

Academic nursing educators' perception of job characteristics dimensions and its relationship to leadership empowerment and organizational loyalty at Faculty of Nursing

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Abstract

Nowadays, job characteristics are one of the essential factors that affect and have a relationship between nursing educators' and empowerment. In fact, empowerment is an active process used to analyze the academic environment at different levels. Empowerment has a strong correlation with job performances incorporate to the loyalty of nursing educators to the organization. This study aimed to investigate the perception of job characteristics model and its relationship to leadership empowerment and organizational loyalty among academic nursing educations at the Faculty of Nursing. Methods: A descriptive correlational research design was utilized. This study conducted on 125 academic nursing educators working in 9 scientific departments in the Faculty of Nursing-Alexandria University who were available and willing to participate at the time of data collection. The questionnaires were developed from three standards scales used in collecting data pertaining to this study namely; Job Diagnostic Survey (JDS), Leadership Empowerment Behavior Questionnaire (LEBQ), and Organizational loyalty Questionnaire. The validity of data collection questionnaires was done and reliability was found out using Cronbach's alpha correlation coefficient method. Study data were analyzed using descriptive and inferential statistics and support with the Statistical Package for the Social Science (SPSS) version 20. The acceptable level, as the recommended value is 0.05 for all statistical measurements were used. The main finding shows a positive significant correlation coefficient between perceptions of job characteristics dimensions and its relationship to leadership empowerment and organizational loyalty among academic nursing educators. Also, they have the highest mean score in job characteristics dimensions of job autonomy and feedback from job itself respectively. Task identity and task significant respectively were having the lowest mean score of job characteristics dimensions. Highest mean scores of academic nursing educators occur in Confidence in high performance and meaningfulness of work in relation to empowerment leadership dimensions. While the lowest mean scores were documented for goal achievement dimension. A significant relationship was observed between socio-demographic characteristics in term of age; years of experiences, educational qualification, and academic department and job characteristics dimensions as well as empowerment leadership and organizational loyalty. The study recommended that the top authority of the Faculty of Nursing has greatly encouraged the implementation of empowerment leadership policy for improving the academic nursing job autonomy, educators' performance through their loyalty to the organization.

Keywords: Job characteristics dimensions, leadership empowerment, organizational loyalty

1. Introduction

Job characteristics have become one of the most widespread concepts in the literature of health management over the past 15 years due to the complexity of organizational relationships and the rapid innovations in the health care industry. These rapid innovations have put the nursing care delivery systems at high risk of being out of context with other components of health care delivery and challenging nursing services to re-examine both the practice of professional nursing and the structure of nursing care delivery systems. Gray et.al . (2000). One of the key effects of globalization, technological progress, and competitive forces has been to recognize the key roles that employees play in confronting challenges and improving organizational performance. Leithwood, W. (2006).

The faculty atmosphere is a unique stipulation in which different educational and social characteristics are integrated from undergraduate to postgraduates' levels. Nurse educators play as a significant cornerstone for their new generation through offering high quality of learning, creating and developing their academic and cognitive competencies for their new future requirements. Hendayana, et.al (2010). Nurse educators carry a great responsibility in their Faculties. Too many tasks in too little time are frequent complaints among educators. They teach counsel students, search and work on committees, as well as engage in clinical practice with students. Chen et.al (2004). With advancing medical technology, nurse educators' skills rapidly become obsolete and the pressure to keep abreast and to maintain effective skills cause distress. They spend a considerable amount of time with students who need help acquiring knowledge, critical judgment, and psychomotor skills. Hendayana, et.al (2010).

Nursing faculty's administrators are responsible for implementing of job characteristics development in their educational institutions because they need to increase the job satisfaction, experiences meaningfulness and high influence in the commitment level among their nurses' educators. In addition, they have a high degree of autonomy and feedback by increasing their responsibility and function toward the greater job that lead to greater sense of empowerment in developing the variety in skills, task identity, and task significance to be more motivated and satisfied. Chiu and Chen, (2005). Job characteristics are "all factors of the job and are directly associated with educators' attitudes and behaviors at work". Hackman and Oldham (1975). Job characteristic is described as a job content including several dimensions of a job in term of activities, tasks, and duties. The job characteristics model (JCM) represents a useful conceptual framework for understanding how and why the job plan influences employees' behavior and attitudes. This can be achieved by designing jobs that help employees feel that they are doing meaningful and valuable work. Bakhtiar et.al (2009).

This model was proposed by Hackman and Oldham (1975) (1980), they studied the dynamics of job redesign and developed a questionnaire entitled "Job Diagnostic Survey" (JDS). This questionnaire indicates whether existing job structure can be improved or increased employee's motivation and produce high performance. It is designed to measure all the components that are included in the job characteristics dimensions. These dimensions are skill variety, task identity, task significance, autonomy, and feedback from the job itself. Skill variety refers to the skills that the job requires. Regarding task identity, it refers to the completion of tasks done in the job. Also, task significance means the importance of the job to the organization. Autonomy refers to the amount of freedom decision-making. Finally, feedback from the job itself refers to direct and clear performance information as a result of doing the job. Na-Nan and Pukkeeree (2013). Consequently, it is noticed that the nurses' educators being engaged with the previous job characteristics that lead to increase the preciseness of their job responsibility and can be extensively improving their vision about

performing all tasks of their jobs. Morris and Venkatesh, (2010) When nurses educators are applied job characteristics model in their educational profession in which they have the appropriate autonomy, relevant feedback from the top authority with apparent and adequate of skill variety, task identity as well as significance; they will be more satisfied with their job and reduce their levels of absenteeism and turnover. Said and Munap (2010). Nowadays job characteristics are considered as an effective factor of a structural component that recognizing and evaluating the effect on the educators' empowerment and maximize the possibility for nurse educators' loyalty. Maynard et al., (2012).

