HOW DIVERSITIES IN DEMOGRAPHIC HAVE RELATED TO PSYCHOLOGICAL EMPOWERMENT?

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ABSTRACT

Objective: The objective of this study is to explores the link between employee demographics and psychological empowerment and determine the factors of employee demographic on psychological empowerment.

Theoritical Framework: During organizational change, people usually will feel unsecure, and having anxiety which may lead to stress. As a result, feeling of competence in facing the stressful condition is needed. This study used the concept of Psychological empowerment by Spreitzer (2008), which is a type of inner drive defined as the "psychological states necessary for an individual to feel control over their work". Psychological empowerment consists of 4 (four) dimensions namely: Competencies; Meaning; Self-determination and Impact.

Method: The research team used a quantitative method, with the combination of mean significant differences analysis and intercorrelation analysis. The research was conducted at 4 (four) NGOS in Jakarta, Indonesia, with 156 respondents. Psychological empowerment inventory (Spreitzer, 2008) was used to collect the data after being tested its validity and reliability with Cronbach's Alpha.

Result and Discussion: Results reveal that only gender had significant differences on psychological empowerment, with males scoring higher than females. Further, there is no significant correlations exist with other demographics profile (education, position, tenure, and employment status) on psychological empowerment.

Research Implication: This study will contribute for executives and human resource managers that besides gender, no other demographic profile that might influence the score of psychological empowerment In other words, the score of psychological empowerment cannot be related with demographic profile except gender.

Originality and Value: The process of organizational change is very important and challenging, and many researchers have studies about the process. However, the research team found out that studies about the relation of demographic profile on psychological empowerment is still very limited and need to be further studied. These findings offer valuable insights for change agents in managing organizational transitions, with emphasizing the nuanced impact of demographic factors on psychological empowerment.

Keywords: Demographic Variables, Psychological Empowerment, Organizational Change.

COMO AS DIVERSIDADES DEMOGRÁFICAS SE RELACIONAM COM O EMPODERAMENTO PSICOLÓGICO?

RESUMO

Objetivo: O objetivo deste estudo é explorar o vínculo entre a demografia do empregado e o empoderamento psicológico e determinar os fatores da demografia do empregado no empoderamento psicológico.

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Rev. Gest. Soc. Ambient. | Miami | v.18.n.7| p.1-20 | e05344 | 2024.

1

Estrutura teórica: Durante a mudança organizacional, as pessoas geralmente se sentirão inseguras e têm ansiedade que pode levar ao estresse. Como resultado, a sensação de competência em enfrentar a condição estressante é necessária. Este estudo usou o conceito de empoderamento psicológico de Spreitzer (2008), que é um tipo de impulso interior definido como os "estados psicológicos necessários para um indivíduo sentir controle sobre seu trabalho". O empoderamento psicológico consiste em 4 (quatro) dimensões, nomeadamente: Competências; Significado; Autodeterminação e Impacto.

Método: A equipe de pesquisa usou um método quantitativo, com a combinação de análise de diferenças significativas médias e análise de intercorrelação. A pesquisa foi realizada em 4 (quatro) ONGS em Jacarta, na Indonésia, com 156 entrevistados. Inventário de capacitação psicológica (Spreitzer, 2008) foi usado para coletar os dados após ser testado sua validade e confiabilidade com o Alpha de Cronbach.

Resultado e Discussão: Os resultados revelam que apenas o gênero tinha diferenças significativas no empoderamento psicológico, com os homens pontuando mais do que as mulheres. Além disso, não há correlações significativas com outros perfis demográficos (educação, posição, estabilidade e status de emprego) sobre o empoderamento psicológico.

Implicação da Pesquisa: Este estudo contribuirá para executivos e gestores de recursos humanos que, além do gênero, não têm outro perfil demográfico que possa influenciar o escore de empoderamento psicológico Em outras palavras, o escore de empoderamento psicológico não pode ser relacionado com o perfil demográfico, exceto o gênero.

