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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Organizational learning and psychological empowerment

Ahmad Latifian¹

¹ This article is extracted from research conducted by author in Ferdowsi University of Mashhad, Department of Management, Ferdowsi University of Mashhad, Mashhad Iran,

latifian@um.ac.ir

Abstract

The purpose of this document is to examine the effect of organizational learning on psychological empowerment with the mediating role of the organizational climate. The research method is the descriptive survey. The main results of the research showed that organizational learning with the mediating role of the organizational climate has a positive effect on the psychological empowerment of employees. In conclusion, when employees participate in decisions and clearly understand their role, they feel self-sufficient and valuable and can influence the contexts of their careers, that is, they believe in their abilities.

Keywords: Organizational learning, psychological empowerment, climate.

Aprendizaje organizacional y empoderamiento psicológico

Resumen

El propósito de este documento es examinar el efecto del aprendizaje organizativo en el empoderamiento psicológico con el papel mediador del clima organizacional. El método de investigación es la encuesta descriptiva. Los principales resultados de la investigación mostraron que el aprendizaje organizativo con el papel mediador del clima organizacional tiene un efecto positivo en el empoderamiento psicológico de los empleados. En conclusión, cuando los empleados participan en las decisiones y comprenden claramente su función, se sienten autosuficientes y valiosos y pueden influir en los contextos de sus carreras, es decir, creen en sus capacidades.

Palabras clave: Aprendizaje organizacional, empoderamiento psicológico, clima.

1. INTRODUCTION

Universities are the centerpiece of development and the driving force behind the transformation of society and the main focus of human resource training. They can accelerate the growth of society through new ideas and thoughts. The University has an important mission in producing knowledge and preparing graduates to work in a competitive, complex, and constantly changing the world, and as a critical and important social system, it has a special position and can do its best if it has a dynamic organization. University is one of the most important pillars for any kind of transformation and innovation, and achieving high goals, independence and technological advancement is possible through the process of higher education. Meanwhile, the role of staff in this growth process is important. In recent years, the idea of employee empowerment has developed increasing influence in the service sector (Kruja et al., 2016). Empowerment has been found to help increase employee productivity and efficiency across a wide range of sectors. It can also improve employee satisfaction and help to retain the best employees. Experts believe that most universities are not in a good position in terms of both the efficiency and productivity of employees and their job performance. Perhaps one of the main reasons for this is the lack of attention to organizational learning and appropriate climate creation that could be effective on psychological empowerment of personnel.

1.1. Organizational Learning

Organizational learning is a complex process that refers to the development of new knowledge and information and is a potential driver for changing employees' behavior. Organizational learning is the collective learning process of the members of the organization. A learning organization has the ability to continually adapt itself to different situations and in accordance with the demands of the environment. To increase learning ability, an organization must create a system where individual learning can be shared among members. Individual learning is the basis of organizational learning and is through individual learning that the organization learns as a whole (Jaw & Liu, 2003). Organizational learning process involves the acquisition, interpretation and application of new knowledge by members of the organization (Huber, 1991). According to Haber, this process consists of four steps, which are as below:

1. Knowledge acquisition: Any process that the organization uses to gain new knowledge and information.
2. Knowledge Distribution: A process in which knowledge and information are shared and distributed by each employee in the organization.
3. Knowledge Interpretation: refers to how people communicate and understand new knowledge and information.

4. Organizational Memory: a process in which knowledge and information are stored and maintained for future use (Huber, 1991).

