

CHAPTER 3

RESEARCH FRAMEWORK AND HYPOTHESES

Introduction

Research by Spreitzer (1995), Saks (2006), Maslach, Schaufeli and Leiter (2001), as well as May, Gilson and Harter (2004) have shown that human capital management components such as psychological empowerment, employee engagement and job satisfaction are positive psychological conditions that drive business performance. In this study, attempts are made to address the research question as to whether the same components drive employees. The relationships among psychological empowerment, talent engagement and job satisfaction are examined if they contribute to the dedication and the propensity of employees to stay. The mediating roles of talent engagement and job satisfaction are also investigated if they add value to the relationship between psychological empowerment and talent outcomes. The findings of this study would add knowledge to the literature on talent engagement that according to Kular, Gatenby, Rees, Soane, and Truss (2008) is still under developed and where sound academic research lags behind business practices.

3.1 The research framework

The framework for this study incorporates the ideas of Spreitzer (1995), Saks (2006) and Schaufeli et al. (2002). This research postulates positive mediations of job engagement, organization engagement, and job satisfaction between psychological empowerment and talent outcomes. The proposed research framework is as shown in

Figure 3.1. In the study, there is a single predicting variable, three mediating variables that may be endogenous or exogenous depending on the particular relationship examined and two consequences. The research framework proposes that psychological empowerment as the predictor is mediated by talent engagement that comprises of job engagement and organization engagement as well as job satisfaction towards two dependent variables (intention to stay and dedication). In this research framework, there are six variables or dimensions of 33 items. Psychological empowerment has 12 items (Spreitzer, 1995) while job engagement and organization engagement have five items each (Saks, 2006). Job satisfaction is measured with three items (Saks, 2006) while the two talent outcomes namely intention to stay and dedication have three and five items respectively.

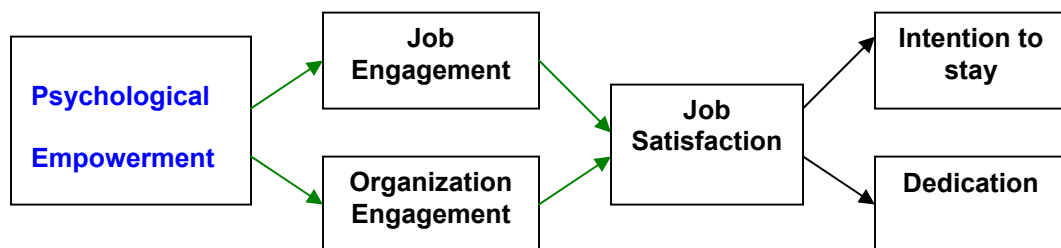


Figure 3.1 The Research Framework

The focus of this study is on the mediating role of job engagement, organization engagement and job satisfaction between psychological empowerment and the talent outcomes of the intention to stay and dedication of employees. The proposed theory for this research comprises a number of hypothesised connections among the conceptually defined variables and they are based on the literatures of psychological

empowerment, employee engagement as well as job satisfaction. This theory implies that psychological empowerment, job engagement, organization engagement, and employee job satisfaction are related to employees' staying intentions and dedication. The variables are operationalized in a series of measurable / manifest variables adopted from the measures used by Spreitzer (1995), Saks (2006) and Schaufeli et al. (2002). The study examines the assumption that when employees believe they are psychologically empowered, they would be engaged in their work. Subsequently, job satisfaction would be observed. Through employee engagement and job satisfaction, the study postulates that they will bring about two talent outcomes; namely the dedication of employees and their propensity to stay with the organization.

The intention to study employee engagement as a mediator is derived from the literatures of Saks (2006), May, Gilson and Harter (2004), and Maslach, Schaufeli and Leiter (2001). Maslach et al. attest that employee engagement mediates the relationship between their proposed work-life factors and the outcomes. The findings of May et al. concur with the opinion of Maslach et al. (2001) that meaningful and valued works are associated with engagement. These opinions are reiterated by the findings of Holbeche and Sringett (2003) that people's perceptions of meaning with regards to the workplace are clearly linked to their levels of engagement and ultimately their performance. They opine that employees, especially the talented ones actively seek meaning through their work. Unless organizations provide employees with a sense of meaning, employees are likely to quit as they have no intention to stay. Apart from being the role of a mediator, Saks opines that employee engagement

should also be examined in terms of job engagement and organization engagement as they have different implications to organizations. As such, the model is appropriate as it addresses these opinions as well as the research questions and objectives of the study.