Originalidade e valor: O processo de mudança organizacional é muito importante e desafiador, e muitos pesquisadores têm estudos sobre o processo. No entanto, a equipe de pesquisa descobriu que os estudos sobre a relação do perfil demográfico no empoderamento psicológico ainda são muito limitados e precisam ser mais estudados. Essas descobertas oferecem informações valiosas para os agentes de mudança no gerenciamento de transições organizacionais, com ênfase no impacto diferenciado de fatores demográficos no empoderamento psicológico.

Palavras-chave: Variáveis Demográficas, Capacitação Psicológica, Mudança Organizacional.

¿CÓMO SE HAN RELACIONADO LAS DIVERSIDADES DEMOGRÁFICAS CON LA CAPACITACIÓN PSICOLÓGICA?

RESUMEN

Objetivo: El objetivo de este estudio es explorar el vínculo entre la demografía del empleado y el empoderamiento psicológico y determinar los factores de empoderamiento psicológico demográfico del empleado.

Marco teórico: Durante el cambio organizacional, las personas generalmente se sentirán inseguras y tendrán ansiedad que puede conducir al estrés. Como resultado, se necesita una sensación de competencia para enfrentar la condición estresante. Este estudio utilizó el concepto de empoderamiento psicológico de Spreitzer (2008), que es un tipo de impulso interno definido como los "estados psicológicos necesarios para que un individuo sienta control sobre su trabajo". El empoderamiento psicológico consta de 4 (cuatro) dimensiones a saber: Competencias; Significado; Autodeterminación e Impacto.

Método: El equipo de investigación utilizó un método cuantitativo, con la combinación de análisis de diferencias significativas medias y análisis de intercorrelación. La investigación se llevó a cabo en 4 (cuatro) ONG en Yakarta, Indonesia, con 156 encuestados. El inventario de empoderamiento psicológico (Spreitzer, 2008) se utilizó para recopilar los datos después de probar su validez y confiabilidad con Alpha de Cronbach.

Resultado y discusión: Los resultados revelan que solo el género tuvo diferencias significativas en el empoderamiento psicológico, con los hombres puntuando más alto que las mujeres. Además, no existen correlaciones significativas con otros perfiles demográficos (educación, posición, tenencia y situación laboral) sobre el empoderamiento psicológico.

Implicación de la investigación: Este estudio contribuirá para los ejecutivos y gestores de recursos humanos que, además del género, no hay otro perfil demográfico que pueda influir en la puntuación de empoderamiento psicológico En otras palabras, la puntuación de empoderamiento psicológico no puede estar relacionada con el perfil demográfico, excepto el género.

Originalidad y valor: El proceso de cambio organizacional es muy importante y desafiante, y muchos investigadores tienen estudios sobre el proceso. Sin embargo, el equipo de investigación descubrió que los estudios sobre la relación del perfil demográfico en el empoderamiento psicológico aún son muy limitados y deben estudiarse más a fondo. Estos hallazgos ofrecen información valiosa para los agentes de cambio en la gestión de las transiciones organizacionales, con énfasis en el impacto matizado de los factores demográficos en el empoderamiento psicológico.

Palabras clave: Variables Demográficas, Empoderamiento Psicológico, Cambio Organizacional.

1 INTRODUCTION

In today's complex and unpredictable business environment (VUCA), organizations need to constantly improve and adapt to stay competitive. Organizational changes are a key part of this, but not all of them succeed. Previous research showed that plenty of planned organizational changes, including in NGOs, have failed (Packard, 2012), often due to people-related issues (Mangundjaya, 2019). During organizational changes, individuals often feel uncertain about the future and lack trust in management and communication.

Psychological empowerment is crucial in fostering a positive commitment to change. Studies show that it acts as a mediator between change leadership and commitment to change (Mangundjaya, 2019). By enhancing employees' psychological empowerment, leaders can boost their commitment to change, a vital element for successful implementation of organizational change.

Employee characteristics like tenure, rank in the organization, and education serve as indicators of their knowledge, skills, as well as contribution to the organization. Research suggests that these characteristics are linked to empowerment (Seibert et al., 2011) and career success (Wayne et al., 1999), impacting worker empowerment positively. Understanding the correlation between demographic factors and psychological empowerment is practical for organizations. It can inform decisions related to job assignments, training, and actions necessary for successful organizational change.