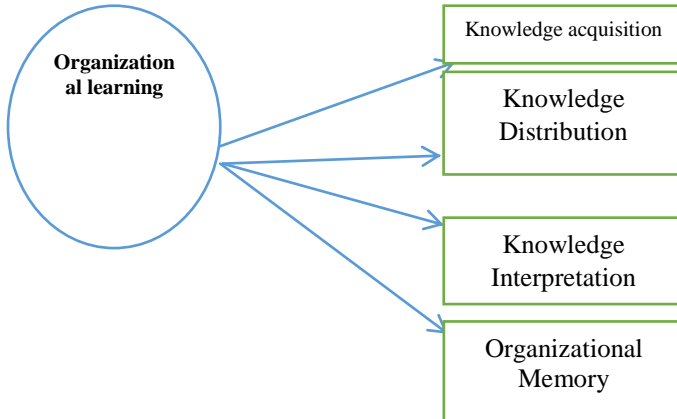


Figure 1: Organizational Learning Components

1.2. Psychological Empowerment

Organizational learning is important because it enhances the level of knowledge and skills of employees as a key factor in the survival and success of organizations and leads to the growth and development of employees (Carless, 2004). The realization of organizational learning requires attention to the empowerment of human resources at all organizational levels and since employees are the most important and valuable assets of an organization,

empowerment of motivated and capable staff will enable managers to act quickly and appropriately against the dynamics of the competitive environment and to provide a competitive advantage for their organization. The more employees perceive an organization as providing continuous learning opportunities, empowerment, system connection, and strategic leadership, the more likely they will be psychologically attached to their organization (Joo & Shim, 2010) .

Psychological empowerment means empowering employees in a way that strengthens their self-esteem in order to have the ability, skill, and motivation to perform the desired activities. In a simpler definition, psychological empowerment involves increasing knowledge and awareness of the staff, increasing skill and experience, improving adaptability to the environment, and the ability to develop work and idea creation (Argyris, 1998). The psychological empowerment of employees can be achieved through organizational learning. The empowerment of employees has many advantages for the organization such as improving job performance, reducing mistakes, increasing decision speed and improving partnerships and innovation and all of them lead to improved job performance (Baker, 2012). Besides that, Empowerment is also defined as instilling power in employees; hence, organizations should strengthen employees' sense of personal power. Safari et al. (2010) consider psychological empowerment as the process of internal motivation, which includes four cognitive domains: sense of competence, sense of efficacy, a sense of meaningfulness and a sense of having the right of choose. For the first time, they introduced psychological empowerment into

literature. Mishra (1992), with more studies in the work environment, suggested empowerment definition as a motivational structure that includes four dimensions of meaningfulness, competence, autonomy, and efficacy .

Later, Mishra (1992) defined empowerment as helping employees to strengthen their sense of self-esteem and overcome the feeling of inability or helplessness (Abdollahi, 2005). Safari et al. (2010) confirmed the definition of empowerment by Safari et al. (2010) based on Mishra's research (1992) and added dimension of trust to it. Thus, dimensions of empowerment include competence, efficacy, meaningfulness, autonomy and trust Safari et al. (2010) which are mentioned in the below:

•Sense of competence:

The following three basic conditions are needed for a person's sense of competence:

1. Belief in the ability to do a job.
2. Belief in the capacity to try to accomplish a task.
3. Belief in lack of foreign barriers to prevent them from doing the job.

Employees feel empowerment when they develop their sense of competence by having the least skill and capability, having enthusiasm for trying to accomplish a task and omitting significant barriers for success

- Autonomy :

Autonomy or having the right to choose means the freedom of action and independence of individuals in determining necessary activities to perform their duties. Independence of employees is considered as an important dimension of empowerment. Deci and Ryan (1985) defined autonomy as self-organizing. They argue that the main theme of self-organizing is the experience of choice in the workplace that generates the inner motivation to do the work. An independent person can decide about the methods of doing the job, job frameworks and the needed time to accomplish a task, so there is more opportunity to obtain experience and it increases the employee's ability to perform the tasks. Managers, who are uncertain about their roles, are skeptical and are not innovative because of this uncertainty and, as a result, will have lower levels of independence.

- Sense of efficacy:

This means that employees believe they can influence the organizational implications that they are involved in (Kuo et al., 2010; Fitriani & Suryadi, 2018). Mihm et al. (2010) believe that changes can be made by influencing the workplace or production outcomes.

Therefore, having a sense of work efficiency is completely related to the self-control sense. Empowered individuals believe they can have a significant impact on their job, its implications and surroundings.

