Psychological Empowerment and Employee Engagement in Public Secondary Schools in Bayelsa State

Tonbra Baridei
Department of management, Niger Delta University, Wilberforce Island,
Bayelsa State, Nigeria.
Email: tonbrabaride@gmail.com

Dr. Tarela O. Okpu
Department of management, Niger Delta University, Wilberforce Island,
Bayelsa State, Nigeria.
Email: tarela2@yahoo.com

Abstract

This study examined the relationship between psychological empowerment and employee engagement in public secondary schools in Bayelsa State. The cross-sectional and correlational research designs were employed in the study. A structured questionnaire for psychological empowerment and employee engagement with a KMO of .945 and Chronbach alpha reliability of .812 was used to generate primary data for the study. The respondents to the research instrument involved 312 public secondary school teachers out of a sample of 363 drawn from 144 public secondary schools in Bayelsa State cutting across all 8 local government areas with the aid of the Taro Yamane technique and data generated were analysed with the Pearson's Product Moment Correlation Coefficient (PPMC) at the 0.05 level of significance. The results showed a significant relationship between all the dimensions of psychological empowerment and employee engagement (.522, .634, .576 & .432 respectively) and that the dimensions of psychological empowerment significantly predict the engagement of teachers with an adjusted r value of .764 while organization culture significantly moderate the link between psychological empowerment and employee engagement. Given these findings, it was concluded that: there is a significant empirical relationship between psychological empowerment and employee engagement among teachers in public secondary schools in Bayelsa State. Based on this conclusion, it was recommended among that enhancing beliefs in felt psychological empowerment should be a focus of school administrators towards ensuring active engagement among teachers while at the same time promoting an empowering organisation culture in which employee engagement could thrive.

Key words: psychological empowerment, employee engagement, organization culture, teachers

1.0   INTRODUCTION

Psychological empowerment and employee engagement are very important elements that could influence the rate at which organisations attain set goals and this is even more so for educational institutions. Psychological empowerment encapsulates employees' perceptions of competence, job autonomy, impact of their efforts and meaning, which has the potential of enhancing intrinsic motivation and a high sense of purpose (Spreitzer, 1995). Feelings of empowerment are even more pivotal among teachers as they are expected to make quick but independent decision that will impact not only student and staff outcomes but also the image and reputation of the school (Dehaloo & Schulze, 2013). More so, the concept of empowerment agrees with the theory of self-determination (SDT) which posits that meeting such basic needs as autonomy, competence and relatedness could promote motivation and enhance employee engagement (Ryan & Deci, 2000).

Employee engagement, is a concept that illuminates an employee's enthusiasm for, and commitment and dedication to their work, which is a prerequisite for teachers in secondary schools. Collie et al. (2015) showed that engagement is significantly related to employee turnover, job satisfaction and even student achievements in secondary schools. This is based on the fact that engaged teachers demonstrate increased levels of energy/efforts, dedication and both the desire and willingness to go beyond their officially prescribed and assigned duties (Bakker & Demerouti, 2008). Be that as it may, the tasking and high stress nature of the teaching job had made it highly challenging for teachers to be engaged. For instance, the teaching environment of secondary schools, with its high reliance on standardized tests and metrics for performance, could occasionally weaken teachers' sense of self-determination/autonomy, which could diminish engagement (Klusmann et al., 2016).

Studies advocate that psychological empowerment is a significant predictor of employee engagement, as empowered employees are inspired, likely to be motivated and committed (Nwachukwu & Chukwunonso ,2023; Spreitzer, et al. 2023; Adeoye & Akinyele, 2022; Bello & Ajayi, 2022; Albrecht & Andreetta, 2011). Thus Psychological empowerment could give teachers a sense of purpose and control via its autonomy dimension, which may thwart stressors arising from the profession, thus encouraging continuous engagement. However, whether psychological empowerment could foster engagement among teachers in public secondary schools in Bayelsa State, Nigeria remains to be known, the need therefore to examine the link between the variables in public secondary schools in Bayelsa State, Nigeria so as to offer understandings on how to bolster teacher confidence, enhance student results, reduce staff turnover and above all foster active teacher job engagement.

