IMPACT OF SUPPORTIVE LEADERSHIP AND ORGANIZATIONAL LEARNING CULTURE AS A MODERATOR ON THE RELATIONSHIP OF PSYCHOLOGICAL EMPOWERMENT AND ORGANIZATIONAL COMMITMENT

Syed Abir Hassan Naqvi
Lecturer, IER, University of the Punjab-Lahore

Dr.Muhammad Aamir Hashmi
Assistant Professor,
IER, University of the Punjab-Lahore

Dr.Shaoukat Ali Raza
Assistant Professor,
IER, University of the Punjab-Lahore

Dr.Ashi Zeeshan
Assistant Professor,
IER, University of the Punjab-Lahore

Faiz.M.Shaikh
Assistant Professor
SZABAC-Dokri
Larkana-Sindh-Pakistan
E-mail: faizanmy2000@hotmail.com

ABSTRACT

Due to forces of globalization organization are going to multinational. Severity of competition is forcing organizations to psychological empower their employees for maximum performance. In the presence of organizational learning culture and supportive leadership psychological empowerment of employee will lead to organizational commitment. This paper attempt to analyze the relationship among these variables in the context of existing literature. Present days managers face the challenges of motivating employees. Psychological empowerment is the one of the best tool to provide them felling of autonomy and self drive this conceptual development is presented here with the hope that future researchers will analysis these relationships more deeply for the performance optimization of the organization.

Keywords: *Organizational Commitment; Psychological Empowerment; Organizational learning culture; Supportive leadership*

INTRODUCTION

Organizations commitment mean's that employee known about organizational goals and objective and they must be willingness with a high efforts on behalf of the organization and their intention must be in true sense to stay within organization.(Potter, Steers and mowday & boulain 1974). During the last decades many research argued (Marching 2000, Muller, Procter & Buchan 2000) On the fact that for the better organization environment the work must be divided in a good manner, and the work structure must be converted in manufacturing industry to other kinds of organization even in private as will as public sector their must be use a method of teamwork.

Many different level manager and researcher, identified that a firm can get competitive edge only through its people, but it's only possible when each and every individual involved and play a positive role for the organizational succeed (Lawer1992, 1996). In today modern competitive world no one firm remain and serve isolated it's must be required to keep talent employees, because through this talent a firm can compete this challenging and competitive environment, so through the good talent organization can get maximum productivity. This talented employees can acquired through the batter selection by HRM, and they must also try that how to minimize the intent to leave of these talented employees and this can only be possible when employees or committed with organization

In the last decade of 20 century the number of changes have been profound in the corporate environment, to day in these modern corporation, it is necessary that new skills and techniques are required to face the new environment and uncertainties related with coming life, the competitive edge will be from the different corporation their ability to innovate, create and use the energies of their people, these energies would be very helpful if and only if manager feel psychologically empowered and will committed to the related organization. In the modern competitive era every organization wanted to retain talent because on the basis of talent organization can compete the challenging environment this talent is acquired from batter selection growth and then retaining the employees in the organization (Joo and Mclean 2006).

The organization with good workforce believed to produce the products and services with higher quality and support more innovation and also have the ability to attract more talented people, ability to reduce turnover cost etc. The psychological empowerment and organizational commitment are affected though moderating effect with their learning culture so that the workforce will be batter of where the supportive leadership has vital role in the development of workforce.

Many researches have shows that supportive leadership can have strong positive effects on employees of any organization. The main concept of supportive leadership (leader behavior) has been explained very well in different research for example researcher have consider supportive leader behavior to be important component of individualized consideration apart of transformational theories of leadership with different prospects. (Fetter 1990) define supportive leadership in term of general support for the efforts of followers and behaviors on the part of the leader which indicates that he/she respects his/her follower and is consider with follower feelings and needs, supportive leadership behavior can influence on various outcomes.

In the area of human resource, employee's satisfaction, creativity and innovation mostly depend on organizational commitment. Most of the earlier studies discussed the psychological empowerment, organizational learning culture, supportive leadership and organizational commitment separately but very little researches are conducted on this variable with supportive leadership as a moderator variable. There is no research identify the effects of psychological empowerment as a individual characteristic and influence of supportive leadership as a organizational factor on organizational commitment. After study we found that this is very serious gap. With the passage of time the organizations become global and multinational very quickly the organization face very difficulties due to technology and environmental variation. Further most research on this topic has focused on the employees of private sector. Psychological empowerment, organizational learning culture, leadership and organizational commitment are also critical for the employees in public sector. We can try to fill the research gap main focusing on the effects of the supportive leadership as moderating variable and the relationship of the psychological empowerment and organizational commitment.

