validity.

0.8719	0.7829
0.8095	0.6403
0.8731	0.8395
0.8199	0.6717

Reliability Test

The test result which is for reliability can be seen on Cronbach's Alpha while Composite Reliability can be seen in Table 5. Therefore the values of Cronbach's Alpha and Composite Reliability are greater than 0.7. This indicates that the study variables are reliable (Hair, Anderson, Tathan & Black, 1995).

Table 5: Reliability test

Composite reliability	Cronbach alpha
0.8454	0.8176
0.7769	0.7746

Hypothesis Testing

The results of hypothesis testing between variables can be seen in Table 6 and Figure 1.

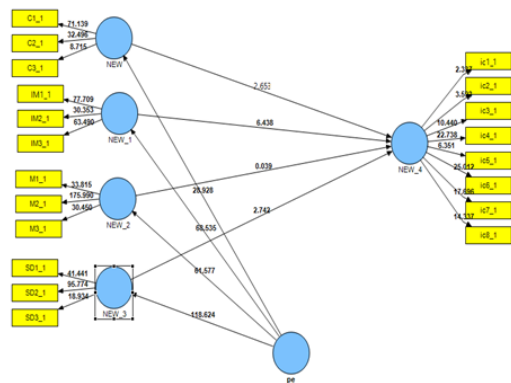


Fig. 1: Result of structural model

Table 6: Path Coefficients and Results of Hypotheses

Path Coefficient	T-statistics	Original sample	sign	result
competence -> IC	2.5473	0.1132	0.000	H2 is accepted
impact -> IC	6.8033	0.3119	0.000	H4 is accepted
meaning -> IC	0.038	0.0022	0.000	H1 is not accepted
self-det -> IC	2.7394	0.1796	0.000	H3 is accepted

From the figure 1. The result depicted that the effects of dimension of psychological empowerment on individual creativity. The study found that the competence, impact and self-determination are accepted while meaning is not accepted.

Conclusion

This study proved that the importance of individual creativity in organization. By through the empowerment the employee is almost sure about his initiative in induced by his internal drive such as motivation. It proved by the study. Particularly when employee psychologically feel empowered his competency becomes a trait to take forward the risk of innovativeness. Therefore the hypothesis is supported also. It also supported by previous study of Hulya and Gonul 2014.

Moreover the creativity is a built in process of psychological behaviour. When the employee implements his creativity he can impact the organizational results positively. The current study proved with the hypothesis i.e. the impact of psychological empowerment is having influence on individual creativity. Therefore employee is being autonomous over his work, he can able to control his work activities by the way he can promote the expected results.

But, meaning which has showed the negative effect on the individual creativity. When the employee creativity has might be a hinder for the goal congruence of employee with the organization.

This study postulated with the one outcome variable individual creativity. The study has left a gap for the future study is to make impression on the organizational innovation also. The study concentrated only on the psychological empowerment whereas empowerment is perceived with two aspects. The unexplored one is structural empowerment. It is regarding the working environment which is playing a central role in impacting with other out comes such as job satisfaction, organizational commitment, stress etc.

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