- Job meaningfulness:

Job meaningfulness means that job goals are valuable and employees are personally interested in the job ,

Meaningfulness refers to the fit between work requirements and beliefs, values, and behaviors Empowered people have meaningfulness sense and value for career goals. Their thoughts and standards are consistent with what they are doing.

- Sense of trust

Trust is also a softening element that facilitates activities in organizational behavior. Mc Allister was the first one that provided empirical evidence which shows that trust has two components, namely trust based on impact and trust based on cognition in the organizational environment. Trust refers to the sense of personal security and confidence to others. As empowered individuals are more self-reliant, they feel more secure than others and always assume others are honest with them.

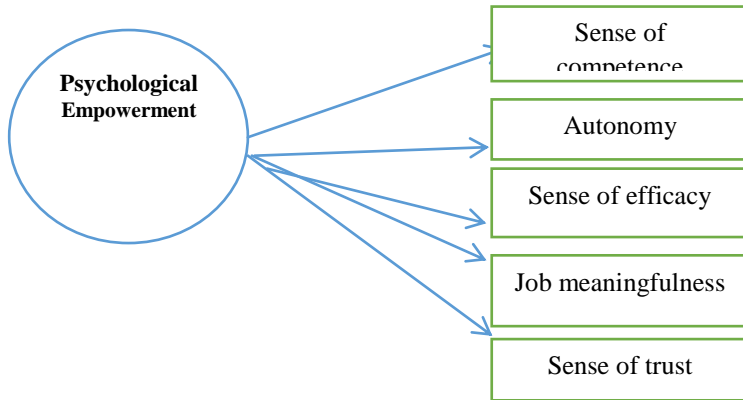


Figure 2: Psychological Empowerment Components

1.3. Organizational Climate

Empowered employees, using described empowerment dimensions, will be able to save the organization from the crisis and show their loyalty to the organization by creating valuable opportunities in business. On the other hand, Mihm et al. (2010) in their research showed that any structure and climate are not suitable for implementing the psychological empowerment of employees. Organizational climate is interpreted as the common perception and content related to the policies, practices and process experienced by employees, and also the behavior of employees in relation to their encouragement, support and expectations, which can affect organizational outcomes such as empowerment. Saatchi defines organizational climate as a situation, where employees of an organization perform their duties (Saatchi, 1996). Organizational

climate is a phenomenon among the members of the organization and is the result of understanding and experience of different aspects of the organization. For this reason, organizations do not have the same climate, and in fact the climate reflects the differentiation of the organizations from one another. According to Sasman and Deip, the components of the organizational climate include clarity of goals, clarity of role, reward appreciation, accepting procedures, and effective communications, besides, it is considered as a mediator variable.

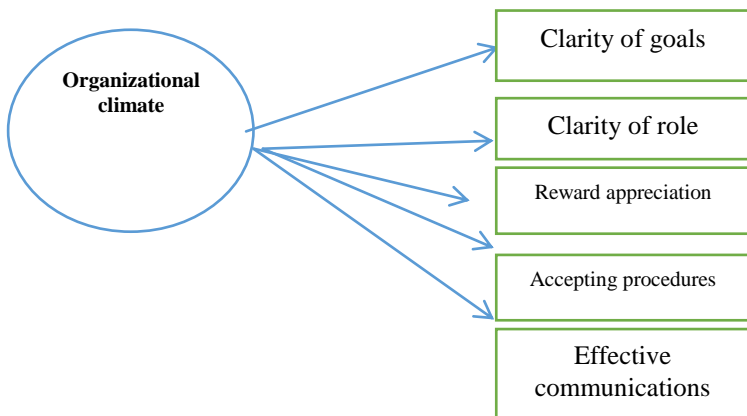


Figure 3: Organizational climate components

2. CONCEPTUAL MODEL OF RESEARCH

Regarding the subject of the research, i.e., the study of the effect of organizational learning on psychological empowerment with the mediating role of organizational climate, in this model, the

components of organizational learning, introduced by Lopez et al. (2004) was used, the components of psychological empowerment, introduced by Safari et al. (2010) was used and also components of the organizational climate offered by Safari et al. (2010) was used. The conceptual model of research is shown in the figure below.