The main purpose of this conceptual study is to find the impact of psycho local empowerment on organizational commitment and the moderating effect of organizational learning culture and supportive leadership on its relationship. Further contribution in this study is that we focused on the public sector because most research has been conducted in the private sector organization. The research concepts are 1) relationship between the psychological empowerment and organizational commitment.2) effects of moderating variables such as organizational learning culture and supportive leadership on this relationship.

Organizational commitment
Organizational commitment has get the peak point in the field of organization behavior most of the work has been done on this field and have found the positive relationship among the organizational commitment, behaviors and attitudes in work place.(Porter et al 1974,1976, Kock and steer 1978). Organizational commitment means employees completely psychological relationship with organization (Mowday, Poter & Steers1982). Work talented employee and organizational factors are the very important indicator for organization commitment (Allen & Meyer 1990,1996). In organizational commitment the leadership is the key predictor and supportive leadership is play a vital role among the individual and organizational commitment (Mowday et al 1982) . most of the scholars argued that organizational commitment is more stable as compare to job satisfaction because satisfaction is fluctuating its depends upon the situation while organizational commitment more stable it do not change with situation (Angle & Perry 1983). After depth study we found that there are three component which play a vita role in organizational commitment, first affective, continuance and normative commitment. Affective commitment explains the powerful belief and adoption of organization value belief and objectives. In continuance commitment the employee had known the losses which he face in case if quitting. In normative commitment employee whish to become a permanent part of organization (Meryer & Allen 1991). In out of these three component two component are out of control of managers. First of these two component is continuous commitment because those employees who keeps closer attachment to the company

would expect higher level of continuance commitment as compare to those who live away from the company, where as second normative commitment is also influence on employees performance

To conceptualize the organizational commitment it's better to get the effective responses of employees/individuals evaluation at their work environment. The main focus of this study on affective organizational commitment because it deals the emotional attachment of the employee and identification of individual involvement with organization (Meyer & Allen1991).

Trough the powerful affective commitment managers can lead the heart of employees and by this way one individual can keep continuance employment with organization. The consequences of organizational commitment not fall in the scope of our study, because it's depends upon uncertainty individual satisfaction through career development, intend to leave and as well as organizational performance. The demographic feature (age, culture and social status) job characteristics leadership style organizational features, training and motivation can increase the individual/employees commitment with organization.(Mathied & Zajac).

Many researcher argue that the employee commitment with organization depend upon the individual attitude (O, Reilly 1989, Potter 1982). While in other studies define the organizational commitment on the basis of employee's behavioral perspective (Merry & Allen 1997). But in our research study we define the employees organizational commitment is adopted from

Organizational commitment has a strong effect on the performance and outcomes of the organization. So we can say that as compared to satisfaction the organizational commitment is necessary for organization.

Psychological Empowerment:
The attention of organizations towards psychological empowerment stimulated when dramatic economic change occurs and all organizations take steps to become global and want to take competitive advantage all over the world. (Druker 1988).

From definition of the psychological empowerment describes the intrinsic activity motivation demonstrated by four cognitive indicating from individual's orientation to role in his activity.

The individual value purpose, competence the autonomy and responsibility for action and effect of person on work. (Spretizer 1995). Thomas (1990) on the basis of cognitive motivational elements of Oldham (1976) and Bandura (1977) demonstrated some elements of the empowerment. These four elements of the empowerment are discussed before any work is done because these are ineffective if we utilize passively (Spretizer 1997, Thomas 1990).

These elements of definition of the psychological empowerment are discussed as, first of all in meaning the employee work most friendly and in energized position to achieve goal (Spertizer 1997). Competence is the second element. This is the characteristic of the individual in which he does not face any ambiguity in his confidence. He feels that in the organization he has autonomy and has empowerment (Conger 1988).

The element is self determination in which individual feels freedom and as a result of individual makes sense of psychological empowerment (Wanger 1995) and at the last, the important element is 'impact' which shows that if the individual has some type of empowerment that can achieve goals and objectives and has impact on organizational structure(Thomas and Velthoouse 1990).

So as a result of these four elements we say that these four elements play important role in overall psychological empowerment and provide better result (Spreitzer 1996).