Empowerment has a greater awareness of the works literatures during the last two decades abound of increasing the attention among nurse educators. According to Aithal S (2015) described that the higher education institutions need a permanent work to identify the educational strategies for empowerment of their educators through encouragement the academic progress of education, increasing training and development to facilitate carrying out and implementing their duties and responsibilities. Moreover, it is essential that leaders become people developers who focus on growing and up-skilling subordinates by creating an enabling environment as a way of attracting and retaining talent in order to cope and grow. The empowerment is a technique which tries to enhance productivity by raising employees' commitment to their organization. It is supported by faculty administration. Pyoria (2005) This is a valuable method which creates a balance between the control of management and employees' freedom of action. The empowerment optimizes the use of individual and group abilities and capacities in line with organizational objectives. Empowerment is defined as "the right for employees to make decisions in order to enhance their effectiveness and play useful roles in organizations". Also, empowerment means that employees can perform independently by using their own intelligence to do their tasks. Birdi et.al (2008)

Empowering leadership is a type of leadership practice that has been found to develop participative safety behaviors among nurse educators. Empowering leadership involves the psychological empowerment of nurse educators by fostering opportunities to participate in decision-making. Additionally, they feel able to shape their work role, context, and performance. Empowering leadership can be defined as "implementing conditions that increase employees' feelings of self-efficacy and control, and removing a sense of powerlessness". Charles et.al (2005) Otherwise, it is a shift in the source of control from managers to employees. Leadership empowerment behavior creates an environment which fosters success, confidence, and enabling individuals to step forward and handle situations effectively without hesitancy or need for approval. Pyoria (2005), Birdi et.al (2008)

Loyalty is considered to be the fuel that drives the success of the educational institution and the key to profitable growth. It comes from nurse educators' emotional attachment to the organization. Hajdin, M. (2005). Loyalty defined as "employees' identification with the organization's culture and values"(Business Weekly). It is nurse educators feel good and satisfied with the working environment and the work itself, thereby heightening their allegiance to the faculty, and bringing forth their positive commitment towards the faculty. Loyalty has two dimensions: internal and external. The internal dimension is an emotional attachment. It includes feelings of caring for affiliation and of commitment. The external dimension deal with the way loyalty manifests itself. This dimension is comprised of the behaviors that display the emotional component and is the part of loyalty that changes the most. Nurse educators show their commitment through their efforts for the faculty. Additionally, they tend to be creative, innovative and are less likely to leave than those who are uncommitted. Chang, Y. C. (2012). Boussalem (2014)

In many foreign types of researches have been conducted in the different countries mentioned that they concluded the significant and positive relationship between empowerment leadership and job characteristics among educators. Abadi and Noushevar (2010) . Ebrahimpour et al. (2011). In the same way, Wang and Lee (2009) confirmed that nurse educators can be affected by leadership empowerment and its relationship with job characteristics and their loyalty toward their organization. Also, at Saudia Arabia study focus on organizational loyalty factors among staff nurses. Al-Hajri (2002). It remarkable that the information of the current study, no published national study in Egypt has explored the nature of the academic nursing educators' perception of job characteristics dimensions and its relationship to leadership empowerment and organizational loyalty at Faculty of Nursing

It is hoped that such study will help faculty administrators can consider job characteristics as effective aspects to demonstrate nursing educators more responsibility and authority with greater variety and significant of skills as well as receiving appropriate feedback from their job. Therefore, they have more satisfied and it will lead to their empowerment and decision making. Also, to understand the process that affects nurse educators in achieving good performance by ensuring adequate teaching and learning resources as well as offering incentives and empowering and rewarding for them. It can also help to restructure nursing education through planning, implementing, maintaining strategies ingredients in the work structure that generate educators' empowerment. In which the paradigm shift from “power over” to “empowerment “of the nurses' educators. Generating faculty loyalty toward their organization may be one way for faculty leaders to retain educators in their faculty and in the profession. Therefore, the challenges of faculty administrators maintain a climate of the healthy work environment in the form of job empowerment and organizational loyalty. Maynard et al., (2012), Aithal S., (2015).

2. Research objective

The objective of this study was to investigate the perception of job characteristics dimensions and its relationship to leadership empowerment and organizational loyalty among academic nursing educations at Faculty of Nursing

2.1. Specific Objectives:

1. Examine the perception of job characteristics dimensions among academic nursing educations at the Faculty of Nursing.
2. Examine the perception of the leadership empowerment and organizational loyalty among academic nursing educations at the Faculty of Nursing.
3. Assess the relationship of perceived job characteristics dimensions with leadership empowerment and organizational loyalty based on academic nursing educations socio-demographic characteristics.
4. Explore the relationship between dimensions of job characteristics with leadership empowerment and organizational loyalty among academic nursing educations at Faculty of Nursing

3. Research question

Is there any relationship between dimensions of job characteristics with leadership empowerment and organizational loyalty among academic nursing educations at Faculty of Nursing?

4. Materials and Methods

4.1 Research Design

The current study was conducted using a descriptive correlational research design. This design helps for the investigation of the relationship between two and more separate variables McMillan and Schumacher (2006).

4.2 Research Setting

All academic departments at the Faculty of Nursing, Alexandria University were nominated to be the study setting in the present research (n=9). Faculty of Nursing is an honor to be the first faculty of nursing in which having accreditation nationally in Egypt to offer a highly worldwide advanced quality standard of nursing educational curriculum equally for undergraduates and postgraduates students. The academic departments are namely: Medical and surgical; Critical care and emergency; Obstetric and gynecological; Pediatric; Geriatric; Nursing administration; Community health; Nursing education and Psychiatric and mental health nursing.