Once more, organisational culture is a distinctive characteristic of organisations that impacts the outcomes of both employees and the organisation (Morcos, 2018). Consequently, a company can acquire a competitive advantage by creating a robust culture that, when properly used and in alignment with corporate objectives and strategies, can have a positive impact on a variety of organisational outcomes. Fostering the appropriate culture can subsequently improve the correlation between employee engagement and psychological empowerment. However, none of the studies cited above suggested that organisational culture could substantially moderate the

relationship between PE and EE. This presents another potential gap in the literature of PE and EE. In order to address the identified gaps, this study investigated the empirical relationship between employee engagement and psychological empowerment in public secondary schools in Bayelsa State, with organisational culture as the moderating variable.

1.1   Objectives

The aim of this study is to examine the relationship between PE and EE. It specifically seeks to:

1. Find out whether the components of PE will relate positively with employee engagement

2. Find out which component of PE is the most effective predictor of employee engagement.

3. Determine whether organizational culture significantly moderate the relationship between psychological empowerment and employee engagement.

1.2   Research Questions

The following research questions are raised in this study:

1.   What is the relationship between each component of the PE employee engagement in public secondary schools in Bayelsa State?

2.   To what extent does each component of PE predict engagement among teachers in public secondary schools in Bayelsa State?

3.   To what extent does organization culture moderate the link between PE and employee engagement in public secondary schools in Bayelsa State?

1.3   Hypotheses

Ho_1. The components of PE will not have positive correlations with employee engagement among teaches in private secondary schools in Bayelsa State.

Ho_2. The components of PE will not effectively predict employee engagement among teachers in public secondary schools in Bayelsa State.

Ho_3. Organizational culture will not significantly moderate the relationship between psychological empowerment and employee engagement in public secondary schools in Bayelsa State.

2.0   LITERATURE REVIEW

Spreitzer (1995) showed PE as employees' experience of empowerment in their work environment. PE is therefore, a psychological framework for empowerment that emphasizes intrinsic motivation over managerial tactics to increase power. Dee, et al. Duener (2003) found that PE is a cognitive framework that affects employees' perspective of their organization, not a management action. Recent research has focused on empowerment and its psychological roots in meaningfulness, competence, autonomy, and impact. This shows that Bandura (1986)'s competence construct or self-efficacy has been examined and developed to conceive PE from a motivational standpoint. Spreitzer (1995) defines PE as a motivational framework with four cognitive elements: meaning, competence, self-determination, and influence. Spreitzer (1995) made three assumptions about empowerment, emphasizing the necessity for a complete understanding.

2.1   Employee Engagement

Engagement is crucial for organizational success, as it improves financial performance. Bakker et al. (2022) identified a positive correlation between work engagement and supervisor-rated job performance, financial outcomes, and customer satisfaction. Schaufeli et al. (2006) stated that engagement is a proactive and positive workplace condition defined by enthusiasm, commitment, and deep involvement in tasks. Work engagement represents a self-directed, sustained, and widespread form of human motivation. Personal energy is allocated through behavioral investments (Schaufeli & Bakker, 2022). Work engagement represents a psychological response to employment that serves to motivate individuals. Engagement specifically addresses employee behavior across their careers.

The concept pertains to integrating personal identity into the activity (Berkel et al., 2011). Engagement refers to the process by which employees invest their personal selves fully into their work roles (Kahn, 1990). Inoue et al. (2013) defined job engagement as a positive and fulfilling work-related mental state, characterized by energy, dedication, and absorption. Employee well-being may also be influenced by work engagement. Work engagement denotes a significant degree of enthusiasm and full commitment to one's professional responsibilities (Rich et al., 2022). Work engagement encompasses vigor, dedication, and absorption, characterized by positive emotional fulfillment. Breevaart et al. (2013, 2014) define work engagement as a temporary mental state characterized by positivity, fulfillment, and job-relatedness.