Prominent findings suggest a connection between demographic variables and increased worker empowerment, although the existing body of research shows some contradictory results. Spreitzer (1996) identified significant links between education level and Psychological Empowerment (PE). In a study involving healthcare workers, Koberg et al. (1999) observed

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

3

higher empowerment among individuals with longer organizational tenure and higher ranks, but found no significant association with education. Notably, Prabha et al. (2021) discovered that faculty members above average age demonstrated greater psychological empowerment, motivation, and satisfaction. Additionally, those with above-average experience displayed higher levels of PE and satisfaction. With this current empirical studies condition, it is not surprising Llorente-Alonso et al. (2023) call for more research on gender, age, education, and rank effects on empowerment. Building on this, our study aims to further analyze demographic factors' impact on psychological empowerment.

2 THEORETICAL FRAMEWORK

Organizational change is needed, however not every organizational change initiative is successful, even Miller (2004) stated that 70% of organizational change program was failed, and not meeting the objectives. Previous research also showed that many organizational changes failed due to the people or employees who resisted the organizational changes (Furst dan Cable, 2008; Ford et al., 2008). In general, the condition during organizational change makes distrust communication with the management, people feeling insecure, and finally make people stress. Based on this condition, there is a need of feeling of meaning ow work, competence, self-determination and a sense of impact to the environment or based on Spreitzer (2008) called as psychological empowerment. This study explores the profile of demographic of the people in terms of its relation and impact on psychological empowerment.

2.1 PSYCHOLOGICAL EMPOWERMENT

Psychological Empowerment (PE) is a type of inner drive defined as the "psychological states necessary for an individual to feel control over their work" (Spreitzer, 2008). It involves four job-related thoughts: meaning, competence, self-determination, and impact (Spreitzer, 1995, 2008). High psychological empowerment leads to strong self-confidence and self-efficacy, especially when combined with a sense of impact on the environment, fostering robust change self-efficacy. This leads to increased engagement when employees find their job meaningful, have autonomy, feel competent, and believe their work influences the organization. PE correlates positively with job performance, workplace harmony, and supportive behaviors during change (Choi, 2011). Psychologically empowered employees aim to empower their organization, even during change (Ukpe, 2018). Change management literature supports the

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

4

idea that employees' perceptions of change practices influence their responses, shaped by internal states and feelings about capabilities, success, and control (Holt et al., 2007; Visagie & Steyn, 2011).

2.2 GENDER AND PSYCHOLOGICAL EMPOWERMENT

Alimo-Metcalfe (1995) and Riger (1993) proposed that existing empowerment concepts might lean towards a masculine interpretation, emphasizing traits like competence, mastery, and control, rather than a feminine perspective that values communion, connectedness, and cooperation. The idea of power in empowerment might be perceived differently based on gender, with men often associating power with control over their environment more than women (Lips, 1985). These theories suggest that dimensions like self-determination and impact (control at work) in Spreitzer's (1995) concept might contribute more significantly to the sense of empowerment for men than for women. The structure of the PE concept could be argued to align better with masculine rather than feminine notions of empowerment based on its components. Based on this arguments, the hypothesis is as follows:

Hypothesis 1: There is a signifcant difference in psychological empowerment between male and female employees

2.3 EDUCATIONAL LEVEL ON PSYCHOLOGICAL EMPOWERMENT

Education is crucial for individuals to approach problems effectively and adapt to changing circumstances. According to Ya'acob et al. (2011), education is a vital input for human progress and survival, enabling people to make informed decisions. Higher education levels are linked to more accurate perceptions, increased feelings of competence, and a greater sense of self-determination. In essence, education enhances a person's ability to navigate life successfully by fostering critical thinking and decision-making skills, contributing to personal growth and adaptability. Based on these findings, the hypothesis is as follows:

Hypothesis 2: Educational level has significant and positive correlation with psychological empowerment