4.3 Research Subjects

The target population used for data collection for this study was 240, who had been working at selected academic departments, Faculty of Nursing, Alexandria University. The researcher applies convenient sampling as a type of the non-probability technique to be followed for data collection. 50% of the academic nursing educators were eligible, available and willing to participate at the time of data collection were included (N = 125).

4.4 Research tools

For this study data was collected by three questionnaires namely:

4.4.1 Socio-demographic data of the academic nursing educators contain the following variables: academic department, age, and years of experience, educational qualification, academic position, marital status and teaching setting.

4.4.2 Job Diagnostic Survey (JDS)

The Job Diagnostic Survey (JDS) is a self-explanatory diagnostic questionnaire developed by Hackman and Oldham (1975) used to measure the primary core job features and job effectiveness of job characteristics model. It consists of fifteen statements including five primary job characteristics dimensions, these are: skill variety, task identity, task significance, job autonomy, and feedback from job itself. Each one of these job characteristics is measured by three statements. The primary job characteristics are measured individually and then combined into a single predictive equation index called Motivating Potential Score (MPS). The formula is:

Skill variety + Task Identity + Task Significance / 3 X (Autonomy X feedback from job Itself)

To be high in Motivating Potential Score (MPS), a job must be high on feedback, autonomy and at least one job characteristics that contributes to a job meaningfulness (skill variety, task identity, and task significance). The total score ranges from zero to three hundred and forty three and it is categorized into three levels according to the following scores: 0-119 = low in Motivating Potential, 120-199 = moderate in Motivating Potential, 200-343 = high in Motivating Potential. Data was collected from respondents using a 7-points Likert scale and

the score allocated to each item ranging from 1 (very inaccurate) to 7 (very accurate). Reversed scoring was used for negative statements 3, 5, 9, 12, 14. The total score for each core job dimensions was calculated by averaging the scores of its subscales. Na-Nan and Pukkeeree (2013).

4.4.3: Leadership Empowerment Behavior Questionnaire (LEBQ)

The development of this questionnaire was created by Konczak et al. (2000) design to measure the perception of the academic nursing educators for their college of nursing leaders' behaviors of leadership empowerment. The development of the questionnaire was based on the conceptual frame work done by Conger and Kanungo (1988). Leadership empowerment behavior consisted of 27 items including five dimensions namely meaningfulness of work (n = 6), participation in decision making (n = 5), confidence in high performance (n = 5), goal accomplishment (n = 6), and autonomy (n = 5). Responses were valued through rating from 1-Strongly Disagree to 7-Strongly Agree on 7-point Likert scale for each statement in the questionnaire. Five dimensions of leadership empowerment were scored and compute by averaging the ratings given to statements included in the subscales of the questionnaire. Perception of leader empowering behaviors was showed high when they have a high score. The reliability was used Cronbach's alpha coefficient of 0.82 to 0.88.

4.4.4: Organizational loyalty

The questionnaire used in this study was adopted from Mowday et al.'s (1979) Organizational Commitment Questionnaire (OCQ), and developed by Jiang et al. (2006). It assesses the measurement of the employee loyalty toward their organization. The questionnaire is consisted of 10 items in which the each items was designed based on a 7-point Likert scale from 1-StronglyDisagree to 7-Strongly Agree. Also, the questionnaire grades were calculated by averaging the ratings given those statements. Prior to conducting data analysis, rated reversed scoring coded was used for negative three statements 1, 2, 7

4.5 Methods of data collection

4.5.1 Reliability and validity

The study questionnaires were tested for content validity for its statement's relevance by submitted to group of experts in the field of the study and necessary rewording of a number of statements was done. In addition, Before the distribution of the final questionnaires to study subjects, it was pilot-tested was conducted (10%) of them in order to check their understanding of information within the questionnaire and estimating time needed to complete the study questionnaire. Then no changes were made in the study instruments. Internal reliability analysis for the study questionnaires was done using Cronbach's alpha correlation coefficient which is enough for the acceptable level, as the recommended value is 0.05. Job Diagnostic Survey (JDS) = (0.848), Leadership Empowerment Behavior Questionnaire (LEBQ) = (0.968), Organizational loyalty = (0.684).

4.5.2 Ethical consideration

After the approval from the Ethical Committee at the Faculty of Nursing, Alexandria University, and the researchers was obtain the official permission from the identified academic departments. The researchers described the research objective for all academic nursing educators. Before data collection, the participants' oral consent was obtained to share in the current research voluntary. Also, the researchers have assured the information confidentiality, privacy and decided the anonymity for all participants. Filling of study

questionnaires consumed about 25 minutes and completed in the period from January to April 2019.

5.5.3 Data management

Data collected were reviewed and coded by the second researcher to develop the process and tables of statistically analyzed using SPSS (Statistical Package for the Social Science) version 20. Descriptive statistics were calculated for all variables in this research. For qualitative data, frequency and percentages were used for socio-demographic data and researcher-related variables. Mean and standard deviation was used to measure of central tendency and dispersion respectively for quantifying variables under the current study. Student-test and One-way ANOVA (F) was used to compare the mean scores of more than two groups of academic nursing educators. The relationship between the study variable utilized a Pearson correlation coefficient analysis (r). Two-tailed tests were carryout the analysis of statistical data and the level of significance was selected in this study was $\leq P 0.05$.