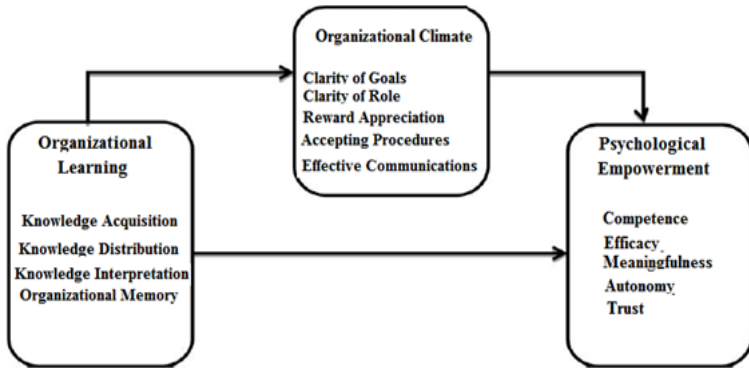


Figure 4: Research Conceptual Model

In the conceptual model of this research, it is assumed that organizational learning, directly affects psychological empowerment and also organizational learning affects organizational climate. Beside that organizational climate affects psychological empowerment (organizational climate as mediator role).

3. LITERATURE REVIEW

There is not a comprehensive study about the impact of organizational learning on psychological empowerment with the mediating role of organizational climate. Some of the few studies in this regard include the following: In his research, Bhatnagar (2007) examined the strategic role of psychological empowerment, organizational learning capacity and organizational commitment in terms of human resources functions in India and his research results showed that there is a positive relationship between strategic human resource roles and organizational commitment. It also revealed how psychological empowerment facilitates learning capacity and, as a result, increases organizational commitment. Ravangard & Farmani (2011) also conducted a research entitled the Relationship between Empowerment and Organizational Learning among Shiraz University of Medical Sciences staff. The most significant results show that there is a positive and significant relationship between organizational learning and empowerment. The results of multiple linear regression showed that the two dimensions of sense of participation with others and sense of job competence are predictors of organizational learning. The results of Allahyari et al. (2011), which was conducted among University of Tehran employees showed that the two dimensions of the sense of partnership with others and the sense of competence in job explain the organizational learning .

Shafi (2006) investigated the relationship between employee's empowerment and organizational learning at National Oil Distribution

Company and concluded that there is a significant relationship between psychological empowerment of employees with their organizational learning. He also pointed out that in a managerial approach in which the sense of competence, autonomy, efficacy, meaningfulness, and trust in colleagues is strengthened among employees, leads to more organizational learning. Based on this, increasing employees' competence, believing in ability and capacity, ability to influence strategic outcomes and individual feelings about the right to choose and trust increases organizational learning. Khanalizadeh has conducted a research about the effect of organizational learning on the empowerment of staff of Tarbiat Modarres University. The main results of this study indicate that organizational learning affects the sense of competence, autonomy, efficacy, meaningfulness, and trust among employees of Tarbiat Modarres University. Dastgerdi et al. (2010) conducted a research entitled the relationship between empowerment and organizational learning of the personnel of the Islamic Republic of Iran Physical Education Organization. The main results of this study indicate that increasing each of the indicators of empowerment increases organizational learning, so accordingly, increasing the sense of competencies of employees, believing in their ability and capacity, the ability to influence strategic consequences, sense of trust, individual sense of autonomy and the right to choose increases organizational learning of employees. In a research paper entitled the Effect of Organizational Climate and Organizational Learning as Self-Efficacy Predictors, Safari et al. (2010) showed that organizational climate and organizational learning were significant predictors of faculty self-

efficacy, in which several variables (participation in organizational learning, self-efficacy and efficiency of teaching) were considered as control variables .