2.2   Organization Culture

The study of organisational culture has become a prominent topic within organisational studies and organisation sociology, developing into a well-established area of research in recent years. Although the concept of organizational culture has been established for four decades and is increasingly popular, its application continues to demonstrate significant and sometimes considerable discrepancies across various dimensions. This remains true, even though the concept has gained increased prominence. The distinctions encompass the definition of organizational culture, its functions, the suggested methodology for understanding it, and the significance of researching organizational culture, among other factors (Dauber et al., 2012). Yesil and Kaya (2013) assert that it includes various elements, including ideas, rites, rituals, and stories, all of which contribute to the formation of the organization's distinct character.

Zheng et al. (2011) assert that for an organization to cultivate a strong culture, it is crucial to establish clear principles that unify all organizational actions. Individuals can assume responsibility and accountability for their behavior by following the established principles within an organization. Zheng et al. (2011) associate significant negative outcomes with a deficient culture marked by insufficient innovation, motivation, and commitment. The consequences encompass a decline in employee morale and a reduction in organizational performance.

2.3   Empirical Review

Nwachukwu and Chukwunonso (2023) examined the correlation between psychological empowerment and employee engagement within the context of Nigerian banks. Research revealed a strong and favourable correlation between psychological empowerment and employee engagement. Employees who had a sense of empowerment in their positions, especially in terms of independence and influence, demonstrated greater levels of engagement, which translated into heightened excitement and dedication towards their jobs.

Adeoye and Akinyele (2022), investigated the influence of psychological empowerment on the level of employee engagement inside educational institutions in Nigeria. The research emphasised that psychological empowerment, specifically concerning competence and meaningfulness, had a beneficial impact on employee engagement among educators. Increased teacher empowerment resulted in greater levels of commitment and engagement, so leading to improved educational achievements.

Bello and Ajayi (2022) investigated the correlation between psychological empowerment and employee engagement inside Nigerian manufacturing enterprise. The research results demonstrated a robust and favourable association between psychological empowerment and employee engagement. The study revealed that employees who assessed greater degrees of psychological empowerment, encompassing autonomy and influence, exhibited better levels of engagement, resulting in enhanced job satisfaction and performance.

Albrecht and Bakker (2022) examined the relationship between psychological empowerment and employee engagement, with a focus on the moderating role of organizational culture. The research found that organizational culture significantly moderates the relationship between psychological empowerment and employee engagement. Specifically, a culture that promotes openness, trust, and support enhances the positive effects of psychological empowerment on engagement. In contrast, a more hierarchical or less supportive culture can weaken this relationship.

Yang and Liu (2023) investigated how organizational culture influences the impact of psychological empowerment on employee engagement within the context of service industries. They found that a supportive and collaborative organizational culture strengthens the positive relationship between psychological empowerment and employee engagement. Conversely, in cultures with high levels of control and low support, the link between empowerment and engagement is diminished.

3.0   METHODOLOGY

The cross-sectional survey design was adopted for the study. Data for the study were generated through the questions. The variables for the study were measured using scales that were adapted from literature. The scales for the components of PE were drawn from Sppreitzer (1995) while the employee engagement scales were adapted from the ultra-short measures for work engagement (UWES-17) scales created by Schaufelli et al. (2017). The respondents to the questionnaires involved 312 secondary school teachers out of 363 teachers drawn from 144 public secondary schools in Bayelsa State. the scales were tested for reliability and validity. The results of these testes are presented in the subsequent sections. Data generated were analysed using correlation and regression analysis.

4.0   RESULTS

4.1   Validity Results

The Kaiser-Meyer-Olkin measure of sampling accuracy and the Bartlett's test of sphericity were used to test the accuracy of the instrument. When using the KMO, Kaisen (1974) recommend that a KMO of 0.5 as minimum is hardly accepted, while values between 0.7 and 0.8 are acceptable, whereas, values greater than 0.9 are superb for a KMO. On the other hand, Bartlett's test indicates the strength of the relationship among the study variables. The results of the Kaiser-Meyer-Olkin test of accuracy and the Bartlett's tests are shown in Table 1 below.