Furthermore, the hypothesised role of the psychological components is consistent with the social exchange theory (SET) as advocated by Saks (2006). According to the theory, there is reciprocal interdependence between employees and organizations. Cropanzano and Mitchell (2005) also emphasised that SET relates to the rules of exchange whereby relationship could evolve over time into trusting, loyal and mutual commitments. When individuals receive economic and socio-economic resources from their organization such as the four dimensions of psychological empowerment, they would display their engagement and experience a sense of job satisfaction. As a consequence, they would feel obliged to respond in kind and repay the organization through outcomes such as their dedication and their propensity to stay with the organization. The findings are consistent with the descriptions of engagement by Robinson, Perryman and Hayday (2004) as a two way relationship between the employer and employee.

3.2 Definition of the constructs

With the research framework explained, the discussion proceeds with the definition of constructs that are used in this study. The definitions would facilitate the understanding of the items used to measure each construct of the study.

3.2.1 Psychological empowerment (PE)

This study adopts the psychological empowerment concept of Spreitzer (1995). She defines psychological empowerment as a motivational construct manifested in four cognitions; namely meaning, competence, self-determination, and impact (p.1444). Spreitzer has developed and validated the measures of PE in a workplace context as PE is related to individual perspective on empowerment. She opines that PE focuses on the psychological experience of empowerment in relation to one's work role. Explanation on the four cognitions of meaning, competence, self-determination and impact are appended in the following texts.

Meaning

Thomas and Velthouse (1990) have defined meaning as the value of a work goal or purpose judged in relation to an individual's own ideals or standards. On the reverse, meaningless work is associated with apathy and detachment from one's work (May et al., 2004). Mishra and Spreitzer (1998) define meaning as a sense of purpose or personal connection to work. Meaning also involves a fit between the requirements of a work role and beliefs, values, and behaviours (Hackman & Oldham, 1980). The essence of meaning is associated with one of Kahn's (1990) psychological condition, meaningfulness. This dimension of PE has displayed significant relations with engagement (May et al., 2004). Spreitzer (1997) was of the opinion that meaning serves as the engine of empowerment that is the mechanism through which individuals get energised about work. Thomas and Velthouse (1990) argue that, if employees' hearts were not in their work, that is, if work activity conflicts with their

value systems, employees will feel powerless and would not find meaning in what they do. An alignment of work roles and activities with employees' self-concepts would bring about meaningfulness of work experience. Spreitzer, Kizilos and Nason (1997) have advocated that organizations have a responsibility in providing employees with meaningful work as that can lead to employees' personal growth and motivation. Hence, meaning results in a concentration of energy and subsequently the engagement of employees (Kahn, 1989). These views are supported by a relatively high and consistent Cronbach alpha reliability value for this cognition at 0.85 (Spreitzer, 1995).

Competence

Competence relates to employee development – the degree to which an employee feels that specific efforts are being made by their management or company to develop the employees' skills. Competence or alternatively known as self-efficacy, is also referred as an individual's belief in his or her capability to perform activities with skill (Spreitzer, 1995). In another word, competence is a reflection of the beliefs of individuals that they have what it takes to do their job well (Gist, 1989). Ryan and Deci (2001) found association between the feeling of competence and enhanced intrinsic motivation. Research has also found strong correlation between competence and engagement (Maslach, Schaufeli and Leiter, 2001). Spreitzer (1995) has noted that competence will result in employees demonstrating effort and persistence when being subjected to challenging situations, and ultimately high performance. She found a relatively high reliability value of 0.84 for this cognition.