6. Results

Table 1: Socio-demographic characteristics of the academic nursing educators study subjects

Socio-demographic characteristics	Academic nursing educators study subjects (n = 125)	
	No	%
Academic departments		
Adult care nursing	28	22.4
Obstetric and gynecological nursing	9	7.2
Geriatric nursing	10	8.0
Community health nursing	18	14.4
Psychiatric and mental health nursing	6	4.8
Critical care nursing	18	14.4
Pediatric nursing	7	5.6
Nursing administration	15	12.0
Nursing education	14	11.2
Marital status		
Married	21	16.8
Single	95	76.0
Divorce	5	4.0
Widow	4	3.2
Number of children		
None	26	20.8
1-2	80	64.0
3-4	18	14.4
5 and more	1	0.8
Educational qualification		
B.Sc.N	18	14.4
Master	33	26.4
Doctoral	74	59.2
Academic position		
Emeritus Professor	6	4.8
Professor	23	18.4
Assistant Professor	25	20.0

Lecturer	21	16.8
Assistant Lecturer	20	16.0
Demonstrator	25	20.0
Clinical Instructor	5	4.0
Age		
25 y > 35 y	62	49.6
35 y>45 y	21	16.8
45 y>55 y	23	18.4
55 y>65 y	14	11.2
≤ 65 and more	5	4.0
Years of experiences		
1 y > 10 y	61	48.8
11 y> 20 y	23	18.4
21 y>30 y	18	14.4
31 y>40 y	18	14.4
41 y>50 y	5	4.0

In the present study, the responders of the completed questionnaires sheets by one hundred twenty-five respondents were completed. Table 1 describes the socio-demographic characteristics of the academic nursing educators study subjects. It was indicated that more than one a quarter (22.4%) of the academic nursing educators are affiliated to the "adult nursing department", currently single (76.0%) holding a doctoral degree (59.2%) working as assistant professors and demonstrators (20%). Also, half of the study subjects 49.6% were aged between 25 to 35 years old as well as had experience from 1 to 10 years (48.8%).

Table 2: Perception of job characteristics dimensions among academic nursing educators at Faculty of Nursing

Job characteristics dimensions	Academic nursing educators (n = 125)		
	Min	Max	X±SD
Skills variety	1.00	7.00	4.20±1.17
Task Identity	1.00	7.00	4.04±1.154
Task significant	1.00	7.00	3.89±1.06
Job autonomy	1.00	7.00	4.53±1.47
Feedback from job itself	1.00	7.00	4.36±1.24
Motivating Potential Score MPS	7.33	343.0	88.33±53.16

Table 2 pinpoints the perception of job characteristics dimensions among academic nursing educators at the Faculty of Nursing. It was detected that Motivating Potential Score MPS score ranged from 7.33 to 343.0 with a mean score of 88.33±53.16. The highest mean scores of job characteristics dimensions were related to job autonomy 4.53±1.47 followed by feedback from job itself 4.36±1.24 respectively. On the other hands, task significant was perceived as the lowest influencing dimension for job characteristics dimensions.

Table 3: Perception of leadership empowerment and organizational loyalty among academic nursing educators at Faculty of Nursing.

Leadership empowerment and organizational loyalty dimensions	Academic nursing educators (n = 125)		
	Min	Max	X±SD
Meaningfulness of work	1.00	7.00	4.58±1.43
Participation in DM	1.00	7.00	4.55±1.50
Confidence in high performance	1.00	7.00	4.69±1.56
Goal accomplishment	1.00	7.00	4.18±1.48
Autonomy	1.00	7.00	4.33±1.49
Leadership empowerment	1.00	7.00	4.46±1.36
Organizational loyalty	2.50	6.40	4.52±0.73

Perception of leadership empowerment and organizational loyalty among academic nursing educators at Faculty of Nursing was shown in Table 3. This table illustrates that the overall dimensions of leadership empowerment ranged from 1.00 to 7 with a mean score of 4.46±1.36. The dimensions of leadership empowerment in order were confidence in high-performance 4.69±1.56, followed by the meaningfulness of work 4.58±1.43, whereas the lowest mean score was documented for goal accomplishment dimension 4.18±1.48.

Table 4: Academic nursing educators’ perception of Job characteristics dimensions according to their educational qualification

Job characteristics dimensions	Educational qualification						F-Test	P
	BSc.N (n = 18)		Master (n =33)		Doctoral (n =74)			
	X±SD	Rank order	X±SD	Rank order	X±SD	Rank order		
Skill Variety	4.22±1.5 3	4	4.29±1.2 5	1	4.16±1.05	3	0.146	0.863
Task Identity	4.00±0.8 3	5	4.09±1.3 6	2	4.03±1.14	4	0.043	0.958
Task Significance	4.64±1.3 6	1	3.59±0.9 8	5	3.84±0.94	5	6.378**	0.002
Job Autonomy	4.56±1.3 4	3	3.79±0.9 9	4	4.86±1.57	1	6.600**	0.002
Feedback from job itself	4.58±1.2 4	2	4.00±1.2 0	3	4.47±1.24	2	1.989	0.141

** p ≤ 0.01 at 5% level denotes a significant difference .

Table 4 shows academic nursing educators’ perception of Job characteristics dimensions according to their educational qualification. It was indicated that this table reflects that it is statistically significant was found between job characteristics dimensions of academic nursing education and their educational level in relation to the following dimensions task Significance 6.378 p ≤ 0.002 and job Autonomy 6.600 p ≤ 0.002. Moreover, job autonomy dimension was ranked firstly as the highest mean scores used by academic nursing education with doctoral educational level (4.86±1.57), followed by task significance for B.Sc.N educational level (4.64±1.36) and skill variety dimension among master educational level (4.29±1.25)

respectively. On the other hand, the lowest means score were recorded for task Significance for both master and doctoral educational levels 3.59 ± 0.98 and 3.84 ± 0.94 respectively.