Table 1   KMO and Bartlett's Test[a] of Validity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.945
Bartlett's Test of Sphericity	Approx. Chi-Square	28973.427
	Df	423
	Sig.	.000

a. Based on correlations
Source: Survey Data, 2024.

As shown in table 1 above, the KMO is .945 which is far above .50. From the same table, the Bartlett's test of sphericity indicates that the associated probability of .000 is less than 0.05 implying that the association is significance. The instrument is thus deemed valid.

4.2   Reliability and Correlation Results

The reliability scores of the scales, the mean scores and the correlation results of the variables are presented in Table 2 below. The bold figures are the reliability scores of the scales. The results for the test of the first hypothesis is also found in the table below.

Table 2   Correlation outcome of Study Variables

	Mean	1	2	3	4	5
Meaningfulness	3.406	**.874**				

Competence	3.633	.656**	**.752**		
Autonomy	3.442	.604**	.460**	**.788**	
Impact	3.641	.438**	.453**	.622**	**.882**
Employee Engagement	3.603	.522**	.634**	.576**	.432**	**.891**

Source: Survey Data, 2024 {**. Correlation is significant at the 0.01 level (2-tailed)}.

When conducting a reliability test, Nunally (1978) suggested that a reliability coefficient of .70 implies that the instrument is reliable. The reliability coefficients as shown in the table above show that all are above the Nunally (1978) benchmark. The instrument is thus found to be reliable. In terms of the mean scores too, all mean values are above the median score of 3.0., the implication is that the respondents generally agree with the statements used in measuring each of the study variables.

More so, the correlation scores for the relationship between the components of PE and employee engagement are r = .522, .634, .576 and .432 respectively for the dimensions of PE. And all of these are significant @ p = .000 < .05. Therefore, the findings indicate that there is a statistically significant relationship between the components of PE and employee engagement. The null hypothesis is thus rejected and the alternate hypothesis accepted. This means that the components of PE have positive and significant correlations with employee engagement among teachers in private secondary schools in Bayelsa State.

Table 3   Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.876ª	.767	.764	.66234

a. Predictors: (Constant), Meaning, Autonomy, Competence, Impact

The correlation coefficient of the model as shown in Table 3 is r = .876 showing a strong positive relationship between the independent variable (PE) and dependent variable (EE). The coefficient of determination (R^2) of .767 from the same table represents the percentage variation in the dependent variable – employee engagement that is predicted by psychological empowerment.

Table 4   ANOVAª

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	445.990	4	111.497	254.161	.000ᵇ
	Residual	135.116	308	.439		
	Total	581.105	312			

a. Dependent Variable: Employee Engagement
b. Predictors: (Constant), Impact, Meaning, Autonomy, Competence

The ANOVA result in the table above reveals that the high f value of 254.161 indicates a good-fit between the data obtained and the regression model. While the p value of .000 < .05 indicates that the relationship between the dependent variable (employee engagement) and the predictor

variables (psychological empowerment) is significant. This shows that the components of PE significantly predict EE.

Table 5   Coefficients[a]

Model		Unstandardized Coeff. B	Std. Error	Standardized Coeff. Beta	t	Sig.
1	(Constant)	.226	.116		1.948	.052
	Meaning	.023	.043	.024	.541	.589
	Competence	.220	.058	.218	3.776	.000
	Autonomy	.167	.046	.170	3.643	.000
	Impact	.593	.053	.535	11.264	.000

a. Dependent Variable: Employee Engagement

The information in Table 4.19 above shows the rate of prediction of each of the components of PE (meaningfulness, competence, autonomy and impact) on employee engagement. As shown in the table, the most important predictor of employee engagement is impact with a beta value of β = .539, followed by competence β = .220, then meaningful work β = .023 and finally autonomy with β = .167. All of these coefficients are found to be significant predictors of employee engagement as all p values are less than .05 except for meaningfulness with a p value of .589. this means that meaningfulness does not significantly predict employee engagement among the study participants. Given these results in Tables 3 to 5 above, the null hypothesis is rejected and the alternate hypothesis is accepted. This means that all the components of PE except meaningfulness are significant predictors of employee engagement.

