

Impact of Psychological Empowerment on Job Performance with Mediating Effect of Job Satisfaction

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Abstract

This study investigates the impact of psychological empowerment on job performance, with a focus on the mediating role of job satisfaction among teachers in public and private schools in Kabul, Afghanistan. A quantitative research methodology was employed, using a structured questionnaire adapted from existing literature. The target population comprised 400 teachers from both public and private sector schools. Data were analyzed to assess the direct and indirect relationships among the variables. The findings reveal that psychological empowerment has a significant positive effect on job performance. Furthermore, job satisfaction partially mediates the relationship between psychological empowerment and job performance. These results highlight the importance of fostering psychological empowerment to enhance employee satisfaction and, ultimately, performance in the education sector. The study contributes to existing literature and offers practical implications for school administrators and policymakers aiming to improve workforce outcomes through psychological empowerment strategies.

Keywords: Psychological Empowerment, Job Satisfaction, Job Performance, Mediation, Public and Private Schools, Quantitative Research, Kabul.

1.1 Introduction

Modern educational competition depends heavily on teachers' performance levels to determine educational standards. Academic research requires a thorough examination of what drives successful job performance in educational institutions. The research community has started to focus on psychological empowerment (PE) since it describes how employees feel about their autonomy and competence and their ability to make a difference at work (Spreitzer, 1995). Psychological empowerment generates multiple beneficial results including augmented work quality with enhanced employee satisfaction that directly leads to organizational achievement (Geldenhuis et al., 2021). The connection between psychological empowerment and job satisfaction as a mediator in this relationship requires further investigation within school settings in Afghanistan.

The educational system in Afghanistan encounters multiple obstacles that include scarce resources together with educator staff instability and ongoing socio-political disturbances (Kakar, 2022). It is essential for educational quality enhancement to study how psychological empowerment impacts teacher performance and satisfaction among public and private school educators in Kabul. The research establishes a comprehensive analysis of psychological empowerment's effects on job performance through job satisfaction mediation in the specific Afghan educational environment.

Research on psychological empowerment as well as its impact on work performance exists mainly

within Western regions and developed environments (Harris et al., 2020; Gupta et al., 2022). Research conducted elsewhere might fail to illustrate distinct obstacles which affect teachers working in post-conflict environments specifically Afghanistan. The specific situation of Kabul's schools shows limited evidence of job satisfaction acting as a mediator between psychological empowerment and job performance although multiple studies have linked these elements (Akhtar & Jamil, 2021). Research has mainly examined public or private sector schools independently without exploring how psychological empowerment affects job performance for teachers between these sectors in Kabul. The research fills these knowledge gaps through investigation of psychological empowerment effects on job performance which uses job satisfaction as an intermediary variable. The study specifically investigates public and private sector school differences while delivering unique observations about education in Kabul Afghanistan.

The educational sector of Afghanistan faces continuous pressure to enhance educational standards along with teacher effectiveness. The achievement of these objectives depends heavily on teacher job performance but empirical research about factors that improve teacher performance in this context remains insufficient. The driving force of psychological empowerment for job performance receives broad recognition but research about its effects on teacher performance in Afghan schools remains minimal. The research currently lacks understanding about how job satisfaction functions as a mediator between psychological empowerment and job performance in both private and public educational institutions of Kabul. The insufficient comprehension about how psychological empowerment impacts teacher job performance while also understanding the mediator role of job satisfaction represents a major research and practical implementation gap within educational studies.

1.4 Research Questions

1. What is the impact of psychological empowerment of employees on job performance in public and private schools in Kabul?
2. Is there relationship between psychological empowerment, job performance and job satisfaction among the employees of public and private schools in Kabul?
3. Does the job satisfaction mediate the psychological empowerment and job performance?

1.6 Objectives of Study

1. To examine the influence of psychological empowerment on job performance in public and private schools in Kabul city Afghanistan.
2. To investigate the relationship between psychological empowerment, job performance and job satisfaction in public and private schools in Kabul in Afghanistan.
3. To analyze the mediating effect of job satisfaction on psychological empowerment.