2.4 AGE AND PSYCHOLOGICAL EMPOWERMENT

As people age, it is assumed that they become more aware of their abilities, decision-

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

5

making skills (self-determination), and their impact on the environment, leading to increased psychological empowerment (Spreitzer, 2007). Age brings about greater competence and confidence, enabling individuals to make independent decisions and influence their surroundings. This aligns with the concept of psychological empowerment. M's (2019) study on 534 employees in financial state-owned organizations further supports a positive correlation between age and psychological empowerment, indicating that as individuals grow older, their sense of psychological empowerment tends to strengthen. Based on these premises, the following hypothesis has been developed as follows:

Hypothesis 3: *Age has significant and positive correlation with psychological empowerment.*

2.5 TENURE AND PSYCHOLOGICAL EMPOWERMENT

Tenure refers to the number of years individuals have spent working for a specific organization, indicating their experience and duration of employment. Yeatts and Hyten (1998) describe tenure as a direct link between the employer and employee, influencing employee performance. Employees with longer tenure are often considered satisfied and tend to stay, while those leaving may be dissatisfied, seeking better opportunities. Job tenure, as discussed by Butler et al. (2014), refers to the time spent in a particular job. During these years, individuals likely develop knowledge and skills through hands-on learning and experience (Schmidt et al., 1986). However, research on the relationship between tenure and psychological empowerment, as noted by Ng and Feldman (2013), remains limited. However, based on the above argument, the hypothesis was developed as follows:

Hypothesis 4: *The length of services has significant and positive correlation with psychological empowerment.*

2.6 POSITION LEVEL AND PSYCHOLOGICAL EMPOWERMENT

Leaders in an organization play a vital role in motivating and inspiring employees, enhancing their capabilities (Turek & Turek, 2013; Hammond et al., 2011). Spreitzer (2008) notes that psychological empowerment seeks to give individuals power and control, making them feel capable in their tasks. When employees experience psychological empowerment, they gain confidence to think creatively, take initiative, and work independently. This increased capacity and motivation lead to innovation as employees feel more inspired and generate new

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

6

ideas. In essence, leaders contribute significantly to fostering a work environment that encourages creativity and proactive behavior. Based on these discussions, the following hypothesis as follows:

Hypothesis 5: *Position level has significant and positive correlation with psychological empowerment.*

2.7 STATUS OF EMPLOYMENT AND PSYCHOLOGICAL EMPOWERMENT

In organizations, employees are often categorized as permanent or contractual staff, and this employment status can impact various aspects such as facilities, salaries, and opportunities for personal and career development. Contractual workers may feel less confident compared to permanent staff, leading to stronger job insecurity feelings (Klein Hesselink and Van Vuuren, 1999; Parker et al., 2002). Studies suggest that job insecurity has a more negative impact on well-being for permanent employees, affecting job satisfaction and organizational commitment. This contrasts with contractual workers, who, expecting job changes, may experience fewer negative consequences. De Cuyper & De Witte (2005, 2006, 2007) proposed that the type of employment contract and job insecurity interact, influencing life satisfaction, job satisfaction, and organizational commitment. Meta-analyses by Sverke et al. (2002) and Cheng and Chan (2008) indicate that job insecurity is associated with negative attitudes, potentially impacting psychological empowerment among contract workers.

Hypothesis 6: *Employee's status has significant and positive correlation with psychological empowerment.*

3 METHODOLOGY

The present study used a quantitative approach in nature, by applying descriptive analysis and intercorrelation analysis. The choice of methods was due to the objectives of the study.

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

7

3.1 DESIGN AND PARTICIPANTS

This study employed a standard research method, utilizing a quantitative and deductive approach through a survey technique. Data collection involved the use of a questionnaire as the primary instrument. Respondents provided scores on a six-point Likert scale, where a score of 1 denoted "Strongly Disagree," and a score of 6 indicated "Strongly Agree." This scale enabled a methodical assessment of participant responses, facilitating systematic and numerical data analysis. Participants were selected through convenience sampling from three NGOs in the Jabodetabek area, Indonesia. Criteria for inclusion were individuals currently employed within the organization.