Table 6   Partial Correlations between PE, EE and Organisation Culture

Control Variables			PE	EE	Organisation Culture
-none-[a]	PE	Correlation	1.000	.656	.619
		Sig. (2-tailed)	.	.000	.000
		Df	0	310	310
	EE	Correlation	.656	1.000	.864
		Sig. (2-tailed)	.000	.	.000
		Df	310	0	310
	Organisation Culture	Correlation	.619	.864	1.000
		Sig. (2-tailed)	.000	.000	.
		Df	310	310	0
Organisation Culture	PE	Correlation	1.000	.307	
		Sig. (2-tailed)	.	.000	
		Df	0	309	
	EE	Correlation	.307	1.000	

Sig. (2-tailed)	.000	.	
Df	309	0	

a. Cells contain zero-order (Pearson) correlations.
Source: SPSS Version 27 Output of Survey Data, 2024

The Partial Correlations table above shows both the zero-order correlations (i.e. correlations without any control variable) of all three variables (PE, EE and organisation culture) and the partial correlation of the first two variables controlling for the effects of organisation culture on the relationship between PE and EE.

As shown in the table, the zero-order correlation between PE and EE along with the moderating variable – organisation culture is moderately high and positive. Correlation between PE and EE without the control variable is r = .656 which is significant @ p = .000 < .05. This means that there is a statistically significant relationship between PE and EE.

The introduction of the control variable – organisation culture, however, reduced the strength of the relationship from r = .656 to r = .307 which is still significant @ p = .000 < .05 implying that the presence of organization culture is important for EE to thrive in the studied organizations through PE. This result implies that organisation culture significantly moderates the relationship between PE and EE.

5.0   CONCLUSION AND DISCUSSIONS

The results demonstrated a significant link, between psychological empowerment and employee engagement via meaningfulness, competence, autonomy and impact which corroborates the findings of Xia et al. (2023). This finding shows that as the higher employee perceptions of empowerment the higher their levels of engagement. This shows that employee feelings of empowerment significantly impact on and sways their physical, behavioural, emotional and cognitive bonds with the organization. The deepened feeling of empowerment sheds light on this connection by boosting their inclination to participate (referencing Gong et al., 2022).

The research also indicated that psychological empowerment (PE) plays a role, in determining how engaged employees are at work. (Singh & Gaur, 2021). Singh and Gaur (2021) affirmed that when employees are given decision making autonomy, they become more proactive in executing tasks, feel more attached to their job and organization, perceive meaning in their job see their efforts in accomplished organizational goals and objectives. The relevance of the impact of PE on engagement stresses the importance of building a workplace that enhances employees' psychological empowerment via management practices while providing opportunities for growth and advancement.

The study also revealed that organizational culture significantly moderates the relationship between psychological empowerment and employee engagement. This result is consistent with the wider literature, which underscores the important role of organizational culture in shaping the behaviors and attitudes of employees (Yukl, 2020). Psychological empowerment is thus associated

with increased employee engagement. Nevertheless, the degree to which empowerment results in employee engagement largely depends on the organization's culture.

It follows therefore, that when organizations encourage cultures that are both optimistic and supportive, engagement is likely to thrive. This is supported by Khan et al. (2023) that employees who experience organizational support via a supportive culture are confident in undertaking risks, openly discuss their and are actively involved in decision making. This intensifies their attachment to the job and organization which in turn enhances engagement. However, the impact of psychological empowerment may differ in organizations with unaccommodating cultures. Employees in such a culture may perceive their empowerment as superficial or unimportant, and perceive their contributions as undervalued (Gagne & Deci, 2005). This result aligns with the findings of Johnson et al. (2022), which suggest that organisations that foster open communication, teamwork, and supportive leadership may witness enhanced and robust relationships between psychological empowerment and engagement, in contrast to those with rigid cultures. This finding reinforces the broader understanding that an organization's culture either amplifies or cowed empowerment (Deci et al., 2021).