The findings from this research will benefit academic scholars and help policymakers develop educational policies for Afghanistan. The study expands research on employee empowerment within educational institutions by studying psychological empowerment relations to job performance in under-researched regions such as Afghanistan. The understanding of psychological empowerment effects on teacher job performance will guide educational leadership and policy decisions to enhance teaching quality across public and private schools in Kabul.

The research examines job satisfaction as a middle factor that shows how psychological empowerment affects performance outcomes in educational institutions. The identified findings enable school administrators and policymakers to create interventions which boost teacher satisfaction levels thus producing better student educational results. The research results will benefit school administrators together with education policymakers who want to create productive work spaces and maximize teaching effectiveness in Afghanistan.

Literature Review

Psychological Empowerment (PE)

The four primary elements of psychological empowerment (PE) include meaning, competence, self-determination and impact according to Spreitzer (1995). A person's work empowerment includes the feeling of being able to direct their work and seeing its importance and the ability to accomplish tasks successfully (Menon, 2020). Psychological empowerment within educational institutions enhances teacher effectiveness while improving their student-focused motivation and their level of commitment (Sharma & Yadav, 2021). Teachers experience enhanced self-efficacy due to psychological empowerment according to Sridevi et al. (2022). This allows teachers to improve their classroom management and their overall performance. Employees who develop psychological empowerment tend to experience higher job satisfaction together with enhanced innovative classroom practices which leads to better student results.

Job Performance

The way employees meet their job duties constitutes job performance according to Campbell (1990). Teachers demonstrate three main areas of job performance in educational settings: teaching effectiveness along with classroom management abilities and achievements of students. Employee job performance improves when they feel empowered according to Lee and Kim (2022). Empowered teachers within educational institutions show better job commitment while performing their teaching duties with improved effectiveness and gaining higher student satisfaction (Lee, 2021). Ahmed and Raza (2022) established through research that teachers who receive empowerment tend to display enhanced problem-solving abilities together with teaching method innovation which leads to better teaching quality.

Job Satisfaction

Job satisfaction defines the emotional responses together with work-related attitudes that employees feel about their jobs (Locke, 1976). Success in schools together with teacher retention rates and teaching effectiveness depend heavily on job satisfaction levels in the teaching profession. Teachers expressing high job satisfaction demonstrate higher levels of work motivation and productivity and stronger commitment towards their duties (Maqbool & Shahid, 2021). Xie et al. (2022) established that job satisfaction creates a positive relationship with psychological empowerment because empowered workers feel more valued in their tasks thus strengthening their workplace commitment. Teachers who feel satisfied with their workplace show better performance and make stronger contributions to student achievement.

Relationship between Psychological Empowerment, Job Satisfaction, and Job Performance

Research confirms that psychological empowerment produces positive effects on job satisfaction that ultimately affects how employees perform their duties. Empowered employee perception leads to job satisfaction growth followed by improved performance levels according to Foley et al. (2020). The psychological empowerment process creates work autonomy and competence and meaningfulness at work thus increasing job satisfaction according to Chaudhary & Sharma (2021). Job performance improves through motivation because satisfied workers demonstrate better role performance (Garcia et al., 2021).

The process by which psychological empowerment affects teacher performance occurs through job satisfaction in educational settings. The ability to control work tasks leads empowered teachers to experience higher job satisfaction which results in improved performance levels (Barbosa et al., 2021). Job satisfaction acts as a mediator between psychological empowerment and job performance according to research conducted by Akhtar and Jamil (2021). Empowered teaching professionals demonstrate higher role satisfaction because of which they achieve elevated performance levels that produce superior classroom results and student outcomes.

Hypothesis Development

Based on the reviewed literature, the following hypotheses are proposed:

H1: Psychological empowerment has a positive impact on job performance in public and private sector schools in Kabul, Afghanistan.

H2: Psychological empowerment has a positive impact on job satisfaction in public and private sector schools in Kabul, Afghanistan.