Samad in his research entitled the Effect of Creative Organizational Climate and Organizational Commitment on Organizational Learning that was conducted in a Malaysian Communications Company on 584 top and operational managers revealed that organizational climate and organizational commitment had a significant positive relationship with organizational learning. Mihm et al. (2010) also found that every structure and climate is not suitable for implementing the empowerment process of employees. A structure would be appropriate for implementing the empowerment process that accepts the factors and indicators of empowerment and provide a suitable basis for its variables, such as innovation and creativity. Mok and Auyeung (2002) conducted a research entitled the relationship between organizational climate and empowerment of nurses in Hong Kong. The relationship between organizational climate and empowerment was investigated by a series of bivariate correlation analyses. The results of the research indicate that there is a positive relationship between organizational climate and psychological empowerment. Isaksen and Isaksen (2011) considered the relationship between organizational innovation and psychological empowerment and obtained a meaningful relationship between them. Ram and Prabhakar (2011) investigated the role of employees' enthusiasm in work and its relationship with outcomes in the Jordan industry. Sampling of employees was carried out in all levels of management

and the result confirmed the relationship between job enthusiasm and the perception of healthy climate and organizational support and its effect on empowerment sense and organizational behavior. Dollard and Bakker (2010) investigated the positive relationship between healthy psychological climate and career enthusiasm among the staff of 18 schools in Australia. They concluded that the healthy-psychological climate would increase the worker's enthusiasm by influencing job resources, including skill competence and increasing empowerment sense. Carless (2004) argued that the interpretations and perceptions of employees from the workplace that means the healthy psychological climate affect their perceptions of psychological empowerment. According to a research conducted by Safari et al. (2010), the results showed that there is a significant positive relationship between organizational culture and climate, job motivation, job enthusiasm and innovative behavior with psychosocial empowerment.

4. RESEARCH HYPOTHESES

1. Organizational learning has a positive effect on psychological empowerment of employees.
2. Organizational learning has a positive effect on the organizational climate.

3. Organizational climate has a positive effect on the psychological empowerment of employees.

5. RESEARCH METHOD

The purpose of this study is applied and its method is descriptive-survey. The causal relationship between the variables in the research has been analyzed using the structural equation modeling with the help of LISREL software. Structural equation modeling consists of two parts named measurement model and structural model; and the model variables are classified into two groups of latent variables and observed variables. The statistical population consists of all employees of the Ferdowsi University of Mashhad. Using a random sampling method and Morgan table, 285 people were selected. The data collection tools included three questionnaires :

1) Lopez et al. (2004) questionnaire was used to assess learning component of organization that has 20 questions and measures four dimensions of knowledge acquisition, knowledge distribution, knowledge interpretation, and organizational memory by five-point Likert scale. Its content validity is confirmed by experts and its reliability is confirmed by Cronbach's Alpha method that is 84%.

2) Standard questionnaire of Safari et al. (2010) was used to investigate psychological empowerment that has 20 questions

and measures five dimensions of competence, autonomy, efficacy, meaningfulness and trust by five-point Likert scale. Its content validity is confirmed by experts and its reliability is confirmed by Cronbach's Alpha method that is 87%.

3) Mihm et al. (2010) questionnaire was designed to examine organizational climate with 20 questions that measure five dimensions of clarity of goals, clarity of role, reward appreciation, accepting procedures, and effective communications by five-point Likert scale. Its content validity is confirmed by experts and its reliability is confirmed by Cronbach's Alpha method that is 89%.

6. SAMPLING

The statistical population of the present study consists of employees of Ferdowsi University of Mashhad, whose number is 1100. According to Morgan table, the sample in this study is 285 people. The sampling method in this research is simple random sampling based on random numbers table.

7. SUMMARY OF FINDINGS AND THEIR ANALYSIS

7.1. Descriptive statistics

The demographic characteristics of the sample are shown in table 1. As can be seen in this table, the highest frequency of respondents' age is 54% and belongs to the age range of 46 to 55 years, and its lowest value belongs to the range of less than 25 years, with a frequency of 3%. Bachelor's degree with a frequency of 61% and diploma education and lower, with a frequency of 4%, shows the highest and the lowest frequency, respectively. Regarding work experience, the highest frequency is related to 21 to 25 years work experience with a frequency of 36%, and the lowest frequency belongs to work experience of 26 years and higher, with a frequency of 3%. According to the statistics, male worker number with a frequency of 57% was more than the number of female employees.