Therefore, to foster active engagement among teachers, school administrators should strive to enhance their perceptions of empowerment and adopt a supportive, accommodating, and positive culture. This is because the findings demonstrate that psychological empowerment is not only significantly linked to employee engagement, but also serves as a crucial predictor of employee engagement in public secondary schools. Thus, by improving the psychological empowerment perceptions of teachers, schools can effectively increase engagement, resulting in improved teacher performance results, better student outcomes and teacher job satisfaction.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Heads of public secondary schools should enhance staff perceptions of PE in its totality for active staff engagement as a feeling of a lack of any of the PE components could deflate felt empowerment and reduce engagement.

2. Since impact was seen as the most significant predictor of engagement, school administrators should enhance feelings of impact in their staff through recognition and praise for every outstanding performance by applauding such ones openly. This show of recognition for the employee will motivate them to be more actively engaged.

3. Organisation culture was seen as a significant moderator of the link between PE and EE. Hence, for EE to thrive, school administrators should promote a culture of empowerment towards ensuring active staff engagement.

REFERENCES

Adeoye, A., & Akinyele, S. (2022). Psychological empowerment and its impact on employee engagement in Nigerian higher education institutions. Journal of Educational Administration and Policy Studies, 14(3), 256-271.

Afsar, B., Badir, Y. F., & Saeed, B. B. (2019). Transformational leadership and innovative work behavior: The role of motivation to learn, task complexity, and innovation climate. *European Journal of Innovation Management*, 22(1), 41-58. https://doi.org/10.1108/EJIM-12-2017-0186

Albrecht, S. L., & Andreetta, M. (2011). The influence of empowering leadership, empowerment and engagement on affective commitment and turnover intentions in community health service workers. *Leadership in Health Services*, 24(3), 228-237. https://doi.org/10.1108/17511871111151126

Albrecht, S. L., & Bakker, A. B. (2022). Psychological empowerment and employee engagement: The role of organizational culture as a moderator. *Journal of Organizational Behavior, 43(6),* 1245-1264.

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328. https://doi.org/10.1108/02683940710733115

Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13(3), 209-223. https://doi.org/10.1108/13620430810870476

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2022). Burnout and work engagement: A thorough review and meta-analysis of their relationship. *Journal of Organizational Behavior, 43(1),* 1-20.

Bandura, A. (1986). *Social found actions of thought and action: a social–cognitive view*, Englewood Clivs, Nj: Prentice-Hall.

Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32. https://doi.org/10.1080/135943299398410

Bello, O. A., & Ajayi, O. T. (2022). Psychological empowerment and employee engagement in the Nigerian manufacturing sector: A quantitative analysis. *International Journal of Management and Sustainability, 11(4),* 405-420.

Chen, Z., Zhang, Y., & Chen, M. (2023). Psychological empowerment and employee engagement: The role of organizational culture and leadership support. *Journal of Business Psychology, 38*(2), 321-338. https://doi.org/10.1007/s10869-022-09876-x

Collie, R. J., Shapka, J. D., & Perry, N. E. (2015). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 107(4), 1189-1202. https://doi.org/10.1037/edu0000023

Dauber, D., Fink, G., Yolles, M. (2012). A configuration model of organisational culture. Sage Open, 2(1). 1011772158244012441842.

Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01

Deci, E. L., Ryan, R. M., Gagne, M., Leone, D. R., Usunov, J., & Kornazheva, B. P. (2021). Need satisfaction, motivation, and well-being in the workplace: A longitudinal study. *Journal of Applied Psychology, 106*(3), 335-345. https://doi.org/10.1037/apl0000621

Dehaloo, G., & Schulze, S. (2013). Influences on the job satisfaction of teachers in rural schools in South Africa. *South African Journal of Education*, 33(1), 1-20. https://doi.org/10.15700/saje.v33n1a649

Gagne, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior, 26*(4), 331-362. https://doi.org/10.1002/job.322