H3: Job satisfaction mediates the relationship between psychological empowerment and job performance in public and private sector schools in Kabul, Afghanistan.

These hypotheses are grounded in the notion that psychological empowerment fosters a sense of autonomy, competence, and meaning, which, in turn, enhances job satisfaction and performance (Spreitzer, 1995; Maqbool & Shahid, 2021).

Theoretical Foundation

The study uses Spreitzer's Empowerment Theory (1995) to demonstrate that psychological empowerment contains four essential components including meaning, competence, self-determination and impact. Research using Spreitzer's Empowerment Theory helps explain the manner in which psychological empowerment influences teacher approaches towards their work. Spreitzer explains that individuals who view their work as meaningful and feel competent in their tasks along with having decision-making autonomy and perceiving their impact experience increased empowerment which leads to better performance and satisfaction.

The Two-Factor Theory (1959) developed by Herzberg provides understanding about how job satisfaction acts as a mediator between these variables. Herzberg demonstrated that work-related satisfaction stems from different elements than dissatisfaction does since achievement and recognition factors (related to psychological empowerment) drive employee satisfaction which leads to performance enhancement.

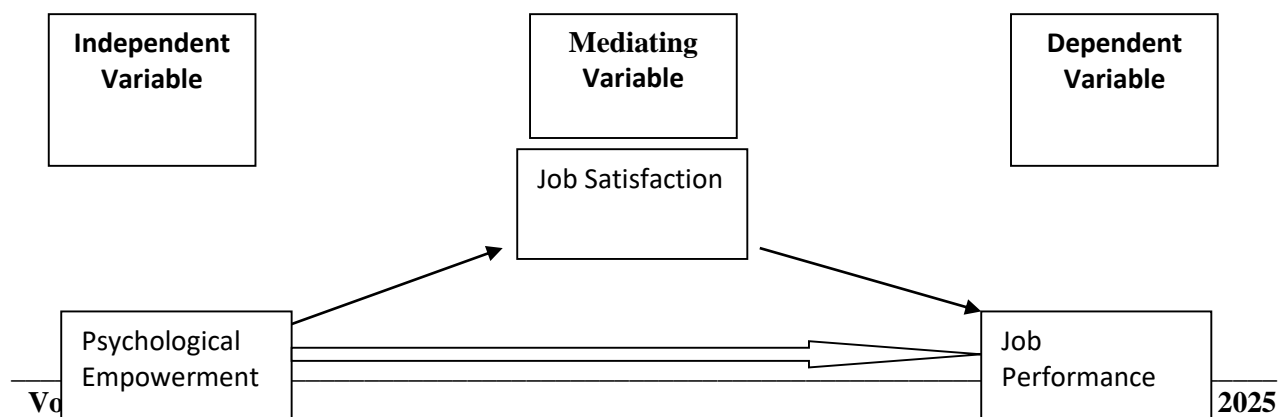
The Job Characteristics Model by Hackman and Oldham (1976) serves as an effective framework for research analysis in this study. The JCM identifies job characteristics consisting of skill variety and autonomy and task significance because they create employee empowerment and satisfaction which affects their performance outcomes. The model demonstrates that psychological empowerment composed of autonomy and meaningfulness creates job satisfaction that impacts performance levels.

Proposed Conceptual Model

The research model establishes psychological empowerment as an independent variable which directly affects both job performance and job satisfaction where satisfaction acts as a mediator. Job satisfaction, in turn, mediates the relationship between psychological empowerment and job performance. The model presents itself as shown below:

Psychological Empowerment → Job Satisfaction → Job Performance

Psychological empowerment demonstrates both direct and indirect relationships with job performance through its impact on job satisfaction which acts as a mediator. Psychological empowerment shows a different connection between public and private sector schools since they possess different organizational cultures, resources and teaching environments.



Research Methodology

3.1 Research Design (Methodology)

The survey approach served as the research methodology for data collection through structured questionnaires. The data was collected from

Sekaran (2003) recognized questionnaire as a fundamental approach for data collection because researchers can easily obtain unbiased information which can be easily converted into coding.