Table 1: The demographic characteristics of the sample

Age of staff	No.	F.	education	No.	F.	work experience	No.	F.	Sex	No.	F.
Up to 25 years old	9	%3	Diploma	12	%4	Up to 5 years	23	%8	Female	122	%43
25 to 35 years old	51	%18	Associate Degree	45	%16	6 to 10 years	37	%13	Male	163	%57
36 to 45 years old	58	%20	Bachelor	175	%61	11 to 15 years	42	%15			
46 to 55 years old	154	%54	Master's degree and higher	53	%19	16 to 20 years	71	%25			
56 years old and higher	12	%5				21 to 25 years	103	%36			
						26 years and higher	6	%3			
Total	285	%100		285	%100		285	%100		285	%100

7.2. Inferential statistics

In this research, after analyzing the descriptive statistics related to the demographic components of the research, inferential statistics are used to accept or reject the research hypotheses.

In inferential statistics section, by using structural equation modeling and path analysis coefficients, the effect of organizational learning on psychological empowerment with the mediating role of organizational climate of employees is discussed. The structural equation model in this study is determined using LISREL software.

7.2.1. Research hypotheses tests

Since this research attempts to investigate the effect of organizational learning on psychological empowerment with the mediating role of organizational climate, it is causal and causal research. Therefore, to examine the relationship between variables in question, the path analysis coefficients in Structural Equation Model are used. In the following, statistical tests results of these research hypotheses are discussed.

7.2.2. Chart of path coefficients in standard estimation mode

This chart shows the relationship between latent and observed variables in one model. In the chart below, research path coefficients are shown. The numbers on the arrows represent the path coefficients of the variables that are obtained using LISREL software. Ovals rep

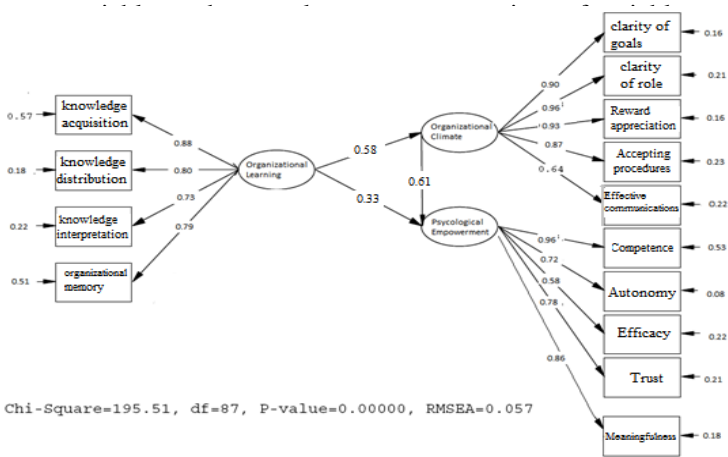


Figure 5- Structural Equation Modeling Results (Standard Estimation) of the Studied Variables

7.2.3. Chart of T value for each of the path coefficients in significant state

The following chart shows the value of the test statistics for each coefficient. Here, for each parameter in the model, an observed T value is obtained, and it can be interpreted that if the observed T value

is outside the range of (-1.96 and 1.96), obtained relationship will be meaningful with more than 95% confidence.