Self-Determination

Deci, Connell and Ryan (1989) define self-determination as an individual's sense of having choice in initiating and doing regulatory actions. Self-determination in essence reflects the authority in the initiation and continuation of work behaviours and process. This scale is consistent with the notions of personal control and implies job engagement (Spreitzer, 1997). Besides, the concept reflects whether individuals see themselves as the origin of their actions. Self-determination has the possibility to increase effectiveness (impact) through enhanced employee motivation. Deci and Ryan (1985) were noted to have said that self-determination is an essential component of intrinsic motivation that also doubles up as a critical determinant of satisfaction (Spreitzer, 1997). In addition, Bowen and Lawler (1992) have opined that self-endorsed goals through self-determination enhance employee engagement. Furthermore, Deci et al. (1989) attest that self-determined employees demonstrate the propensity to learn, interest in assigned tasks, as well as resilience when faced with challenges. This cognition demonstrated a moderately high Cronbach alpha reliability of 0.80 in the study by Spreitzer (1995).

Impact

Mishra and Spreitzer (1998) are of the opinion that impact means individuals have the ability to influence the system of which they are a part of. Impact refers to a chance to contribute that requires continuous specific feedback about the performance of employees. This, in turn, would enable employees to develop ideas on how they could contribute as well as build their skill set. Impact is influenced by the work context and relates to talent utilization. Impact is also defined as the degree to which an individual

can influence strategic, administrative, or operating outcomes at work (Spreitzer, 1995). In addition, impact is referred to as an individual's sense of control over their own work and implies organization engagement (Spreitzer, 1997, p.681). Thomas and Velthouse (1990) emphasise that a sense of impact is an indicator as to whether individuals feel the difference that they are making in their organization. If employees believe that their actions are not having any influence in the system, they will be disengaged. The study by Spreitzer (1995) indicated a relatively high Cronbach alpha reliability of 0.85 for impact. As such, the researcher hypothesises that having a sense of impact can predict the degree of employee engagement both in their job and in their organization.

3.2.2 Job engagement (JE)

Job engagement is the degree to which the job situation is central to the person and individual identity. JE also refers to the individual's attachment to a role. Engagement in this sense focuses on the work itself. Saks (2006) has treated JE as *role specific* in an employee's job. He also attests that JE entails the employment and expression of an employee's *preferred self* in job behaviours that facilitate connections to work and to others (p.700). According to Maslach et al. (2001), JE that is noted as the positive antithesis of burnout, is associated with sustainable workload, feelings of choice and control, appropriate recognition and reward, supportive work community, fairness and justice, as well as meaningful and valued work. Schaufeli, Bakker and Salanova (2006) have likened job engagement as positive and rewarding work-related psychological state that is characterised by satisfaction, energy and mental resilience at work. The results from Saks's (2006) study supported this postulation in that JE is

related to employees' attitudes, intentions and behaviours such as job satisfaction, intention to quit - the reverse of the intention to stay, and organizational dedication. The author also found a relatively high reliability value of 0.82 for his JE variable.

3.2.3 Organization engagement (OE)

As people have multiple roles, Saks (2006) is of the opinion that research on employee engagement should also examine engagement in multiple roles within the organization. This reasoning has brought about his interest in studying organization engagement apart from the individual based job engagement. OE also refers to the strength of individual identification with an organization. In essence, OE looks at the role of an employee as a member of the organization. According to Corporate Leadership Council (2004), this engagement is strongly influenced by organizational characteristics such as good internal communication, a culture for innovation, and a reputation for integrity.

Kahn (1990) and Maslach et al. (2001) have shown that psychological conditions are essential prerequisites for engagement to occur. However, Saks (2006) argues that their deduction does not explain well why employees have different levels of engagement responses to psychological conditions. He reasons that the social exchange theory (SET) could provide the required theoretical rationale for understanding the varied engagement responses of employees. The author believes that the rules of exchange in SET would bring about the state of reciprocal interdependence where the actions of an employer would lead to corresponding

responses from the employees. This reasoning explains the need to examine engagement from the organization angle as there are differences between OE and JE. Additionally, Saks (2006) found OE to be a highly reliable variable with the reliability value of 0.90 in his study.