3.2 Research Strategy

- The research study conducted answers the research questions (Suander et al, 2000). Selection from various research strategies such as surveys and experiments and archival and historical and case studies allows researchers to choose a strategy (Yin, 1994). Yin). According to Yin (2004) researchers need specific selection criteria to determine their research strategy. The selection criteria appear below.
- The research study requires a developed research question.
- Research investigators maintain different levels of control over observed behavioral occurrences.
- The researcher should focus more on present-day events instead of studying historical developments.

3.3 Population and Sample of Study

According to Bull (2005) all members, cases and elements represent the selected segments from the research population. All employees who worked in public and private schools throughout Kabul formed the population for this research study. The research duration limited the author to work with 400 schools. The research included both primary and secondary schools in Kabul since their number was higher but the total number of served as the sample because their number was lower compared to primary and secondary schools. The research selected 400 schools from which teachers and were used as the study population. A pre structured questionnaire was used to obtain data from 400 hundred teachers during personal school visits and email communication with public and private educational institutions.

3.4 Sampling

The main goal of this research centered on examining how psychological empowerment affects job performance while studying job satisfaction as a mediating factor in both public and private schools across Kabul Afghanistan. Research data collection needs different sampling approaches to obtain results. The author utilized random sampling as their data collection method in Kabul which belongs to probability sampling techniques. The research survey involved randomly chosen 400 teachers from schools across the selection area. The author took the time restriction into account when choosing the representative sample from the complete population. Time restrictions should be taken into account when collecting accurate data and results because the entire population functions as the sample. Due to time constraints the author made efforts to incorporate maximum population elements into the research study.

3.5 The Sample Size for Research

The researchers employ different sampling approaches to identify their required sample size in their studies. Social science researchers employ random sampling together with stratified sampling and judgment sampling and quota sampling and cluster sampling and snowball sampling to conduct their sampling activities. The study demands objective and unbiased selection of participants according to Singh (2006). The selected sample needs to reflect the characteristics of the intended target population according to his recommendation. The author selected random sampling as the technique

for choosing an effective sample size for this research. The chosen method ensures the elimination of both subjective and cognitive biasness in the sample. According to Singh (2006) any statistical program requires a minimum of 30 respondents as the base sample size. According to his suggestion the maximum sample size directly corresponds to the minimum standard error in sample. Saunders et al., (2000) explained that the larger the sample size becomes the higher the probability becomes for selecting representative samples from the target population. The author conducted his study with 200 participants from different public and private schools located in Kabul Afghanistan because he had time constraints and resource limitations.

3.6 Instrument Development/Selection of Questionnaire and Measurement

The researchers Bar et al., (1953) established questionnaire as an instrument used to distribute questions between target population members for gathering data. According to Singh (2006) questionnaire serves as an economical data collection method. The collected data through questionnaires possesses high value despite requiring minimal effort and costing little money. The questionnaire serves as a written dialogue tool between the interviewer and interviewee so it requires careful planning to achieve research goals.

The study analyzes job performance as the main dependent variable across public and private schools within Kabul. The researchers will measure job performance through a scale made from task performance and contextual performance elements. The job performance scale items were taken from Williams and Anderson (1991).

This research utilizes a psychological empowerment scale containing 12 items which draws its dimensions from Spreitzer (1995).

Job satisfaction serves as the mediating variable throughout this research study. The job satisfaction questionnaire consisted of ten items that originated from Manesotta Satisfaction Questionnaire. The questionnaire utilized 5 point likert scale method for all of its items.

3.7 Research Analysis

The author of this study will conduct regression analysis and correlational analysis as well as mediating analysis.

Findings

The literature demonstrates that researchers have dedicated minimal attention to psychological empowerment assessment of public and private school teachers. Current research about these factors remains absent throughout all of Afghanistan with a particular lack in Kabul. Various organizations need psychological empowerment and job satisfaction and job performance as fundamental elements for their success.