3.2 INSTRUMENTS AND DATA COLLECTION

Data were collected through a structured questionnaire in Google Forms, utilizing the Psychological Empowerment Scale by Spreitzer (1995), as endorsed by Mangundjaya (2019), along with a demographical survey. To ensure accuracy, comprehensiveness, and validity, a trial version was developed. The internal consistency of both the research and the instrument, assessed during the pilot study using Cronbach's coefficient alpha (α), demonstrated values exceeding 0.7 for all constructs in the 45-person pilot study (Ayarkwa, et al., 2022), indicating consistency and dependability. Given the diverse respondents, reliability and validity testing were re-evaluated. Composite reliability (CR) and Dijkstra–Henseler's rho (a) were calculated for each construct to assess individual reliability. In the psychological empowerment measurement instrument, test results and field data collection produced excellent outcomes, with corrected item-total correlation values ranging from 0.45 to 0.81, indicating validity. The questionnaire exhibited excellent reliability, with a Cronbach's Alpha value exceeding 0.7-0.8 (specifically 0.92 during the instrument test and 0.94 during data collection). The results of the instrument test confirmed the validity and reliability of all three measurement instruments selected by the researcher, indicating no need for revision or elimination of any items as the Cronbach alpha were Competencies (0.91); Meaning (0.84); Self-determination (0.88); Impact (0.93); and the total Psychological Empowerment (0.94).

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

8

Table 1

Demographic data of respondents

Characteristics of Respondents	Frequency	Percentage (%)
Gender		
Male	46	40.7
Female	67	59.3
Age		
18 – 24-year-old	34	30.1
>24 – 44-year-old	61	54.0
>44 – 56-year-old	18	15.9
Education		
Senior high school	13	11.5
Diploma	10	8.8
Bachelor's degree	68	60.2
Master's degree	22	19.5
Length of Service		
2 – 10 years	105	92.9
>10 years	8	7.1
Position		
Non-staff	10	8.8
Staff	53	46.9
Section head/supervisor	18	15.9
Division head/group head	14	12.4
Department head	18	15.9
Status of the employees		
Permanent employee	95	60.9
Contractual employee	61	39.1
Total	156	100.0

Sources: Research results

Table 1 shows the demographics of the participants. Most of them are female (59.3%), aged between 25 and 40 (61%), and hold a bachelor's degree (60.2%). The majority have staff positions (46.9%) and have been working for 2-10 years (92.9%). About 43.4% are on contractual employment, while 56.6% hold permanent positions.

3.3 DATA ANALYSIS

Data were analysed using descriptive anlaysis with mean significant diffrences and intercorrelation analysis.

4 RESULTS AND DISCUSSION

Table 2 indicates that only gender exhibits significant differences in psychological empowerment (Mean = 4.92, Std. Dev.= 0.63) scores, with males scoring higher than females. This suggests that, concerning psychological empowerment components such as feelings of competence, meaning, self-determination, and impact, males tend to have higher scores.

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

9

However, no significant differences were observed for other demographic variables.

Table 2

Descriptive analysis of demographic profile

Characteristics of respondents	Psychological empowerment (Total)			
	Mean	Std. Deviation	Significance	N
Gender			0.004*	
Male	5.10	0.54		65
Female	4.79	0.72		91
Age			0.067	
< 23	4.87	0.62		21
23 – 42	4.85	0.71		107
>42 – 58	5.20	0.48		25
>58	4.90	0.21		3
Education			0.882	
Sr. High School	4.85	0.62		18
Diploma	4.82	0.90		15
Bachelor's Degree	4.93	0.53		94
Master's Degree	4.97	0.95		29
Length of Services			0.082	
>2 - 5	4.90	0.60		111
>5 - 10	4.73	0.91		30
>10	5.31	0.50		15
Position			0.295	
Non-Staff	5.04	0.67		12
Staff	4.94	0.70		74
Section Head. Supervisor. Officer	4.90	0.60		27
Division Head	5.07	0.40		19
Manager/Dept. Head	4.66	0.81		24
Employment status			0.139	
Permanent employees	4.98	0.68		95
Contract workers	4.82	0.64		61