3.2.4 Job satisfaction (JS)

Job satisfaction in essence is the degree to which work is a source of need realization and an ease of mind. Hackman and Oldham (1980) as well as Thomas and Tyman (1994) have indicated that there are empirical links between meaning, a factor of psychological empowerment, and work satisfaction. In another context, Spreitzer (1997) has cited the opinion of Herzberg (1966) that the extent to which an individual finds his or her work personally meaningful is a crucial prerequisite for job satisfaction. JS is noted to be associated with turnover intentions (Mobley, 1977). His study results indicate a moderately significant yet consistent relationship between JS and turnover intention. The variable has been found to be relatively stable, reproducible (Shore & Martin, 1989), and recorded an internal reliability of 0.84 (Saks, 2006). However, Mowday et al. (1979) attests that JS is a transitory and changeable attitude across different situations and time. Hence, the degree of an employee's JS is greatly associated with the tangible and intangible aspects of their work environment (Porter et al., 2004). As such, the researcher believes that JS will have influences on the performance of employees that could be demonstrated through their work dedication and subsequently on their propensity to remain with their organization.

3.2.5 Intention to stay (ITS)

There is a strong correlation between engagement and retention (Blessing White, 2008). It is assumed that the connotation of retention is applicable to the notion for the intention to stay. The authors reported that this pattern of correlation between engagement and retention is consistent with the findings in North America and Europe. As intentions are related to subsequent behaviour of employees, Shore and Martin (1989) emphasise the importance on understanding why people intend to stay or leave organizations. In a reverse scenario from what Porter and Steers (1973) suggested, experiences of job satisfaction (JS) may result in the next logical outcome –the form of expressed intention to stay. Mowday et al. (1979) as well as Lefkowitz and Katz (1969) have pointed out that attitudinal measures and outcomes related with ITS do change over time. In addition, Porter and Steers (1973) have reported a moderate and consistent relationship between JS and ITS. Interestingly, in their research work, Shore and Martin (1989) have cited the suggestion of Jackofsky and Peters (1983) that implies ITS has a strong relationship with JS. These results highlight the difference in the findings between the research work of Porter and Steers (1989) with Jackofsky and Peters (1983); lending support to the opinion of Lefkowitz and Katz (1969) that attitudinal outcome is time sensitive and does change over time. Porter et al. (1974) noted an average internal consistency of 0.76 for ITS in their study compared with the reliability value of 0.82 for the intention to quit variable of Saks (2006). Hence, the ITS variable would make an interesting variable to study as this positive version of concept compared with the negative intention to quit term makes logical sense and outcome for an engaged and job satisfied

employee. Therefore, I have used the concept ITS as one of the talent outcomes for this study.

3.2.6 Dedication (D)

Dedication relates to employee's ownership and the ability to have clear visions of personal success. When employees know that management is available to provide guidance, remove barriers and help them find fulfilling work, employees will be engaged to perform that would result as dedication in their work. Spreitzer (1997) reiterated this thought when she attested that individuals who see their jobs as personally meaningful are likely to be more personally invested in their work. In addition, Schaufeli and Salanova (2007) defined dedication as the state of being strongly involved in one's work and where one experiences a sense of significance, enthusiasm, inspiration, pride and challenge. The authors have likened dedication to involvement, except that dedication has a wider scope that includes cognition and the affective dimension. In their research, they found strong internal consistency for dedication at 0.91. Dedication is also related to the emotional dimension of engagement by Khan (1990).

In essence, each of the said dimension or construct adds a unique element to the research framework that comprises psychological empowerment, talent engagement, job satisfaction and talent outcomes. The talent outcomes of intention to stay and dedication refer basically to the internal causes of engagement (behavioural) and employee job satisfaction (attitudinal). The two constructs would analyse the affective motivational state fulfilment of the focused population.

3.3 The hypotheses

Based on the reviewed literatures and the explanations on the research framework, several propositions are presented to examine the relationships between and among the six constructs in this study. The theoretical underpinning of the hypotheses is adapted and built-up upon from the research work of Spreitzer (1995) on psychological empowerment, Saks (2006) on employee engagement (job engagement and organization engagement), job satisfaction and intention to stay, and Schaufeli et al. (2002) on dedication.