4.1 Data Collection Procedures

A pre-structured questionnaire was used to collect data. All of the questionnaires were distributed by visiting public and private schools personally. The total number of questionnaires distributed were 200.

4.2 Response Rate

Two hundred questionnaires were distributed to respondents. The questionnaire was distributed by personal school visits and email distribution to teachers from public and private educational institutions in Kabul due to limited time availability. The research collected 184 valid responses from questionnaires. The questionnaire received a response from 92 percent of the participants. The researchers discarded all questionnaires which contained missing information after questionnaire compilation so they retained 181 accurate questionnaires. The valid questionnaire receipt brought the response rate to 90.5 percent.

The demographic breakdown of the study participants is shown in the table. The sample consisted of 181 respondents, where female participants (79.6%) significantly outnumbered male participants (20.4%). Respondents came from both public and private institutions.

Regarding age distribution, the largest proportion (56.4%) belonged to the 31-40 age group, followed

by 26.0% in the 20-30 age group. The 41-50 age category made up 13.8% of the sample, while only 3.9% were aged above 50.

In terms of education level, most respondents held a bachelor's degree (58.0%), while 39.8% had an undergraduate qualification. A small fraction (2.2%) held a master's degree.

This table provides a comprehensive overview of the demographic characteristics of the study participants.

Table: Demographic Characteristics

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Male	37	20.4	20.4	20.4
Female	144	79.6	79.6	100.0
Age				
20-30	47	26.0	26.0	26.0
31-40	102	56.4	56.4	82.3
41-50	25	13.8	13.8	96.1
Above 50	7	3.9	3.9	100.0
Education				
Undergraduate	72	39.8	39.8	39.8
Bachelor	105	58.0	58.0	97.8
Master	4	2.2	2.2	100.0

4.6 Cronbach's Alpha Test

The 44-item questionnaire concentrated on three variables: psychological empowerment together with work performance and job satisfaction. Reliability of the questionnaire was measured with the Cronbach's alpha test. The obtained reliability value of 0.911 surpasses the standard requirement. Based on the reliability analysis by Liem and Gliem (2003), results above 0.7 are suitable for continued processing (Liem and Gliem,2003).

Reliability Statistics

Cronbach's Alpha	N of Items
.911	44

4.7 Regression and Mediation Analysis

OUTCOME VARIABLE:

JS

Model Summary

R	R-sq	MSE	F	df1	df2	p
.6060	.3672	.2255	211.2572	1.0000	364.0000	.0000

Model

coeff	se	t	p	LLCI	ULCI	
constant	.5959	.2157	2.7630	.0060	.1718	1.0201

JP	.8212	.0565	14.5347	.0000	.7101	.9323
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Table 4.4 Regression Analysis

The research data from regression analysis appears in the following table. Work satisfaction leads to a 36 percent better job performance according to the R-square value of 0.3672 which proves statistically significant at the 0.05 level. The model acceptance relies on the obtained results. An increase of one unit in work performance leads to a job satisfaction change of 0.8212 based on the beta coefficient. The coefficient of regression maintains significance since the p value remains below the set degree of significance.

OUTCOME VARIABLE:

PE

Model Summary

R	R-sq	MSE	F	df1	df2	p
.7358	.5415	.1127	214.3212	2.0000	363.0000	.0000

Model

coeff	se	t	p	LLCI	ULCI	
constant	.7444	.1540	4.8323	.0000	.4415	1.0473
JP	.5662	.0502	11.2781	.0000	.4675	.6649
JS	.2585	.0370	6.9764	.0000	.1856	.3313

Table 4.5 Regression Model Summary

The data in the following table demonstrates how psychological empowerment influences work performance at the job level. The R-square value demonstrates 0.5415 importance. A change in psychological empowerment would lead to a 54 percent transformation in the efficiency of jobs. The statistical significance of the beta value stands at 0.05 while its measurement is 0.5662. Psychological empowerment shifts of one unit would lead to a 0.2585 change in results.

