

Psychological Empowerment and Tutors Commitment of Vocational Institutions in South-South Nigeria

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Abstract: *This study investigated the relationship between psychological empowerment and tutors commitment of vocational institutions in South-South Nigeria. The cross-sectional survey design was adopted for the study. Two hundred and sixty-three (263) tutors constituted the sample elements. Structural Equation Modelling was employed to confirm the reliability and validity of the research instrument, as well as test of the correlation between variables in the formulated hypotheses. The results of the study established a significant positive association between psychological empowerment and tutors commitment. Specifically, an empirical relationship was established between the dimensions of psychological empowerment employed in the study (self-determination and competence) and the measures of tutors commitment (affective commitment, normative commitment and continuance commitment). It was thus concluded that psychological empowerment boost employee commitment. It was therefore recommended that the owners, managers and supervisors of vocational institutions should: develop tutor roles that involve a variety of abilities and allow work autonomy, while also strategically empowering people to seek opportunities to improve their competency and self-determination; and guarantee that the job features of work redesign are supported by different types of psychological empowerment, such as self-determination and competence, in order for organisational commitment to occur, which may be accomplished by offering tutors career development chances through a programme that focuses on their unique talents and abilities.*

Keywords: Psychological Empowerment, Employee Commitment, Affective Commitment, Normative Commitment, Continuance Commitment, Vocational Institutions

Introduction

Because it contributes to the expansion of economies worldwide, vocational training is a matter of global importance (Billett et al., 2020). Benefits include lower unemployment rates, higher profits for businesses, higher tax revenues for governments, higher wages for those already employed, and supplemental income opportunities for those already working full-time (European Centre for the Development of Vocational Training [CEDEFOP], 2011; Organisation for Economic Co-operation and Development [OECD], 2009; United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2014). Nonetheless, despite the obvious benefits that vocational education provides to the international community, Nigeria has not yet given this field of study the attention it deserves (Inyiagu, 2014). Several problems plague the industry, including a lack of resources, a lack of dedication from employees, a lack of facilities, a curriculum that is out of date or flawed, a loss of talent due to retirement or other reasons, a lack of qualified workers, low pay, and other factors (Okoye & Arimonu, 2016). Thus, the problem of vocational educators' low commitment is of special concern here.

Committed workers enrich an organisation by their tenacity, proactivity, support, and high levels of productivity and quality consciousness (Wainwright, 2019). Employees who are invested in their jobs are less likely to engage in disruptive behaviour or to quit their jobs (Meyer et al., 1993). Contrarily, uncommitted workers might undermine an organization's productivity and potential by actively plotting against it (Wainwright, 2019). Having a committed workforce is associated with increased productivity, happier customers, better internal communications, and a more flexible approach to change (Nijhof et al., 1998). The literature identifies three types of commitment: affective commitment (how employees feel about working for the company), continuance commitment (how much employees believe it would cost them to leave the company), and normative commitment (how much people believe they have obligations and promises to the company) (Abdullah, 2019; Meyer & Allen, 1991).

Studies done so far suggest that employees might benefit both personally and professionally from psychological empowerment (Soleimani et al., 2022). Staff morale, organisational civic behaviour, and job satisfaction have all been shown to increase when workers are given more say in their workplaces (Shah et al., 2019; Chiang & Hsieh, 2012). (Ibrahim, 2020; Jomah, 2017). The term "psychological empowerment" is used to describe a state of mind in which one is intrinsically motivated to complete tasks because of a strong internal locus of control over one's work environment and one's own job responsibilities (Meng & Sun, 2019). Many business-related research have concluded that employees' morale and productivity can benefit from a healthy dose of psychological empowerment.

While few research has examined the link between psychological empowerment and employee dedication in the setting of academic institutions, even less have focused on vocational schools. Furthermore, there are hardly any studies that have used structural equation modelling (SEM) to examine the link between the research variables. Given the indicated setting and methodological shortcomings, this study would be novel in its attempt to evaluate the connection between psychological empowerment and employee commitment of vocational institutions in South-South Nigeria.

Literature Review

Theoretical Framework

Self-Determination Theory

This research was conducted with the principle of self-determination theory as its foundation. Deci and Ryan's (1985) hypothesis builds on research in the study of human motivation and character. Employee turnover may be studied effectively using the framework provided by self-determination theory (Forrier et al., 2009). A key component of the self-determination theory of motivation is the establishment and maintenance of a balance between three fundamental psychological needs: a sense of autonomy, a sense of competence, and a sense of belonging and connection to others (Deci & Ryan, 1985).