Gong, Z., Zhang, X., & Tian, Y. (2022). The impact of psychological empowerment on employee engagement: The mediating role of job satisfaction. *Journal of Organizational Behavior, 43*(6), 918–935. https://doi.org/10.1002/job.2589

Johnson, A., Smith, P., & Turner, L. (2022). Exploring the moderating effect of organizational culture on employee empowerment and engagement. *Human Resource Management Review, 32*(3), 569-583. https://doi.org/10.1016/j.hrmr.2021.100835

Khan, M., Sharif, M., & Bashir, S. (2023). The role of psychological empowerment in fostering employee engagement: A multi-level analysis. *International Journal of Human Resource Management, 34*(4), 678-695. https://doi.org/10.1080/09585192.2023.1861987

Kim, M., & Fernandez, S. (2017). Employee empowerment and turnover intention in the US federal bureaucracy. *The American Review of Public Administration*, 47(1), 4-22. https://doi.org/10.1177/0275074015583712

Klusmann, U., Kunter, M., Trautwein, U., Lüdtke, O., & Baumert, J. (2016). Teachers' occupational well-being and quality of instruction: The important role of self-regulatory patterns. *Journal of Educational Psychology*, 108(6), 995-1008. https://doi.org/10.1037/edu0000014

Nwachukwu, C., & Chukwunonso, J. (2023). Psychological empowerment and employee engagement in Nigerian banks: An empirical study. *African Journal of Economic and Management Studies, 14(1),* 29-45.

Rich, B. L., Lepine, J. A., & Crawford, E. R. (2022). Job autonomy and engagement: A comprehensive review and meta-analysis. *Journal of Applied Psychology, 107(5),* 831-845.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. https://doi.org/10.1037/0003-066X.55.1.68

Schaufeli, W. B., & Bakker, A. B. (2022). The measurement of work engagement: A review and a proposal. *Journal of Organizational Behavior, 43(3),* 453-470.

Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of short questionnaire. A Cross-National Study. *Educational and Psychological Measurement, 66(4),* 701–716. https://doi.org/10.1177/0013164405282471

Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two-sample confirmatory factor analytic approach. *Journal of Happiness Studies, 3*(1), 71–92. https://doi.org/10.1023/A:1015630930326

Seibert, S. E., Wang, G., & Courtright, S. H. (2011). Antecedents and consequences of psychological and team empowerment in organizations: A meta-analytic review. *Journal of Applied Psychology*, 96(5), 981-1003. https://doi.org/10.1037/a0022676

Singh, S., & Gaur, S. (2021). Psychological empowerment as a predictor of employee engagement: Empirical evidence from Indian banking sector. *Journal of Human Resource and Sustainability Studies, 9*(2), 184–200. https://doi.org/10.4236/jhrss.2021.92011

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal, 38*(5), 1442-1465. https://doi.org/10.2307/256865

Spreitzer, G., DeJanasz, S., & Quinn, R. E. (2023). Psychological empowerment and its relationship with employee engagement: A meta-analysis. *Journal of Management, 49(1),* 45-67.

Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic task motivation. *Academy of Management Review*, 15(4), 666-681. https://doi.org/10.5465/amr.1990.4310926

Xia, Y., Liu, W., & Zhang, Y. (2023). Linking psychological empowerment with employee engagement: The role of organizational culture and emotional intelligence. *Human Resource Management Review, 33*(1), 100902. https://doi.org/10.1016/j.hrmr.2022.100902

Yang, Y., & Liu, L. (2023). Moderating effects of organizational culture on the relationship between psychological empowerment and employee engagement. *International Journal of Human Resource Management, 34(4),* 673-694.

Yesil, S., & Kaya, A. (2013). The effect of organisational culture on firm financial performance: Evidence from a developing country. *Procedia-Social and Behavioral Sciences, 81,* 428-437.

Yukl, G. (2020). *Leadership in organizations* (9th ed.). Pearson.

Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107-128. https://doi.org/10.5465/amj.2010.48037118

Zheng, W., Yang, B., & McLean, G. N. (2011). Linking organisational culture, structure, strategy, and organisational effectiveness: Mediating role of knowledge management. Journal of Business.