
The Effect of Empowerment Dimensions on Volunteers' Intention to Leave

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Abstract

The purpose of this study is to explore the effect of empowerment dimensions on the volunteers' intention to leave in Syrian NGOs, The study was conducted on volunteers in non-profit organization, which is The Business Clinics based in the Damascus university. The number of samples was (90) questionnaires, the results showed three of the empowerment dimensions (leadership, training and education) affecting the intention to leave, whereas the fourth (employment) appeared non-effective on this intention.

Keyword: Empowerment, Intention to leave.

Literature review:

Empowerment definition: empowerment is granting individuals a wider authority in monitoring, taking responsibility, using their abilities by encouraging them to make decisions.

The benefits of applying the empowerment notion, empowerment benefits individuals and employees Results related to employees (Mulhem, 2006):

1. Increasing the sense of belonging to the organization, work team and missions, he/she is assigned to.
2. Enhancing positive and effective participation to achieve the organization's goals.
3. Improving and developing performance.
4. Increasing his/her interest in training courses, conferences and workshops to acquire the intended knowledge and skills.
5. Building a strong connection with the organization after its role in boosting his/her efficiency, abilities, skills and knowledge.
6. Increasing appreciation for his/her work through holding control over his missions and having a comprehensive view of his/her work as a part of the whole that seeks realizing the organization's goals.
7. Reaching job satisfaction, due to empowerment, which is developing his/her abilities, enhancing self-realization and the respect of the administration.

The intention of Leaving:

(Tett & Mayer, 1993) defined the intention to quit the organization by "The individual behavioral intention to quit the organization". "Intended conscious behavior by the worker leads to quitting the organization". "The ability and self-interest in quitting the current work very soon in the future". (Park & Kim, 2009) added that the worker intention to quit work does not only include thinking of leaving and quitting the organization, but rather the worker declaration of willing to leave the organization (quitting intention).

The intention to quit the organization might be a result of dissatisfaction regarding some aspects of work environment including the work requirements and co-workers, which reflects on the individual behavior such as performance declination, absence and poor attendance that transforms to quitting work intentions ending in actual quit.

So we can say that the best definition of the intention to quit work: is the worker thinking of quitting the organization after several factors have affected making this decision.

Methodology:

The first general hypothesis H_1 :

Empowerment dimensions affect morally the intention to quit work.

1. The first sub-hypothesis $H_{1,1}$: leadership dimension negatively affects the intention to leave.
2. The second sub-hypothesis $H_{1,2}$: Education dimension negatively affects the intention to leave.
3. The third sub-hypothesis $H_{1,3}$: Training dimension negatively affects the intention to leave.
4. The forth sub-hypothesis $H_{1,4}$: employment (empowerment) dimension negatively affects the intention to leave.

The program of statistical analysis (SPSS) was used for analyzing the initial data collected via direct questionnaires and electronic questionnaires. Reliability of measures, sample analysis and hypotheses were tested through various statistical methods based on the types of variables used and the targeted results according to the following:

1. The statistical procedure (ALPHA) is for checking the consistency and reliability of the measures related to the variables of the current study.
2. The statistical procedure (FREQUENCY) is for describing the sample demographically.
3. The statistical procedure (Data Reduction) is for condensing the phrases allocated to measure the major variables in the study (empowerment and motivation, the intention of quitting work, collective organizing commitment).
4. The statistical procedure (REGRESSION LINEAR) is for studying the simple and various linear declinations among the variables.

The first stage displays the features of the study sample:

1. The scientific degree

Figure (1)			
Percentage	Recurrence	Degree	Education
%12.2	11	Intermediate institute	
%60	54	BA	
%16.7	15	MA	
%11.1	10	PHD	

2. Gender:

Figure (2)			
Percentage	Recurrence	Gender	Gender
52.2	47	male	
47.8	43	female	

3. Age:

Figure (3)				
The average	The maximum NO	The minimum NO	size	age
22.37	29	19	90	

Hypotheses Tests:

The first general hypothesis: empowerment dimensions affect the intention of quitting work

• **The first sub-hypothesis:**

H_{1,1}: leadership dimension negatively affects the intention to quit work.

Figure (5)						
Sig	The fixed limit	B	F	Adjusted R Square	R	The effect of leadership (empowerment) dimension on the intention to leave
.000	4.959	-.611	17.694	0.158	0.409	

Depending on the simple declination analysis, the linear correlation coefficient between leadership as an empowerment dimension and the intention of leaving is (0.409) which indicates direct correlation between them. The Adjusted R Square (0.158) shows the relative participation of leadership dimension in explaining the difference in the intention of quitting work reaching (15.8%).

Based on the previous table: leadership dimension negatively affects the intention to quit work (The hypothesis H_{1,1} is realized).

• **The second sub-hypothesis:**

H_{1,2}: Education dimension negatively affects the intention to leave.

Figure (6)						
Sig	The fixed limit	B	F	Adjusted R Square	R	The effect of education (empowerment) dimension on the intention to leave
.000	5.078	.510-	14.853	0.135	0.380	

Depending on the simple declination analysis, the linear correlation coefficient between education dimension and the intention of leaving is (0.380) which indicates direct correlation between them. The Adjusted R Square (0.135) shows the relative participation of education dimension in explaining the difference in the intention of leave reaching (13.5%), Based on the previous table: education dimension negatively affects the intention to leave (The hypothesis H_{1,2} is realized).

- The third sub-hypothesis:
 $H_{1.3}$: Training dimension negatively affects the intention to leave.

Figure (7)

Sig	The fixed limit	B	F	Adjusted R Square	R	The effect of training (empowerment) on the intention to leave
.000	5.462	-.789	27.712	0.231	0.489	

Depending on the simple declination analysis, the linear correlation coefficient between training as an empowerment dimension and the intention of leave is (0.409) which indicates direct correlation between them. The Adjusted R Square (0.231) shows the relative participation of training dimension in explaining the difference in the intention of leave reaching (23.1%).

Based on the previous table: training dimension negatively affects the intention to leave (The hypothesis $H_{1.3}$ is realized).

- The forth sub-hypothesis:

$H_{1.4}$: employment (empowerment) dimension negatively affects the intention to leaving.

Figure (8)

Sig	T	B	F	Adjusted R Square	R	The effect of employment (empowerment) on the intention to leave
.928	-0.91	-.0.24	.008	0.11-	0.010	

The moral regression is 928; which is higher than the significance level in hypotheses test (0.05); thus, there is no correlation between employment (empowerment) dimension and the moral intention of leaving when the significance level is (0.05). Based on the previous table: Employment (empowerment) dimension does not negatively affect the intention to leave (The hypothesis $H_{1.4}$ is not realized).

Results:

Based on the results of the previous analysis:

1. Empowerment dimensions (leadership, education and training) affects the intention to quit work.
2. Employment (empowerment) dimension does not affect the intention to quit work.
3. Most answers related to the scientific degree were referring to current BA students or BA holders; therefore, most volunteers are either BA holders or current BA students.

Recommendations:

1. The importance of allowing volunteers to share in decision-making in addition to applying motivating methods suitable to the volunteers in order for them to feel their contribution in the success of the organization.
2. Forming self-managed teams to apply the empowerment and motivating policy in the center besides giving them the authority of decision-making.
3. Applying the idea of the volunteer of the month to motivate the volunteers and employees through the so-called moral motivation.

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