Table 5: Academic nursing educators' perception of leadership empowerment and organizational loyalty dimensions according to their educational qualification

Leadership empowerment and organizational loyalty dimensions	Educational qualification						F-Test	P
	BSc.N (n = 18)		Master (n =33)		Doctoral (n =74)			
	X±SD	Rank order	X±SD	Rank order	X±SD	Rank order		
Meaningfulness of work	4.94±1.69	2	4.61±1.73	1	4.48±1.20	4	0.775	0.463
Participation in DM	4.76±1.41	6	4.32±1.71	5	4.60±1.44	3	0.612	0.544
Confidence in high performance	4.89±1.29	4	4.46±1.63	2	4.74±1.59	1	0.529	0.590
Goal accomplishment	5.18±1.51	1	4.14±1.58	7	3.95±1.33	7	5.405*	0.006
Autonomy	4.78±1.77	5	4.39±1.59	3	4.19±1.36	6	1.167	0.315
Leadership empowerment	4.91±1.41	3	4.38±1.55	4	4.39±1.26	5	1.123	0.328
Organizational loyalty	4.48±0.85	7	4.24±0.79	6	4.66±0.65	2	3.805*	0.025

** $p \leq 0.05$ at 5% level denotes a significant difference .

Table 5 explains academic nursing educators' perception of leadership empowerment and organizational loyalty dimensions according to their educational qualification. The table reveals that the academic nursing educators document were ranked firstly as the highest mean scores used by for goal accomplishment dimension with B.Sc.N educational level (5.18±1.51) as compared to confidence in high-performance dimension with doctoral educational level (4.74±1.59) and the meaningfulness of work dimension among master educational level (4.61±1.73) respectively. While the lowest mean score was recorded for goal accomplishment for both master and doctoral educational level 4.14±1.58 and 3.95±1.33 respectively. It was realized that educational qualification had a statistically significant difference and academic nursing education in relation to goal accomplishment $5.405 p \leq 0.006$ and total organizational loyalty $3.805 \leq 0.025$ respectively

Table 6: Relationship between socio-demographic characteristics of academic nursing educators and their job characteristics dimensions

Socio-demographic characteristics	Job characteristics dimensions					
	Skill variety	Task identity	Task significant	Job autonomy	Feedback from job itself	MPS
	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD
Academic department						
Adult care nursing	3.82±1.36	3.41±1.38	3.86±1.12	4.02±1.54	3.57±1.38	64.28±51.97
Obstetric & gynecological nursing	4.17±1.61	4.39±1.05	3.44±0.95	4.17±1.09	4.78±1.03	83.51±40.69
Geriatric nursing	4.00±0.58	4.25±1.01	3.75±0.35	4.55±1.17	3.60±1.76	74.99±53.01
Community health nursing	4.75±0.55	4.33±0.91	4.39±1.28	4.89±1.50	4.67±1.15	108.94±62.96
Psychiatric & mental health nursing	4.17±0.82	3.92±0.86	3.75±0.27	6.25±0.42	5.00±0.55	122.82±16.00
Critical care nursing	4.33±1.098	4.31±1.24	4.39±1.21	4.53±1.39	4.83±1.04	100.13±66.86
Pediatric nursing	3.79±1.19	4.14±1.11	4.14±1.22	5.36±2.056	4.93±0.84	111.04±60.16
Nursing administration	4.73±1.03	4.20±0.80	3.43±0.78	4.37±1.33	4.73±0.86	87.17±36.36
Nursing education	3.89±1.47	4.07±1.22	3.46±0.89	4.36±1.42	4.25±0.78	77.99±41.41
F – test	1.604	1.557	2.032	2.123	3.554**	1.845
P – Value	0.131	0.145	0.048	0.039	0.001	0.075
Marital Status						
Single	4.36±1.61	3.41±1.26	4.05±1.24	3.98±1.17	4.26±1.24	72.35±36.41
Married	4.20±1.06	4.23±1.06	3.89±1.02	4.64±1.48	4.43±1.23	92.01±56.87
Divorce	3.80±1.76	3.30±1.44	3.10±1.25	3.40±1.56	3.40±1.48	53.08±37.53
Widow	4.00±0.41	3.88±1.18	3.88±0.85	6.25±0.29	4.50±1.23	113.10±50.99
F – test	0.353	3.976	1.079	4.308*	1.157	1.792
P – Value	0.787	0.010	0.361	0.006	0.329	0.152
Age group						
25 y > 35 y	4.37±1.31	4.15±1.16	4.07±1.27	4.20±1.20	4.42±1.19	85.55±58.954
35 y>45 y	4.17±1.10	3.83±0.83	3.67±0.87	3.60±0.72	3.41±1.23	51.01±30.01
45 y>55 y	3.91±0.76	4.24±1.12	3.87±0.38	5.61±1.34	4.65±0.95	108.36±39.62

55 y>65 y	4.14±0.75	4.07±1.14	3.82±0.42	5.89±0.98	5.29±0.78	126.87±37.14
≤ 65 and more	4.38±250	3.38±0.75	3.50±0.41	5.13±2.10	4.00±0.71	77.98±37.86
F – test	0.773	0.871	0.912	14.413**	6.907**	6.219**
P –Value	0.545	0.484	0.460	0.000	0.000	0.000
Years of experiences						
1 y > 10 y	4.31±1.43	4.08±1.29	3.98±1.39	4.10±1.34	4.38±1.28	84.41±61.21
10 y > 20 y	4.15±1.03	3.95±0.87	3.78±0.89	3.78±0.82	3.59±1.21	57.30±31.28
20 y>30 y	3.92±0.81	4.25±1.19	3.89±0.37	5.44±1.46	4.58±1.033	105.30±44.29
30 y>40 y	4.06±0.73	4.03±1.09	3.83±0.42	5.81±1.13	5.11±0.90	120.49±38.95
40 y>50 y	4.60±0.55	3.40±0.65	3.50±0.36	5.40±1.92	4.20±0.76	89.47±41.65
F – test	0.616	0.594	0.331	11.098**	4.525*	4.500*
P –Value	0.652	0.668	0.857	0.000	0.002	0.002

* p ≤ 0.05 at 5% level denotes a significant difference . ** p ≤ 0.01 at 5% level denotes a significant difference .