The mediation study appears in the following table. The research investigated how psychological empowerment affects job performance with job satisfaction playing an intermediary role. The author implemented (Hayes, 2013) procedure within SPSS for their mediation research. The R-square value shows psychological empowerment and job satisfaction improve job performance by 56 percent with a p value that reaches 0.05. The model serves an important function at every step of the process. Job satisfaction produces a 0.0502 unit increase in job results according to the beta value of 0.2585. The level of work output increases by 0.5662 units as a result of psychological empowerment. The research revealed that psychological empowerment creates partial job satisfaction effects that link to job performance outcomes.

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
.5662	.0502	11.2781	.0000	.4675	.6649

Indirect effect(s) of X on Y:

Effect	BootSE	BootLLCI	BootULCI	
JS	.2122	.0391	.1400	.2930

4.7 Acceptance and Rejection of Hypothesis

Hypothesis	Accept/Reject
H1: Psychological Empowerment is positively correlated with job performance	Accepted
H2: Job satisfaction mediates relationship between psychological empowerment and job performance	Accepted

Chapter Five**Conclusion and Recommendations****5.1 Conclusion**

An evaluation was conducted to examine how mental strengthening affects work execution in educational institutions across public and private sectors of Kabul, Afghanistan while evaluating occupation fulfillment as an intermediary element. The research shows that teachers experience enhanced work execution after receiving mental strengthening training in their public and non-public schools. The research indicated that occupation fulfillment serves as an intervening variable which weakly connects mental strengthening to teaching position execution. The study revealed to both public and non-public school workers that their professional influence is substantial. The study determined that public and non-public school managers provided equal sufficient levels of PE. The research findings demonstrated that the majority of workers were satisfied with their job and believed their job power was substantial. The present research shows that Kabul educators demonstrate increased JS and JP when their PE ratings increase. This research established that representative perceptions of empowerment directly affected their job satisfaction levels. This study supported Spreitzer's (1995) theoretical framework and past research regarding worker PE as a vital factor affecting JS (Liden et al., 2000; Spreitzer et al., 1997, Carless, 2004; Saif and Saleh, 2013). Workers who experienced higher PE capability along with those whose jobs had greater significance and displayed self-confidence and possessed workplace authority demonstrated the highest levels of JS. Worker JS increased when workplace goals matched personal attributes and values while caring about professional objectives and experiencing reasonable job-related enthusiasm. Representatives who perceive themselves as holding authority over others demonstrate significant influence on JS because enjoying work and regulating workplace events both matter (Fulford and Enz, 1995). The research findings demonstrate that enhancing employee PE beliefs through autonomy and direction alongside freedom and expanded influence will enhance JS and organizational performance. Sense proved to be the most powerful interface whereas assurance and impact followed behind it and ability ranked last. Representatives can boost their PE levels through active participation opportunities combined with workplace engagement and position alignment along with other important factors. The current research revealed JS as a significant factor which potentially drives the development of JP. The relationship between representatives JS and JP showed positive fractional results during this study. Workers who feel strongly satisfied with their work roles dedicate more time to their responsibilities and show superior performance in their duties. The JS performance of teachers and representatives becomes more effective when educational institutions demonstrate greater concern about their job satisfaction. The development of proficiency demands focused attention from chiefs and directors on this perspective. The full scale level directors and supervisors need training about the importance of JS guideline (Pushpakumari, 2008). Future research must study if every section of JS leads to elevated JP levels.

5.2 Discussion

The current study demonstrated that worker PE and JP of representatives or instructors showed a direct connection. The data analysis demonstrated PE produced a strong effect on JP thus indicating

every PE factor worked toward representative success. PE served as one of the four segments within PE and it proved to be an indicator of JP. Educators demonstrated JP when they found their work engaging and possessed sufficient abilities to perform their tasks competently and made their own choices about their responsibilities and believed they could influence authority outcomes. The development of worker JP depends heavily on the crucial involvement of directors administrators and organizers. All intercessions must emphasize importance of work alongside honesty and self-assurance and effectiveness. The study results validate Spreitzer's PE hypothesis because they positively affect teacher emotional responses in both public and private educational institutions leading to improved performance motivation. These findings demonstrate that leaders through their actions can establish workplaces which provide powerful freedoms and adequate resources and support and meaningful information and self-governance and outstanding assistance to all educators. Educational staff under these favorable conditions will reach their targets while obtaining increased authority when they decide to take on leadership roles. Directors need to enhance the capabilities of their representatives through their efforts. The implementation of self-governance friendly workplaces requires directors to consider professional experiences and provide additional options while promoting self-initiative. Workplaces need to be built by leaders which make employees feel their contributions matter and give them influence in organizational decisions.