The empowerment is provided to employee for great degree of commitment by two aspects. One is empower provided in sense of psychologically (Blau and Alba 1982) and in the other way by providing empowerment to management policies (Conger and Kanungo 1988).

Most of the scholars suggested that those individuals having great empowered from organization having great empowered from organization having great organizational commitment.

(Spretizer 1995, Thomas and Velthouse 1990). Suggested that specifically from four components of the empowerment the meaning is more correlated with empowerment which resulted in high level of organizational commitment and individual creates more innovation. (Kanter 1983).

As an employee perceives that he/she has more psychological empowerment in the organization he/she attached with the organization more strongly and committed with the organization. In the opposite it is also true that if the individual feel lack of empowerment they will not be committed with the organization and organization con not achieve their goals, so it is suggested that psychological empowerment will be positively related with organizational commitment.

H1. Every element of the psychological empowerment positively related to organizational commitment.
Organizational Learning Culture
In the recent last years, most of the organizations management mainly considered their policies and made their attention to learn organizational culture because this variable plays very important role in competitions with the industry and succeed.

(Ellinger et al 2002; and Leonard 1998) It is noted that to increase the outcomes of any organization, the learning culture of the organization which is contextual factor is very important. Organizational learning culture means that an organization which has skill to produce, achieve and then spread knowledge and at changing its attitude to display modern knowledge and insights (Garvin 1993).

Some researchers discussed few dimensions of the organizational learning. So, these dimensions are seven in number.

Provide consecutive opportunities of the learning.
1) Feed back and discuss.
2) Encourage to group discussion.
3) Make structure for acquiring and dissimilating knowledge.
4) Give Autonomy to employee for group vision.
5)Organization has links with surroundings.
6)Organization has top level leader which facilitate. (Watkins and Marsick's 1997).

Very few researchers have discussed that there is a relationship between organizational learning culture and commitment with organization. Instead active dialogue on the bond between the organizational committee and learning culture.

(Joo 2008, Joo 2009) has discussed that organizational learning culture play an important role as a moderating facet correlation with the organizational commitment.

Thus, we can say that an employee is very strongly attached to organization in scene of psychological if the employee consider that the organization facilitate the employee as provide opportunities of learning Autonomy, well developed and a good leader.

People working in any organization and well committed to the organization if they feel empowerment (Banduara 1990).The psychological empowerment is not infact a trait of the personality. So to increase the psychological empowerment of the people, the organizational learning culture is critical element because empowerment is acquired with the passage of time from work surrounding. (Thomas and Velthous 1990).

But there are a very little research studies in the field of psychological empowerment and organizational commitment as the moderating effects of variables. As we discuss in detail that employee perception that individual has more psychological empower when they are more committed. So organizational learning culture moderate the relation which is situated between the two if the employee learn more about the organizational culture employees were positively attached with the organization.

H2. Organizational learning culture will moderate the relationship between psychological empowerment and organizational commitment.
Supportive leadership

In recent competitive era the leadership attains critical attention by several researchers. Many of the theories on leadership are conducted these theories discussed the leadership in different angles e.g. some theories discussed the leaders style in decision making and some others discussion the bond which is situated between the employees and leader. (Kiran M. Ismail. David L. Ford Jr 2009). In the last decades several scholars studied different types of leadership styles. Some studies discuss collectivism concept in detail especially in the Asian region. These studied which elaborate the concept of leadership style as a providing psychological

empowerment to employees is very rare (Inju Yang 2006). In Korea there is a concept of collectivism because they perceive that they are not differential from one another. According to (Bruce J. Avolio, Weichun Zhu, and William Koh et al 2004). Supportive leadership leading to strong employee commitment with the organization because in this study main focus is on the drivers which provide psychological empowerment to individual and resulted in strong commitment are the link of individual with the leader directly and indirectly.

Some experts indicate the relationship between conflicts which is situated between the person and their effect on commitment of the individual with the organization. Supportive leadership acts as a moderator to solve the inverse link between the interpersonal conflict and commitment by empowering the employees. (Steve M. Jex2005). Individual is more creative when he feel empowerment from the leader in work. So supportive link closely with patent not with suggestion leader first consider to patent and after that he give suggestion to employees (Oldham and Anne Cummings 1996). Empirical study suggestion that there are many predictor of employee commitment or leave the organization. So organizational culture and subculture have a great link with commitment if the supportive culture is providing the employee has strongly commitment (John Crawford & Peter Lok1999). As well as the leader is very sensitive in case of individual the degree of commitment of the individual with the organization is high. (Robert W. Rowden 1999).