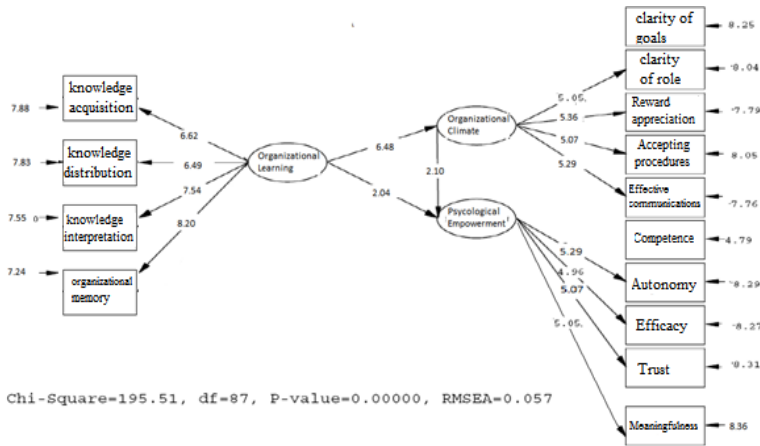


Figure 6 - T value for each path coefficient

7.2.4. Fitness of proposed research model

In order to evaluate the model fitness, model indexes should have the required standards. So, in the next step, fitness of the model with the data collected by the researcher should be examined, hence some of goodness of fit tests are conducted for used model and research data to evaluate the fitness. As shown in table 1, if the fitness index of χ^2/df is less than 3, RMSEA value is less than 0.08, and the fitness index of GFI, AGFI, NFI, NNFI, and CFI are greater than 0.09, these figures indicate that the proposed model is confirmed and the model has good fitness.

Table 2: Value of fitness indexes and fitness result of structural model

No.	Good of fitness Index	Acceptable Value	Model Value	Good of fitness Results
1	df	More than zero	87	Acceptable
2	χ^2/df	Less than 3 is suitable	2.22	Acceptable
3	RMSEA	Less than 0.08 is suitable	0.057	Acceptable
4	NNFI	More than 0.9	0.96	Acceptable
5	CFI	More than 0.9	0.92	Acceptable
6	GFI	More than 0.9	0.96	Acceptable
7	NFI	More than 0.9	0.95	Acceptable
8	AGFI	More than 0.9	0.90	Acceptable

7.2.5. Research findings

According to the results of collected data analysis, the results of research hypotheses test based on T-value are presented Table 2. It should be noted that relationships in which the values of statistics are outside the range of (-1.96 and 1.96) are confirmed. Therefore, all three paths that exist between independent latent variables and dependent latent variables are significant.

Table 3: The Results of research hypotheses test

Hypotheses	Path coefficient	T value	Comparison with critical values	Rejected/ Accepted

1. Organizational learning has a positive impact on psychological empowerment of employees.	0.33	2.04	1.96 < 2.04	Accepted
2. Organizational learning has a positive impact on organizational climate.	0.58	6.48	1.96 < 6.48	Accepted
3. Organizational climate has a positive impact on psychological empowerment of employees.	0.61	2.10	1.96 < 2.10	Accepted

As shown in Table 2 and Figure 5, organizational learning has a positive and significant effect on psychological empowerment (first hypothesis of the research), according to which the value of path coefficient between organizational learning and psychological empowerment is 0.33 and coefficient T value is $1.96 < 2.04$, which is significant at level of 0.05. So first hypothesis is confirmed and by 95% confidence it can be said that psychological empowerment has a positive effect on organizational commitment and for one unit of increase in psychological empowerment, organizational commitment increases by 0.33 units. According to the second hypothesis, organizational learning has a positive effect on organizational climate. According to the results of data analysis, the value of path coefficient between organizational learning and organizational climate is 0.58 and T value for this coefficient is $1.96 < 6.48$, which is significant at the level of 0.05. So the researcher's claim is approved and by 99% confidence it can be said that organizational learning has a positive

effect on organizational climate and for one unit of increase in organizational learning, organizational climate increases by 0.58 units.

According to the third hypothesis of the research, the effect of organizational climate on psychological empowerment is positive and significant. According to the results of data analysis, the value of path coefficient between the organizational climate and psychological empowerment is 0.61 and T value for this coefficient is $1.96 < 2.10$, which is significant at the level of 0.05. Therefore, the researcher's claim is confirmed and by 95% confidence, it can be said that organizational climate has a positive effect on psychological empowerment and for one unit increase in organizational climate, psychological empowerment increases by 0.61 units. The causal paths coefficients between three variables of the research show the direct and indirect effect (through mediator variable of organizational climate) of organizational learning on the psychological empowerment of the employees. The direct effect was 0.33, indirect effect was 0.35 ($0.58 * 0.61$) and the total effect was 0.68 ($0.33 + 0.35$). Also, the results of the analysis of relations between latent components with observed indicators (in factor analysis models) showed that the most important indicators affecting organizational learning include knowledge acquisition with factor load of 0.88, knowledge distribution with factor load of 80% and organizational memory with factor load of 0.79. The most important indicators affecting psychological empowerment are the index of competence with factor load of 0.96 and the trust index with factor load of 0.88. Also the most important indicators affecting the organizational climate are clarity of role with