Table 6 represents the relationship between socio-demographic characteristics of academic nursing educators and their job characteristics dimensions. This table highlighted that a statistically significant relation was documented between Motivational potential Score (MPS) with age group and years of experiences among academic nursing educators status (F = 6.219 p<0.000 and 4.500 p<0.002 respectively). Also between feedback from job itself dimension and academic department F = 3.554 p<0.001, age group F = 6.907 p<0.000, and years of experiences F = 4.52 p <0.002. Also, job autonomy with marital status F = 4.308 p<0.006, age group F = 14.413 p < 0.000 , as well as years of experiences F = 11.098p<0.000 respectively. The highest mean score was observed for those who were widow 6.25±0.29 with age group ranged from 55 years old to less than 65 years old 5.89±0.98 as well as they working at psychiatric and mental health nursing 6.25±0.42 for 30 years to 40 years 5.81±1.13

Table 7: Relationship between socio-demographic characteristics of academic nursing educators and their leadership empowerment and organizational loyalty dimensions

Socio-demographic characteristics	Leadership empowerment and organizational loyalty dimensions						
	Meaningfulness of work	Participation in D.M	Confidence in high performance	Goal accomplishment	Autonomy	Empowerment leadership	Organizational loyalty
	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD
Academic department							
Adult care nursing	3.67±1.69	3.71±1.86	3.99±1.89	3.34±1.39	3.34±1.52	3.61±1.52	4.15±0.80
Obstetric and gynecological nursing	4.52±1.39	4.89±1.44	5.13±1.27	4.57±1.64	4.89±1.63	4.80±1.39	4.02±0.77
Geriatric nursing	4.95±0.4	4.02±1.2	4.32±1.74	3.72±1.00	4.32±1.1	4.27±0.93	5.19±0.6

	3	5			4		1
Community health nursing	5.29±1.3 1	5.40±1.0 2	5.40±1.00	5.29±1.18	5.10±1.3 1	5.30±0.98	4.64±0.4 4
Psychiatric and mental health nursing	4.81±0.2 9	5.57±0.3 2	5.77±0.27	4.64±0.59	5.13±0.3 7	5.18±0.09	4.55±0.1 8
Critical care nursing	4.91±0.9 8	4.68±1.2 6	4.62±1.54	3.86±1.49	4.26±1.6 1	4.47±1.27	4.64±0.8 8
Pediatric nursing	4.19±1.4 2	4.51±1.8 1	4.60±1.88	4.05±1.60	4.14±1.5 9	4.30±1.64	4.41±0.5 5
Nursing administration	5.03±1.6 1	4.56±1.3 2	4.84±1.43	4.67±1.55	4.60±1.2 6	4.74±1.35	4.87±0.7 0
Nursing education	4.46±1.3 3	4.69±1.3 7	4.61±1.38	4.23±1.33	4.53±1.26	4.50±1.25	4.46±0.49
F – test	2.766	2.636	1.801	3.479**	2.995*	2.931*	3.544**
P –Value	0.008	0.011	0.084	0.001	0.004	0.005	0.001
Marital Status							
Single	4.83±1.7 8	4.45±1.6 6	4.72±1.64	4.30±1.78	4.11±1.7 3	4.48±1.64	4.65±1.0 8
Married	4.59±1.3 1	4.62±1.4 5	4.71±1.51	4.20±1.40	4.42±1.4 0	4.51±1.27	4.52±0.6 4
Divorce	3.10±1.8 2	3.12±1.8 9	3.20±2.14	2.70±1.31	2.72±1.7 2	2.97±1.72	4.06±0.9 5
Widow	4.96±0.21	5.30±0.26	5.80±0.28	4.79±0.73	5.30±0.38	5.23±0.24	4.48±0.17
F – test	2.174	1.974	2.270	2.007	2.931	2.553	0.885
P –Value	0.095	0.122	0.084	0.117	0.036	0.059	0.451
Age group							
25 y > 35 y	4.42±1.7 4	4.15±1.6 7	4.36±1.6 0	4.05±1.75	4.13±1.7 6	4.22±1.57	4.35±0.8 4
35 y>45 y	4.55±1.5 2	4.07±1.5 0	3.85±1.8 4	3.75±1.64	3.93±1.6 6	4.03±1.51	4.92±0.7 5
45 y>55 y	4.96±0.49	5.47±0.6 3	5.82±0.3 0	4.75±0.46	4.83±0.4 4	5.17±0.29	4.73±0.3 3
55 y>65 y	4.79±0.57	5.49±0.5 1	5.47±0.7 5	4.38±0.68	4.97±0.5 0	5.02±0.47	4.44±0.3 7
≤ 65 and more	4.46±0.9 8	4.80±1.1 0	5.00±1.3 5	4.29±0.96	4.45±1.0 9	4.60±1.04	4.23±0.5 1
F – test	0.688	6.032**	7.465**	1.538	2.016	3.393*	3.296*
P –Value	0.602	0.000	0.000	0.196	0.097	0.011	0.013
Years of experiences							
1 y > 10 y	4.42±1.7 7	4.12±1.6 9	4.32±1.6 3	4.06±1.78	4.17±1.7 8	4.22±1.60	4.38±0.8 3
10 y > 20 y	4.61±1.3 9	4.18±1.4 3	4.14±1.7 5	3.79±1.56	3.91±1.5 5	4.13±1.41	4.83±0.8 8
20 y>30 y	4.97±0.5 1	5.58±0.3 6	5.84±0.3 2	4.78±0.37	4.84±0.4 4	5.20±0.15	4.71±0.2 9
30 y>40 y	4.70±0.7 6	5.33±0.8 6	5.36±1.0 4	4.40±0.77	4.84±0.7 5	4.93±0.75	4.48±0.3 4
40 y>50 y	4.60±0.9	4.96±1.01	5.12±1.20	4.40±0.86	4.48±0.95	4.71±0.94	4.32±0.49

	0						
F – test	0.573	5.788**	5.740**	1.390	1.756	2.916	2.052
P –Value	0.682	0.000	0.000	0.241	0.142	0.024	0.091

* $p \leq 0.05$ at 5% level denotes a significant difference .