Class chiefs/directors received instructions to include teachers in exercise sessions to enable them in work determination and execution conditions decision making. The assignment execution became more likely to succeed because teachers showed greater enthusiasm in their tasks and gained present-day empowerment. The assignment of important responsibilities needed to include a legitimization meeting for proper execution. Each assignment must have a clear defined outcome which people should not accept unlimited responsibility for their tasks. The explanation of essential cultivation and its importance needed to accompany power delegation for enhanced execution. The emphasis should shift from work execution approaches to results rather than approaches in both control and management systems. The excessive control of execution methods damages workplace spirit because employees lose trust in their tasks and managers. The study established that PE directly affects JP through JS because JS operates as a connecting factor between PE and JP relationships. The implementation of JS within the strengthening executive models of the research organization proved successful. The teachers in public and private educational institutions who received intellectual support felt professionally valued and optimistic about their ability to shape the organization which led to higher JS and JP.

5.3 Implications to the Academicians and Management

The study results supported previous findings from PE research that had overwhelmingly appeared in Eastern and Asian organizations. The workers who considered PE at a serious level experienced increased job satisfaction which led to higher JP. Each PE segment along with the fundamental work demands equal attention. The examination results enabled the manufacturing sector because management implemented employee PE systems that led to better service delivery from workers to their extensive customer base.

The research findings served to address PE-related challenges in public and private school teaching staff while providing practical guidance for enhancing their JS and JP performance. The board must maintain and enhance current PE execution standards while taking additional steps to improve PE delivery because it leads to higher effectiveness without requiring financial investments. The highest leadership must completely recognize the importance of physical education and learn effective implementation strategies for their educational institutions. The combination of interest with steady instruments and information and motivators along with freedom in task oversight and choice-making authority will effectively motivate students. The creation of positive workplace conditions along with job development opportunities should be implemented by organizations to achieve effective work performance. The expansion of responsibility in PE earned strong criticism from representatives. The board needs to establish PE for instructors as a positive incentive rather than using it to increase other

employees' responsibility. The executives should implement internal controls which aim to prevent misuse of force and authority inside their organizations.

The participation of workers in PE without official instructor assignments will create substantial benefits for workplace relations in educational institutions. The performance of physical education requires active implementation within organizations because it remains an ongoing process. JS produces essential positive impacts that benefit both school environment and academic outcomes so executives must recognize this fact. The responsibility of directors and chiefs lies in ensuring employee satisfaction with their work positions alongside job satisfaction. The emphasis needs to shift toward development support and creating work environments that permit staff to practice their JS skills for improved student service delivery. Teachers actively want to participate in official tasks during present global crisis so administrators must make efforts to accommodate their needs. The research findings recommend that top and middle-level administrators in local improvement specialists should support teacher PE activities because this will significantly boost employee JP.

5.4 Limitations and Recommendations for future

Multiple weaknesses appeared throughout the analysis. The findings became questionable for broader organizational application because data came from both public and private schools. The researcher conducted research using worker selections. Future research needs to employ wider and more varied sample groups for the purpose of relationship reproduction and explanation.

The investigation focused mainly on studying how one independent variable affected the dependent variable. Additional independent variables should be employed by future researchers to discover additional beneficial variables which enhance job performance in public and private educational institutions.

The theoretical model of this study could be expanded by incorporating supplementary variables which affect employee JP. Future research should investigate the mediating impact of self-esteem together with leadership and organizational structure and environment and community factors that this study did not examine.

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