N = number of individuals; *l.o.s $p < 0.05$ Sources: Research results

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

10

Table 3

Descriptive analysis of psychological empowerment for competence & meaning dimensions

Characteristics of respondents	Competence			Meaning		
	Mean	SD	Significance	Mean	SD	Significance
Gender			0.000**			0.064
Male	5.24	0.54		5.2	0.61	
Female	4.76	0.91		5.07	0.64	
Age			0.212			0.169
<23	4.90	0.76		4.98	0.73	
>23 – 42	4.89	0.89		5.13	0.63	
> 42 – 58	5.27	0.42		5.39	0.54	
>58	5.16	0.28		5.08	0.14	
Education			0.735			0.130
Sr. High School	5.02	0.73		5.09	0.71	
Diploma	5.06	0.74		5.13	0.84	
Bachelor's Degree	4.97	0.67		5.09	0.56	
Master's Degree	4.82	1.24		5.40	0.65	
Length of Services			0.456			0.035*
>2-5 years	4.96	0.75		5.1	0.63	
>5-10 years	4.85	1.13		5.15	0.60	
>10 years	5.18	0.39		5.55	0.55	
Position			0.052			0.489
Non-Staff	5.27	0.74		5.23	0.58	
Staff	5.02	0.83		5.22	0.62	
Section Head, Supervisor	4.92	0.53		5.03	0.64	
Division Head	5.13	0.48		5.19	0.44	
Manager/Dept. Head	4.54	1.11		5	0.80	
Employment status			0.293			0.208
Permanent employees	5.01	0.83		5.20	0.68	
Contractual employees	4.87	0.78		5.07	0.54	

SD = Standard Deviation; *l.o.s. p<0.05; **l.o.s. p<0.01   Sources: Reseacrh results

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

11

Table 4

Descriptive analysis of psychological empowerment for determination & impact dimensions

Characteristics of respondents	Determination			Impact		
	Mean	SD	Significance	Mean	SD	Significance
Gender			0.090			0.014*
Male	4.94	0.78		4.96	0.70	
Female	4.71	0.85		4.60	0.98	
Age			0.111			0.071
<23	4.87	0.69		4.75	0.69	
>23 – 42	4.71	0.88		4.66	0.95	
> 42 – 58	5.15	0.67		5.18	0.65	
>58	5.08	0.14		4.58	0.94	
Education			0.252			0.814
Sr. High School	4.70	0.81		4.59	0.61	
Diploma	4.43	1.35		4.65	1.23	
Bachelor's Degree	4.88	0.62		4.78	0.76	
Master's Degree	4.84	1.05		4.81	1.21	
Length of Services			0.043*			0.024*
>2-5 years	4.81	0.76		4.74	0.80	
>5-10 years	4.59	1.06		4.51	1.18	
>10 years	5.25	0.70		5.28	0.7	
Position			0.469			0.673
Non-Staff	4.85	1.09		4.83	1.05	
Staff	4.78	0.83		4.76	0.91	
Section Head, Supervisor	4.91	0.73		4.72	0.87	
Division Head	5.02	0.44		4.96	0.65	
Manager/Dept. Head	4.58	1.01		4.55	0.96	
Employment Status			0.581			0.036*
Permanent employees	4.84	0.89		4.87	0.85	
Contract employees	4.76	0.72		4.56	0.92	

SD = Standard Deviation; *l.o.s. p<0.05; **l.o.s. p<0.01   Sources: Research Results

To gain a detailed understanding of the dimensions of psychological empowerment. Table 3 and Table 4 presents the results for the four dimensions. The tables reveal that gender significantly differs in competence. with males scoring higher than females. Other demographic factors did not show significant differences in competence, leading to the conclusion that males tend to have a higher sense of competence than females. Additionally, the results indicate significant differences in meaning based on the length of service with employees working for more than 10 years achieving the highest score. However, no correlation was found between the length of service and meaning. The tables also demonstrate that gender significantly differs in impact with males scoring higher than females. This finding aligns with the previous observation in competence where males had higher scores. Moreover, concerning the length of service, there are significant differences in determination, with the highest score among those who have worked for more than 10 years, while for the impact, individuals working between 5–10 years had the highest score.