** $p \leq 0.01$ at 5% level denotes a significant difference .

Relationship between socio-demographic characteristics of academic nursing educators and their leadership empowerment and organizational loyalty dimensions was shown in table 7. It was noticed that the table described that high mean score perceived by academic nursing education of selected socio-demographic characteristics who widow 5.80 ± 0.28 with age group 45 years old to less than 55 years old 5.82 ± 0.30 , had 20 to 30 years of experiences 5.84 ± 0.32 , working at Psychiatric and mental health nursing department respectively. In addition, a statistically significant difference was found among the academic nursing educators regarding the mean scores for empowerment leadership and organizational loyalty with academic department and age group ($F = 2.931$ $p < 0.005$, $F = 3.544$ $p < 0.001$ and $F = 3.393$ $p < 0.011$, and $F = 3.296$ $p < 0.013$) as well as autonomy and goal accomplishment dimensions with academic department ($F = 6.907$ $p < 0.000$ and $F = 6.907$ $p < 0.000$). Also, confidence in high performance and participation in D.M dimensions with age and years of experience. ($F = 7.465$ $p < 0.000$ $F = 6.032$ $p < 0.000$ $F = 5.740$ $p < 0.000$ and $F = 5.788$ $p < 0.000$) respectively.

Table 8: Correlation coefficient between mean scores of job characteristics dimensions and its relationship to leadership empowerment and organizational loyalty among academic nursing educators at Faculty of Nursing

Job characteristics dimensions		Leadership empowerment and organizational loyalty						
		Meaningfulness of work	Participation in D.M	Confidence in high performance	Goal accomplishment	Autonomy	Leadership empowerment	Organizational loyalty
Skills variety	r	0.244**	0.003	0.027	0.046	0.069	0.083	0.295**
	P	0.006	0.973	0.763	0.613	0.444	0.358	0.001
Task Identity	r	0.367**	0.335**	0.235**	0.161	0.264**	0.297**	0.274**
	P	0.000	0.000	0.008	0.072	0.003	0.001	0.002
Task significant	r	0.001	-0.002-	-0.028-	-0.021-	-0.028-	-0.017-	0.187*
	P	0.994	0.981	0.754	0.817	0.757	0.847	0.037
Job autonomy	r	0.244**	0.366**	0.327**	0.239**	0.309**	0.326**	0.160
	P	0.006	0.000	0.000	0.007	0.000	0.000	0.074
Feedback from job itself	r	0.380**	0.420**	0.388**	0.346**	0.398**	0.423**	0.252**
	P	0.000	0.000	0.000	0.000	0.000	0.000	0.005
Motivating Potential Score (MPS)	r	0.289**	0.305**	0.238**	0.216*	0.293**	0.293**	0.219*
	P	0.001	0.001	0.007	0.016	0.001	0.001	0.014

* $p \leq 0.05$ at 5% level denotes a significant difference . ** $p \leq 0.01$ at 5% level denotes a significant difference .

Table 8 denotes correlation coefficient between mean scores of job characteristics dimensions and its relationship to leadership empowerment and organizational loyalty among academic nursing educators at the Faculty of Nursing. Markedly, this table indicates that academic nursing educators perceived positively ranged between weak to moderate correlation of job characteristics dimensions as related to leadership empowerment and organizational loyalty. This correlation is a significant statistically ($r = 0.293$ $p < 0.001$, and 0.219 $p < 0.005$). On the other hand, there is no a significant statistically between total leadership empowerment dimensions with skills variety dimension ($r = 0.083$ $p < 0.358$) and task significant dimension ($r = -0.017$ $p < 0.847$) as well as job autonomy dimension with organizational loyalty $r = 0.160$ $p < 0.074$ respectively.

7. Discussion

Job characteristics are the complex with the multiple dimensions that have a significant effect on a variety of faculty members and on different academic settings. Also, job characteristics described as to what extent the job can be planned through regular feedback, completion of the task, as well as monitor and control a sense of control. Steyna and Vawdab (2014)

Generally, illustrate from the present study finding that there was a significant positively moderate correlation between mean scores of job characteristics dimensions and its relationship to leadership empowerment and organizational loyalty among academic nursing educators at the Faculty of Nursing. In other words, it can be articulated that the if academic educators have a more job variety, task identity, job value, job autonomy and job feedback will increase their motivation for learning empowerment consequently, and loyalty to their organization. Parallel to this finding, Seibert et al. (2011) and Wang, and Lee. (2009) pointed out that different job characteristic dimensions can differ significantly as effective factors for the empowerment components among educators and their loyalty among their organization. This could be explained in the light of the fact that nurse educators spend most of their time in teaching and research work which lead to create a direct empower and control the improvement of their performance and satisfaction. In addition to, they perceived their job as more challenging, meaningful, significant, and receive feedback from their job, they will establish performance criteria and resolve any problems faced them by engaged to the creative decision making. Seibert et al. (2011)

It is interesting to notice that there is a positive correlation between means scores of motivating potential score and organizational loyalty as perceived by academic nurse educators except for job autonomy. Chiu and Chen (2005) stated that job characteristics such as skill variety, task identity, task significance and feedback from the job may have a high influence on the level of commitment among faculty members. According to Jernigan and Kohut (2002), satisfaction with status (sense of importance) is a significant predictor of commitment. Thus, the specific characteristics of a job can increase an employee's sense of attachment to the organization. Understanding how one's job contributes to interdependent outcomes enhances feelings of accountability. Therefore, in this study, the data was obtained through analysis of Job Diagnostic Survey (JDS) as the findings revealed that academic nursing educators' working at Faculty of Nursing perceived low mean scores of Motivating Potential Score (MPS). This finding could be attributed to the fact that if a job low Motivating