Every organization perform better on the base of their employee commitment and individual are fairly commitment with the organization if they perceive more support from the leader , if the leader which play vital role in this respect if leader supports the employee in each aspect the employee is more committed with organization. So we suggested that the supportive leadership will moderate the relationship between psychological empowerment and organizational commitment.

Proposition3. Supportive leadership will moderate the relationship between psychological empowerment and organizational commitment.

H3. Supportive leadership will moderate the relationship between psychological empowerment and organizational commitment.
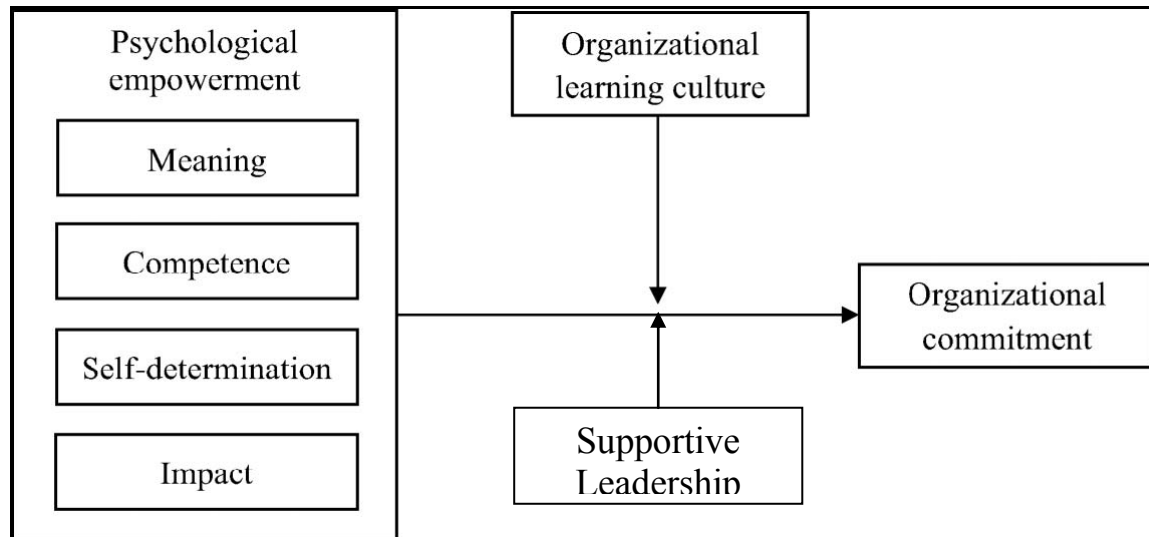

Figure 1. **Conceptual Model.**

Summary and contribution
The main contribution of our study is to develop a framework for next research on the personal and contextual factors of the organizational in the public sector. Especially the link between psychological empowerment and organizational commitment the moderate effect on this relationship by organizational learning culture and supportive leadership. Particularly we suggested that a the individual get more psychological empower from the personal and contextual factors of the organization the employee feel more autonomy and more committed with organization and the organization in public sector get more outcomes. We also suggested that two factors like organizational learning culture and supportive leadership will moderate the relation between psychological empowerment and organizational commitment and also suggested that there is a positive link between the

psychological empowerment and organizational commitment. This moderate provides recent literature and conceptual advancement for the future study in public sector. This study is conducted with the hopes that next study will focus on the organizational commitment in the public sector.