3.3.1 The relationships among psychological empowerment, job engagement and organization engagement

This hypothesis examines the relationship of psychological empowerment with both job engagement and organization engagement. Thomas and Velthouse (1990) argued that when employees are empowered, they would have better concentration, initiative and resilience in their work role expectations. From the individual empowerment dimensions of meaning, competence, self-determination, and impact, Spreitzer (1995) found a positive link between psychological empowerment and individual effectiveness such as the innovativeness of employees. Besides, Saks (2006) reasoned that employees when empowered would feel obliged to respond with engagement. He concurs with the thoughts of Thomas and Velthouse (1990, p.669) who attest that empowerment is a, "...set of cognitions shaped by the work environment". Furthermore, Spreitzer (1995) believes that empowerment being a non-discrete variable produces relative outcomes in each different work environment. What this means is that there may be different degrees of the feeling of being

empowered among employees in different work situations. In addition, Kahn (1992) has noted that engagement could lead to two types of outcome be it at the individual level and or at the organizational-level. According to him, it is through engagement that, "...people employ and express themselves physically, cognitively, and emotionally during role performances" (Kahn, 1990, p.694). Besides, Saks (2006) attests that employee's emotional attachment to the job and organization is a key lever for engagement. Therefore, the relationships of psychological empowerment (PE) with job engagement (JE) and organization engagement (OE) are postulated as follows:

H1 (a): There is a statistically significant and positive relationship between
PE and JE

(b): There is a statistically significant and positive relationship between
PE and OE

3.3.2 The relationships among job engagement, organization engagement and job satisfaction

Harter, Schmidt and Keyes (2002) found associations between employee engagement and business results. The positive consequences of employee engagement on organizations (Saks, 2006) have driven the interest to study this topic further. He emphasised that engagement is an individual construct. In this regard, talent engagement must first impact individual-level outcomes before it can lead to business results. Through the findings of Saks (2006, p.606), it is reasonable to expect that talent engagement is related to individual's attitudes, intentions, and behaviours. Besides, Cranny, Smith and Stone (1992) in Weiss (2002) define job satisfaction as an affective reaction to one's job. In addition, Schaufeli and Bakker

(2004) as well as Sonnentag (2003) found the experience of engagement to be a positive work-related experience and state of mind that could lead to job satisfaction. Furthermore, Kahn (1992) suggests that engagement can lead to two types of outcome; namely individual-level and organization-level. At the individual-level outcomes, the employees' work quality and their experiences of doing that work are observed. At the organization-level, the outcomes can be in terms of the growth and productivity of organizations. In addition, Maslach et al. (2001) noted job satisfaction and commitment as the positive outcomes of employee engagement. Furthermore, Sonnentag (2003) found significant association between employee engagement and positive work affect. Saks (2006) attests that the positive experiences and emotions of employees will result in positive work outcomes. Therefore, it is hypothesised that both job engagement (JE) and organization engagement (OE) are positively related to job satisfaction (JS) as indicated in the second set of hypothesis below:

H2 (a): There is a statistically significant and positive relationship between
JE and JS

(b): There is a statistically significant and positive relationship between
OE and JS

3.3.3 The relationships among job satisfaction (JS), intention to stay (ITS) and dedication (D)

Jackofsky and Peters (1983) suggested a strong association between job turnover and job satisfaction. This opinion reiterated the findings of Bedein and Armenakis (1981). In addition, Schaufeli and Bakker (2004) found high attachment of employees who are engaged with their organization. This phenomenon was subsequently reflected in a higher work performance and intention to stay with their

organization. The authors also noted the negative relationship between engagement and turnover intention, and that engagement mediated the relationship between job resources and turnover intention. These findings reaffirm the results of Mobley (1977) who found significant and consistent relationship between job satisfaction and turnover intention. In addition, Mount, Ilies and Johnson (2006) found that job satisfaction can partially mediate the relationship of personality variable and deviant work behaviours. Furthermore, Porter et al. (1974) found significant relationship between job satisfaction and dedication to work.