Potential Score (MPS) among academic nursing educators' need to the enrichment of their job through a focus on increasing their sense of accomplishment by fostering the intrinsic motivation and using their specialized skills perform more takes by given more responsibility for their job. Also, reducing poor performance and enhancing their academic outcomes. The results of this study contradict those of Capital Works LLC (2000) and Lebanese International University (2016), they found that The educators have average scores when assessing their Motivating Potential Score (MPS). This is an indicator that job enrichment is essential for educators to facilitate the motivation levels of the educators focusing on the intrinsic, extrinsic and satisfaction.

In the same line with the previous finding, it was identified that job autonomy and feedback from the job itself dimension have the highest means scores among academic nursing educators. This could be explained by the fact that the direct and clear informative feedback may be given to teaching staff with a motive for achievement and they can correct their work. Therefore they need to develop different academic activities and with a gain a high degree of autonomy from doing their job. Nearly the same results in nursing researchers using core job dimensions were reported by Batchelor et.al (2014) they found that teaching staff academic assignments has differed significantly with respect to the core job dimensions in term of the job autonomy and feedback from job itself dimension.

Moreover, the study indicated a statistical significance difference between the educational qualification of academic nursing educators in term of task significance and job autonomy. Job autonomy was the most dominate core job dimension and have the highest mean scores among academic nursing education with doctoral educational level as compared to task significance among academic nursing education with B.Sc.N educational level This result might be explained that academic nursing education with doctoral need extensive freedom to act within their own area of expertise because in which they control over their work with other academic nursing education levels. Chiu and Chen (2005), Seibert et al. (2011). This finding is consistent with the view of Chang (2012). stated that when Ph.D. educators have adequate authority and responsibility will help them to work independently as well as make a free decision for controlling over their academic duties and task performance. Regarding the task significance, This result is expected and could be attributed to the fact that academic nursing education with B.Sc.N feel more satisfied and committed to their academic departments because they have a sense of recognition and appreciation for their clinical contribution that directly affects the nursing students. Gray et.al (2000).

In this respect, it has been suggested that a significant difference was found between overall mean scores of academic nursing educators' ' perceptions toward leadership empowerment, organizational loyalty dimensions, and their educational qualification. academic nursing educators' with Ph.D. educational level tended to have significantly higher mean scores of confidence in high-performance dimension as compared to goal accomplishment dimension with B.Sc.N educational level and meaningfulness of work dimension among master educational level. This could be explained in the light of the fact that nurse educators with doctoral degree showed strong confidence in their postgraduate student job performance, how they can handle their mistakes, and ability to take a decision in their work environment. Confidence in high performance and autonomy were important indicators of job satisfaction. These results might be due to nurse educators with doctoral degree given authority to set a goal and make necessary important decisions on their own about their day to day activities. This was congruent with Abbas et.al (2015) As regards goal accomplishment and meaningfulness of work dimensions among B.Sc.N and master educational level, it was

observed that young academic nursing educators perceived their job as meaningfulness and valuable. They directly more focus on shifted from summative assessment to reflection assessment and focus on training and development their capabilities and abilities of research activities to act based on the application of achieving their educational and academic goals. Abbott (2000)

Concerning the socio-demographic characteristics of academic nursing educators, this finding proved that there was found a statistically significant difference among academic nursing educators regarding their perception for Motivational potential Score (MPS) with age group and years of experiences, as well as empowerment leadership and organizational loyalty with academic department and age group. As regards, the age group is considering as a demographic factor influencing for Motivational potential Score (MPS), empowerment leadership and organizational loyalty. Baker, et.al (2012), This finding could elaborate the phenomenon that each job has a characteristic that such as responsibility, duty diversity, and dignity at work essentially affect the educators' ages and their satisfaction. Also, generations differ in work styles, leadership views, and on what constitutes innovation, quality, and service. This result is in line with Singh RV (2016) who found that age group is demographic characteristics differed significantly with affect directly to the Motivational environment, empowerment leadership and organizational loyalty. In relation to years of experience and academic departments, the results could be interpreted as the academic nursing educators who working in a participative environment will be help them in developing their knowledge, skills, and improve their academic performance. Also, they have longer careers most probably gain confidence and competence in doing their jobs, achieve their goals and show a positive attitude toward their employing an organization. Furthermore, longer staying in organization develops a feeling of unity and organizational identity which eventually leads to organizational commitment. This result is supported by the results of Abbas et.al (2015)

8. Conclusion and Recommendation

As identified by the finding of the current study, job characteristics dimensions can play as a significant and effective factor in influential empowerment leadership and organizational loyalty among academic nursing educators. There is a positive relationship between job characteristics dimensions as well as empowerment leadership and organizational loyalty. It can be concluded that academic nursing educators' regardless of their educational qualification at Faculty of Nursing has the lowest mean score in Motivating Potential Score (MPS). Moreover, age; years of experiences and academic department are factors which affect job characteristics dimensions as well as empowerment leadership and organizational loyalty. Therefore, the following recommendations are indicated:

1. Academic nursing educators should receive the better strategies of feedback from jobs to enhanced their job autonomy in which increasing their feeling and magnitude between authority and responsibility
2. Nursing faculty's administrators should create a flexible job structure to enrich the academic nursing educators' job through participating in decision-making processes, empowering their ways for doing the better job, as well as allowing them to monitor their own performance in which effects their loyalty on the organizational.

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