factor load of 0.96, reward appreciation with factor load 0.93 and clarity of goals with factor load of 90% (Fig. 5).

8. CONCLUSIONS AND SUGGESTIONS

The role of efficient, capable and intelligent human resources in achieving organizational goals is undeniable. The importance of continuous and strong learning in organizations has never been vital to this extent. Due to the presence of forces such as globalization and technology, the speed and complexity of the changes have increased in a way that organizations have to learn more to continue their lives. On the other hand, psychological empowerment of employees as a strategy for increasing the performance and sustaining the organization should be considered as the most important issue for the organization. In this situation, many organizations have identified the solution to enhance organizational learning and empowerment programs, and have tried to use these programs and create a suitable climate through organizational learning and empowering individuals to overcome the internal and external barriers and provide a suitable environment for the training of capable employees. The results and suggestions for the research hypotheses are described below separately. The first hypothesis examines the relationship between organizational learning and psychological empowerment. The results showed a positive correlation and significant relationship between organizational learning and psychological empowerment, which was consistent with researchers such as Shafi (2006) who concluded that there is a

significant relationship between personnel empowerment with their organizational learning. In his research, Shafi also pointed out that a managerial approach in which a sense of competence, autonomy, efficacy, meaningfulness, and trust in colleagues is more common among employees, leads to more organizational learning, and this conclusion is consistent with the first hypothesis of the research.

As based on the research results, indicator of competence and trust are the most important indicators affecting the psychological empowerment of employees, therefore, managers are recommended to offer suitable training courses in order to value job goals and the employees' interest in the job, thus, the level of meaningfulness of the job will increase among the employees and they give more value to the activity they are doing, and their ideals and mental standards will be more consistent with what they are doing in their jobs. The second hypothesis examines the relationship between organizational learning and organizational climate. The results showed a positive correlation and a significant relationship between organizational learning and organizational climate, which is consistent with Samad's research, which showed that organizational climate and organizational commitment have a significant positive relationship with organizational learning. Based on the results of the research regarding the organizational climate, indicators of clarity of the role, reward appreciation and clarity of goal are respectively the most important indicators affecting the organizational climate. Therefore, to create an appropriate organizational climate for increasing organizational learning and psychological empowerment of employees, increasing

employee's participation in the decision making process of organization, increasing their sense of responsibility and accountability and encouraging employees through the internal and external reward system and knowledge management is recommended. In addition, welfare programs should be provided to motivate employees.

The third hypothesis examines the relationship between organizational climate and psychological empowerment. The results showed a positive correlation and a significant relationship between organizational climate and psychological empowerment that is consistent with the research of (Rame and Prabhakar, 2011). All of them in their research showed that there is a positive and significant relationship between organizational climate and psychological empowerment. Therefore, based on our recommendation, when employees are involved in decisions and clearly understand their role, they feel self-reliant and being valuable and are able to influence their career contexts, that is, they believe in their abilities. Therefore, it is suggested that universities should design a structure in order to implement an empowerment process that would accept the factors and indicators of empowerment and be a good ground for increasing internal motivation of the employees; beside that increasing sense of competence, autonomy, efficacy, meaningfulness of the job and the feeling of trust to others should be included in its strategies too. Based on the results of the hypothesis test, there is a positive correlation between organizational learning and psychological empowerment with organizational climate mediation, which indicates that there is a relatively strong relationship between these variables; beside that the

higher level of organizational learning and the more favorable organizational climate are for universities employees, the more effective they will be in promoting their psychological empowerment in work processes.

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