Kraut (1975), on the other hand, found significant associations between employees' intention to stay and their subsequent participation in their work and organization. Besides, Shore and Martin (1989) advocate the importance of understanding the intention of employees wanting to leave their organizations as intentions are related to subsequent behaviour. Furthermore, their research results in two different organization settings indicated relationships of job satisfaction and employee engagement with employee outcomes. Based on the social exchange theory (SET), Cropanzano and Mitchell (2005) observe that employees would continue to engage themselves when they experience continuous favourable reciprocal exchanges. As a result, employees who are engaged and job satisfied would display more positive attitudes and intentions towards their job and organization. Therefore, the proposed hypothesis 3 is as follows:

H3 (a): There is a statistically significant and positive relationship between
JS and ITS

(b): There is a statistically significant and positive relationship between JS and D

3.3.4 The relation between psychological empowerment and job satisfaction mediated by job engagement and organization engagement

The Maslach et al.'s (2001) model treated engagement as a mediating variable when they analysed the relationship between six work conditions and various work outcomes. Saks (2006) also identified engagement as a mediator in his study. As noted in the social exchange theory (SET), engagement and job satisfaction are connected elements of favourable reciprocal exchanges. Cropanzano and Mitchell (2005) suggest that when employers and employees practise the exchange rule, mutual outcomes can be anticipated. Besides, Saks (2006), Salanova and Schaufeli (2008), and Sonnentag (2003) have found that engagement mediates the relationship between antecedent variables and outcomes. Schaufeli and Bakker use job resources such as job control, feedback and task variety as the antecedents while their consequence of proactive behaviour was assessed using the seven-item "personal initiative" scale developed by Frese, Fay, Hilburger, Leng and Tag (1997). The authors found that job resources affect both the employees' cognitions as well as their feelings about the job that in turn spur proactive behaviour. The study of Sonnentag uses good health as the antecedent while his consequence is positive work affect. In Saks' study, he uses job characteristics, perceived organizational support, perceived supervisor support, rewards and recognition, procedural justices and distributive justice as the antecedents. His consequences comprise of job satisfaction, organizational commitment, intention to quit, and organizational citizenship

behaviour. The overall results of his study suggested partial mediation by job engagement and organization engagement on the relationship between the antecedent variables and the consequences. However, he reported significant relationships between his antecedents and consequences through job engagement (JE) and organization engagement (OE). Saks also found that the engagement measures of job engagement and organization engagement explained a significant amount of variance ($R^2 = 0.37$, $p < 0.001$) in job satisfaction. Hence, the fourth hypothesis for this study is:

H4 (a): JE mediates the relationship between PE and JS

(b): OE mediates the relationship between PE and JS

3.3.5 The mediating role of job satisfaction (JS)

Through the research studies discussed earlier, there is a possibility that JS could mediate between talent engagement and talent outcomes. Spreitzer (1995) found significant relationship between empowerment and innovation behaviour ($\alpha = 0.30$, $p < 0.001$). As innovative behaviours are linked to self-efficacious, employees who are empowered may experience a sense of job satisfaction that could bring out the innovativeness in their work. Hence, JS may be examined as a possible mediator between psychological empowerment and employees' outcomes. Besides, Porter et al. (1974) reveal consistent relationship between employees' JS and intention to stay (ITS) with an organization. They have also found that employees with high commitment to an organization's goals would be inclined to devote more energy to achieve the desired outcomes and remain with the organization. Even though job engagement (JE) and organization engagement (OE) are distinct constructs (Saks,

2006), there may be similar associations of JE and OE with ITS and dedication (D). This is because each employee brings a unique set of expectations to the employment situation and yet each responds individually to the different situations that they normally experience at their work place.