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

12

Table 5

Intercorrelation analysis (n=156)

Dimensions	Mean	SD	PE	Gdr	Age	Edu	LoS	Pos	ES
Psychological Empowerment (PE)	4.92	0.67	1						
Gender (Gdr)	-	-	0.004*	1					
Age	-	-	0.033	0.451	1				
Education (Edu)	-	-	0.235	0.359	0.000**	1			
Length of Services (LoS)	-	-	0.082	0.324	0.000**	0.000**	1		
Position (Pos)	-	-	0.006	0.501	0.000**	0.000**	0.000**	1	
Employment Status (ES)	-	-	0.069	0.072	0.287	0.323	0.087	0.011	1

SD = Standard Deviation; *l.o.s. p<0.05; **l.o.s. p<0.01
Sources: Research Results

Based on the results of the intercorrelation analysis, it can be concluded that only gender is correlated with psychological empowerment. When this data is combined with the t-test analysis, it reveals significant differences between genders, with males having higher scores than females.

4.1 RESULTS OF HYPOTHESIS TESTING.

Hypothesis 1: There is a signifcant difference in psychological empowerment between male and female employees.

From the results in Table 2 and Table 5, it showed that threre is a signifcnant differences between gender, and male had higher score compared to female, so the hypotheis 1 (one) was accepted.

Hypothesis 2: Educational level has significant and positive correlation with psychological empowerment.

From the results in Table 2 and Table 5, it showed that threre is no signifcnant differences between educational level on psychological empowerment, so the hypotheis 2 (two) wa snot accepted.

Hypothesis 3: Age has significant and positive correlation with psychological empowerment.

From the results in Table 2 and Table 5, it showed that age has no signifcnant differences on psychological empowerment, so the hypotheis 3 (three) was not accepted.

Hypothesis 4: The length of services has significant and positive correlation with psychological empowerment.

From the results in Table 2 and Table 5, it showed that thre is no signifcnant differences

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

13

between lengths of services on psychological empowerment, so the hypotheis 4 (four) was not accepted.

Hypothesis 5: *Position level has significant and positive correlation with psychological empowerment.*

From the results in Table 2 and Table 5, it showed that thre is no signifcnant differences between position level on psychological empowerment, so the hypotheis 5 (five) was not accepted.

Hypothesis 6: *Employee's status has significant and positive correlation with psychological empowerment.*

From the results in Table 2 and Table 5, it showed that thre is no signifcnant differences between employee status on psychological empowerment, so the hypotheis 6 (six) was not accepted.

Thus, it can be concluded that only gender that had differences on psychological empowerment score. The process of organizational change demands individuals to exhibit confidence, competence, and a sense of impact on both the environment and the organization. This facilitates their ability to navigate challenging situations with comfort. In essence, individuals who have cultivated psychological empowerment, encompassing a feeling of competence, a sense of meaningful work, self-determination, and impact, encounter fewer difficulties in embracing planned organizational changes. This aligns with previous findings supporting psychological empowerment as a predictor of affective commitment to change (Mangundjaya, 2019).

The analysis of the study underscores that empowered employees, those with a heightened sense of control over their surroundings, actively engage in the change process, reinforcing their commitment to change. Drawing on various studies, it is evident that psychological empowerment leads to increased involvement and competence, fostering meaning in work. These empowered individuals perceive greater control, maintaining strong intrinsic motivation even during the change process. Employees who feel in control of their surroundings actively participate, believing in the impact of their work, and are self-determined, thereby elevating their affective commitment to change (Morin et al., 2016).

The research findings revealed limited support for several hypotheses, with the exception of gender, highlighting the absence of statistically significant associations between age, educational attainment, tenure, occupational position, employment status, and psychological empowerment. This implies that factors such as age, education, tenure, position, and employee type do not exert a significant impact on psychological empowerment.