The term "autonomy" describes a sense of independence, whereas "relatedness" describes a sense of belonging and mutual respect (Meyer & Maltin, 2010). The competence requirement is for workers to acquire and use the knowledge, talents, and skills necessary to carry out their jobs successfully (Martin & Hill, 2013). Theorists that advocate for self-motivation stress the importance of freedom of choice for every person and organisation (Robson et al., 2012). The three forms of organisational commitment that result from satisfying those psychological demands are (a) emotional commitment, (b) continuation commitment, and (c) normative commitment (Meyer & Parfyonova, 2010).

One of the most studied and utilised theories in psychology is self-determination theory (Deci et al., 2017). Using the self-determination theory framework, empirical research has shown that it is possible to increase employees' intrinsic motivation by satisfying their requirements for autonomy, competence, and relatedness (Landry & Whillans, 2019). The present research utilised an SDT stance to investigate what factors, such as better service quality and task performance, motivate workers to become committed to an organisation. After having their emotional requirements addressed, workers are more likely to feel invested in their professions and to perform up to standards.

Psychological Empowerment

Psychological empowerment may be seen as the intrinsic drive that manifests itself in an individual's dedication to and enjoyment of his or her work (Seibert et al., 2011). In the last ten years, the concept of psychological empowerment has been increasingly salient. Because it has such broad implications for both individuals and groups at work, studies of psychological empowerment often overlap with those of leadership, psychology, leadership, performance, team cohesion, group productivity, motivation, emotional intelligence, and autonomy (Rae, 2013). Two of the dimensions of psychological empowerment (self-determination and competence) were examined in this study.

The ability to choose one's own decisions is important to self-determination, as argued by Adams (2008). This involves the freedom to decide on one's own actions, identities, and priorities (Adams, 2008). Self-determination, as defined by Theunissen (2013), entails knowing, defining, and exercising control over oneself. According to Polloway, self-determination is best understood as an ongoing process (Theunissen, 2013). Determinism, the philosophical notion that all activity (including human conduct) is caused, forms the basis of the concept of self-determination (Shagron et al., 2015). According to Wehmeyer (2013), self-determination is a psychological concept that explains human agency. Little et al. define agentic conduct as the ability to bounce back from setbacks, see opportunities, take initiative, and have a positive outlook on life (Wehmeyer, 2013).

Employees' competence is defined as their confidence in their own skills to carry out job duties successfully (Spreitzer, 1995). A person's confidence in their own abilities to do a job grows as they become more adept at doing it. Competence and skill develop as a result of formal instruction, further study, on-the-job practise, and positive management feedback (Seibert et al., 2011). Having access to resources and authority in the workplace increases a person's sense of competence and self-efficacy. When workers have access to resources, they are better able to handle consumer interactions, which in turn increases role-prescribed behaviours and intrinsic motivation.

Employee Commitment

The term "employee commitment" might signify different things to different people. According to Vance (2006), commitment in the workplace involves "both the readiness to persevere in a course of action and the unwillingness to change plans, sometimes owing to a sense of duty to stay on track" (p. 4). According to Reetta (2018), it is a mindset that may take many shapes and forms and ties a person to a course of action that is crucial to achieving a certain goal. This helps to mitigate the issue of staff turnover.

Employees' commitment, as described by Allen and Meyer (1996), lies in their emotional investment in their workplaces, which in turn helps to keep turnover lower than it would be otherwise. Therefore, commitment is the emotional bond between worker and supervisor, between job and company (Meyer & Allen, 1997). Furthermore, they determined three distinct varieties of staff dedication (affective, continuance, and normative commitment). The term "affective commitment," as defined by Ibrahim and Perez (2014), refers to an employee's "deep and abiding feelings of loyalty and dedication" to his or her company. The term "continuance commitment" refers to the internal duty that employee feels toward their employer as a result of being socialised into the company and feeling compelled to remain employed there. As opposed to this, the term "normative commitment" describes an employee's decision to remain with the company despite the possibility of financial loss should they leave. It is clear from the numerous definitions of employee commitment given above that commitment has to do with an employee's feelings toward their employer, their belief in the organization's mission, and their willingness to stay with the company in order to help it succeed (Abasilim et al., 2019).

Psychological Empowerment and Employee Commitment

According to Chan (2003), there is a negative rather than a positive association between psychological empowerment and long-term commitment. The researcher took this to mean that if human resources have a higher level of psychological empowerment, they are less likely to be motivated by continued commitment to work for the organisation. Personnel with a high level of continuity commitment may choose to stay in the organisation, which they cognitively judge they are willing to do, but not because they want to stay because they need to relocate or have pension plans. According to Chan (2003), there is a clear link between psychological empowerment and normative commitment. This might be because psychologically empowered employees have an emotional tie to the organisation.

Again, Chan (2003) states that individuals who have a high level of psychological empowerment also have a high level of normative commitment to the organisations for which they work. Other research that suggested a favourable and direct association between normative commitment and psychological empowerment backed up his idea. Improved commitment will lead to fewer absenteeism and higher staff retention. As a result, employees may contribute more positively to organisational success (Choong et al., 2011).