Schaufeli et al. (2002) have conceptualised dedication as the sense of significance, enthusiasm, aspiration, pride and challenge. Similarly, May et al. (2004) found a relationship between engagement and JS. The authors have found that empowered employees are generally engaged. This would in turn influence their level of dedication and inclination to stay with their organization. Porter and Steers (1973) have reported moderate yet consistent relationship between job satisfaction and the propensity to stay with the organization. Moreover, Schaufeli et al. (2002) implied in their study that engaged employees with their sense of energy and connection with their work place could result in job satisfaction as well as their ability to deal with job demands. Since Sonnentag (2003) found that engagement is positively related to organizational commitment, the study proposes that job satisfaction could have positive relationship with job engagement (JE) and organization engagement (OE). Hence, there could be a possibility that JS would mediate the relationship between JE and OE with intention to stay (ITS) and dedication (D).

In this study, JS is also posited as a possible second order mediator between psychological empowerment (PE), JE / OE and the talent outcomes. The research wishes to examine if JE and OE as the first order mediators that are behavioural in

nature would be affected by the attitudinal effect of job satisfaction to produce the consequences. The second-order mediator is proposed because there were findings that the four dimensions of psychological empowerment (PE): meaning (Thomas & Tyman, 1994), competence (Gist, 1987), self-determination (Conger & Kanungo, 1988) and impact (Thomas & Tyman, 1994) had association with job satisfaction. Hence, it would be beneficial to know if job satisfaction does assume the role as a second-order mediator between PE and talent outcomes. In this connection, the researcher proposes that talents who feel psychologically empowered and engaged would display satisfaction in their job and subsequently invest themselves through dedication and willingness to stay with the organization. Hence, the proposed hypothesis 5 and hypothesis 6 are:

H5 (a): JS mediates the relationship between JE and ITS.

(b): JS mediates the relationship between JE and D.

(c): JS mediates the relationship between OE and ITS.

(d): JS mediates the relationship between OE and D.

H6 (a): JS mediates the relationship between PE, JE and ITS.

(b): JS mediates the relationship between PE, JE and D.

(c): JS mediates the relationship between PE, OE and ITS.

(d): JS mediates the relationship between PE, OE and D.

In brief, there are 16 hypotheses submitted for this study as listed in Table 3.1.

Table 3.1**Summary of the hypotheses**

The focus	The hypothesis
1. The relationships of psychological empowerment, job engagement and organization engagement	H1 (a): There is a statistically significant and positive relationship between PE and JE (b): There is a statistically significant and positive relationship between PE and OE
2. The relationship of job engagement, organization engagement and job satisfaction	H2 (a): There is a statistically significant and positive relationship between JE and JS (b): There is a statistically significant and positive relationship between OE and JS
3. The relationship of job satisfaction, intention to stay and dedication	H3 (a): There is a statistically significant and positive relationship between JS and ITS (b): There is a statistically significant and positive relationship between JS and D
4. The relation between psychological empowerment and job satisfaction mediated by job engagement and organization engagement	H4 (a): JE mediates the relationship between PE and JS (b): OE mediates the relationship between PE and JS
5. The mediating role of job satisfaction	H5 (a) JS mediates the relationship between JE and ITS (b) JS mediates the relationship between JE and D (c) JS mediates the relationship between OE and ITS (d) JS mediates the relationship between OE and D H6(a) JS mediates the relationship between PE, JE and ITS (b) JS mediates the relationship between PE, JE and D (c) JS mediates the relationship between PE, OE and ITS (d) JS mediates the relationship between PE, OE and D

Note. PE = psychological empowerment; JE = job engagement; OE = organization engagement; JS = job satisfaction; ITS = intention to stay; D = dedication

Summary of Chapter

In summary, this study examines the mediating roles of talent engagement and employee job satisfaction between psychological empowerment and talent outcomes using a six variable research framework. It also analyses the relationship of psychological empowerment with talent engagement, job satisfaction and talent outcomes through six main hypotheses. In this study, psychological empowerment as the exogenous variable takes on the role of a predictor, while intention to stay and dedication are the endogenous (dependent) variables. The methods for testing the research objectives and the hypotheses are explained in the subsequent chapter on research methods. Chapter 4 also explains on the data collection approaches used, the choice of the research samples, the measuring instrument and the statistical techniques employed.