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

14

Noteworthy gender disparities were observed in the domains of competence and impact, with males demonstrating higher scores than females, suggesting an elevated sense of competence among the male cohort. The study's ultimate inference aligns with Spreitzer's (1995) Psychological Empowerment (PE) model, asserting that it more aptly encapsulates the empowerment experiences of men compared to women. Additionally, these research outcomes resonate with parallel empirical investigations, indicating minimal, if any, substantial variations in the conceptualization of empowerment across genders, whether defined as a general perception of power (Lips, 1985) or as the perceived access to organizational power structures (Finegan & Laschinger, 2001). Consequently, this study contributes to the growing body of literature affirming the consistency of empowerment constructs across diverse gender demographics.

Further examination reveals that, in general, length of service showed no significant differences and no significant correlation with psychological empowerment. However, within the dimensions of psychological empowerment, meaningful findings emerged. Employees with more than 10 years of service demonstrated higher scores in meaning, reflecting a developed fit between job needs and individual beliefs. No correlation was found between length of service and meaning. In terms of determination, individuals with over 10 years of service scored the highest, showcasing a sense of autonomy developed over time. Impact scores indicated that those with 5-10 years of service felt they could make a significant impact on the organization. The study challenges Spreitzer's (1995, 2007) assertion that demographic factors influence psychological empowerment. It highlights inconsistent findings on the correlation between demographic factors and organizational commitment, emphasizing that factors such as age, tenure, and education may or may not predict organizational commitment. Further, this study also supported the previous study by Vitória et al (2024) who were stated that leaders (in this case a change agent can be regarded as a leader), play significant roles in developing a meaningful work environment, including during the process of organizational change. Further, Van Phong, and Dao Ngoc (2024) studies who mentioned that during the process of promotion including assigning as change agent employees should be informed about the process and the reason why a person was chosen to become the change agent.

Despite its contributions, the study acknowledges limitations, including its focus on NGOs, limiting generalization to other organizational types. The predominance of female respondents suggests a need for further investigation. The study recognizes the potential impact of education level and staff positions on psychological empowerment, emphasizing the importance of considering internal factors within individuals that may influence their sense of

Rev. Gest. Soc. Ambient. | Miami | v.18.n.7 | p.1-20 | e05344 | 2024.

15

psychological empowerment.

5 CONCLUSIONS

Studies showed the importance of fostering psychological empowerment among employees to enhance their affective commitment to change during organizational transitions. Interventions like training, workshops, coaching, mentoring, and counseling are crucial for cultivating psychological empowerment. This study emphasizes the need to assist employees in developing a robust sense of psychological empowerment, recognizing its pivotal role in achieving positive outcomes during organizational change.

Implications for the study reveal that, contrary to common belief, demographic variables, except for gender, showed no correlation with psychological empowerment. Organizations and managers should recognize that, aside from gender, all other demographic factors demonstrated no significant differences in psychological empowerment. This challenge prevailing notions and suggests that efforts to promote psychological empowerment should focus on factors beyond demographics.

Moreover, to truly empower employees, social-structural empowerment is essential. Merely altering rules or providing training may not be sufficient. Empowering leadership should create an environment where employees' voices are heard, allowing them to participate in discussions about the organization's meaning, goals, and relevant decision-making processes. The study's insights benefit organizations and change leaders by emphasizing the need to equip employees with knowledge, skills, beliefs, and attitudes to navigate successful change processes. Recognizing the significance of building psychological empowerment aids in anticipating and preparing for the consequences of organizational change initiatives, ensuring a smoother transition.

Additionally, psychological empowerment's active orientation toward work, as noted by Spreitzer (2007), aligns with positive attributes during change processes, including resilience, flexibility, resourcefulness, proactive behavior, and independence. Employees with heightened psychological empowerment are likely to remain committed to their organization during change, feeling capable of navigating and mastering the challenges that arise. With this kind of feeling employees will be more self confidence in facing their works as well as solving their problems during their works and self-development.

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16

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20