REFERENCES
1. Kiran, M. Ismail. David, L. Ford,Jr (2009). Organizational leadership in central Asia and the Caucasus Research considerations and direction. Asia Pac J Manage (2010) 27: 321-340.
2. Inju Yang (2006), Jeong exchange and collective leadership in Korean Organizations. Asia pacific J. Manage (2006) 23:283- 298 DOI 10.1007/s 10490-006-9003-6.
3. BURCE J. AVOLIO. WEICHUN ZHU. WILLIAM KOH AND PUJA BHATA (2004). Transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating role of structural distance. J. Organize. Behav.25, 951-968(2004). DOI 10.1002/job.283
4. JEFFREY L. THOMAS AND PAUL D. BLISE (2005). Interpersonal conflict and organizational commitment "examining to levels of supervisory support as multilevel moderates.
5. Grace R. Oldham, Anne Cummings (1996). Employee creativity personal and contextual factors at work.Accadmy of Management Journal vol. 39,607-634.
6. Robert W. Rowder (1999). The relationship between charismatic leadership behaviors and organizational commitment Leadership & Organization Development Journal 20/7 (1999) 365-373.
7. Bolden, R, Gosling J. Marturano. A and Dennison, P(2003). Leadership theory and competence frameworks.
8. Allen, N.J., and J.P. Meyer. 1996. Affective, continuance, and normative commitment to the3: 252–76.
9. Angle, H.L., and J.L. Perry. 1983. Organizational commitment: Individual and organizational influences. Work and Occupations 10, no. 2: 123–46.
10. Avolio, B.J., W. Zhu, W. Koh, and P. Bhatia. 2004. Transformational leadership and organizational commitment: Mediating role of Psychological empowerment and moderating role of structural distance. Journal of Organizational Behavior 25, no. 8: 951–68.
11. Bandura, A. 1977. Social learning theory. Englewood Cliffs, NJ: Prentice Hall.
12. 438 B.-K. (Brian) Joo and J.H. Shim
13. Bandura, A. 1986. Social foundations of thought and action: a social-cognitive view. Englewood Cliffs, NJ: Prentice-Hall.
14. Bandura, A. 1990. Perceived self-efficacy in the exercise of personal agency. Journal of Applied Sport Psychology 2, no. 2: 128–63.
15. Blau, J.B., and R.D. Alba. 1982. Empowering nets of participation. Administrative Science Quarterly 27: 363–79.
16. Conger, J.A., and R.N. Kanungo. 1988. The empowerment process: Integrating theory and practice. Academy of Management Review 13, no. 3: 471–82.
17. Csikszentmihalyi, M. 2003. Good business: Leadership, flow, and the making of meaning. New York: Penguin Books.Deci, E.L. 1975. Intrinsic motivation. New York: Plenum.
18. Drucker, P.F. 1988. The coming of the new organization. Harvard Business Review 66, no. 1:45–53.
19. Drucker, P.F. 1999. Knowledge-worker productivity: the biggest challenge. California Management Review 41, no. Winter: 79–94..Personnel Psychology 40, no. 2: 287–322.
20. Garvin, D.A. 1993. Building a learning organization. Harvard Business Review 73, no. 4:78–91.
21. Hackman, J.R., and G.R. Oldham. 1976. Motivation through the design of work: Test of a theory. Organizational Behavior and Human Performance 16, no. 2: 250–79.
22. Joo, B. 2007. The impact of contextual and personal characteristics on employee creativity in Korean firms. Ph.D. diss., University of Minnesota.
23. Joo, B. 2010. Organizational commitment for knowledge workers: The roles of organizational learning culture, leader-member exchange quality, and turnover intention. Human Resource Development Quarterly 21, no. 1: 69–85.
24. Joo, B., and T. Lim. 2009. The effects of organizational learning culture, perceived job complexity, and proactive personality on organizational commitment and intrinsic motivation. Journal of Leadership & Organizational Studies 16, no. 1: 48–60.
25. Joo, B., and G.N. McLean. 2006. Best employer studies: A conceptual model from a literature review and a case study. Human Resource Development Review 5, no. 2: 228–57.
26. Kanter, R.M. 1983. The change masters. New York: Simon & Schuster.
27. Kim, P.S. 1992. Modernizing the Korean civil service: Policy alternatives for democratization.The Asian Journal of Public administration 14, no. 1: 63–78.
28. Human Resource Development International 439 Measurement 59, no. 1: 127–42. Kram, K.E. 1985.

29. Meyer, J.P., and N.J. Allen. 1991. A three component conceptualization of organization commitment. Human Resource Management Review 1, no. 1: 61–89.
30. Meyer, J.P., N.J. Allen, and C.A. Smith. 1993. Commitment to organizations and
31. occupations: Extension and test of a three-component conceptualization. Journal of Applied Psychology 78, no. 4: 538–51.
32. Mowday, R. 1998. Reflections on the study and relevance of organizational commitment.Human Resource Management Review 8, no. 4: 387–401.
33. Mowday, R., R. Steers, and L. Porter. 1982. Employee-organization linkages: the psychology of commitment, absenteeism, and turnover. New York, NY: Academic Press.
34. Oldham, G.R., and A. Cummings. 1996. Employee creativity: personal and contextual factors at work. Academy of Management Journal 39, no. 3: 607–34.