Furthermore, Liu et al. (2006) discovered a link between perceived empowerment and organisational commitment. Chen and Chen (2008) came to the conclusion that there is a positive and substantial association between empowerment characteristics and organisational commitment. According to Ismail et al. (2011), there is a favourable association between empowerment and organisational commitment. The study was conducted by Kazlauskaitė et al. (2012) and was named "Organizational and psychological empowerment in the HRM-performance connection." This study found that organisational empowerment has an effect on emotional commitment. In their study "The Association Between Empowerment and Organizational Commitment," Goudarzvandchegini and Kheradmand (2013) determined that there is a substantial relationship between empowerment and organisational commitment.

According to Randolph and Kemery (2011), difficult work, engaging with fascinating people, learning new abilities, and having more opportunities to do important tasks increase employees' organisational commitment. Empowerment was widely regarded as a fundamental management tool for establishing employees' organisational engagement (Allen & Meyer, 1997). According to Vardi (2000), strong employee engagement typically stems from the realisation that organisational assumptions, mission, and values are aligned with their expectations. This might represent the meaning dimension of psychological empowerment. Similarly, Elloy (2012) supports the preceding argument by claiming that when supervisors perform benevolent acts for their employees, this results in empowerment perception, and thus employees tend to reciprocate the gesture with enhanced organisational commitment and willingly remain with the organisation.

Furthermore, Jaiswal and Dhar (2016) believe that management's supporting and mentoring responsibilities have a significant impact on employee cognition because they enhance their psychological disposition. Employees' self-efficacy and autonomy in their tasks give them enormous affection for their organisation, resulting in a high degree of commitment. Furthermore, scientific research shows that employees' perceived psychological empowerment strengthens their support for organisational goals and successes (Baharlou et al., 2016; Goudarzvandchegini & Kheradmand, 2013; Hanaysha, 2016). Furthermore, existing research clearly confirms, both theoretically and practically, the existence of a link between psychological empowerment and organisational commitment. According to the researchers' different results, highly devoted personnel are self-motivated, passionate, and have a great attention for their given jobs (Chan et al., 2015; Rezaie et al., 2012).

Thus, successful structuring of vocational staff attitudes can eventually lead to improvements in overall organisational performance, productivity, innovation, and creativity. This will eventually allow them to commit to developing competitive and skilled graduates to support the country's economic progress. Consequently, we hypothesize that:

H_{A1}: There is a significant relationship between self-determination and employee commitment.

H_{A2}: There is a significant relationship between competence and employee commitment.

Methodology

Cross-sectional survey strategy was used in this study. Two hundred and sixty-three (263) tutors in the eighteen (18) approved private vocational institutions in the South-South region (made up of Akwa-Ibom State, Bayelsa State, Cross Rivers State, Delta State, Edo State, and Rivers State) of Nigeria, constituted the population size.

The questionnaire consist of twenty-five (25) statement items. The predictor variable is psychological empowerment and its dimensions are self-determination and competence. The dimensions were assessed using thirteen indicators adopted from the work of Spreitzer (1995). Self-determination has five (5) items (e.g., I have significant autonomy in determining how I do my job). Competence has four (4) items (e.g., I am confident about my ability to do my job;).

The criterion variable is employee commitment and its measures are affective commitment, normative commitment and continuance commitment. It was measured using a twelve-item scale adopted from the work of Mayer and Allen (2004). Affective commitment has four (4) items (e.g., I would be very happy to spend the rest of my career with this institution). Normative commitment has four (4) statement items (e.g., Even if it were to my advantage, I do not feel it would be right to leave my organization now). Continuance commitment also has four (4) statement items (e.g., Right now, staying with my organization is a matter of necessity as much as desire).

Results and Discussion

In this section, the reflective indicator, and reflective measurement model approaches were deployed. Items on the survey which were predicted to measure a specific construct were grouped and measurement model analyses were carried out. The predictor variable is psychological empowerment, while the criterion variable is employee commitment. In all, six construct measures were developed, which are: 1. Self-determination, (2) Competence, (3) Meaning, (4) Affective Commitment, (5) Normative Commitment, and (6) Continuance Commitment. Confirmatory Factor Analysis (Measurement Model) were performed for each of the constructs. The Measurement Model is a two-step process, which involves the examination of the goodness of fit indices after the indicators have been loaded into the latent factor/construct, and the interpretation of the parameter estimates if the goodness of fit indices meets the criteria suggested by Hu and Bentler (1999). Hu and Bentler (1999) gave the following parameters for acceptable model: RMSEA (≤ 0.6), SRMR (≤ 0.8), CFI (≥ 0.95), TLI (≥ 0.95), GFI (≥ 0.90), and AGFI (≥ 0.90).

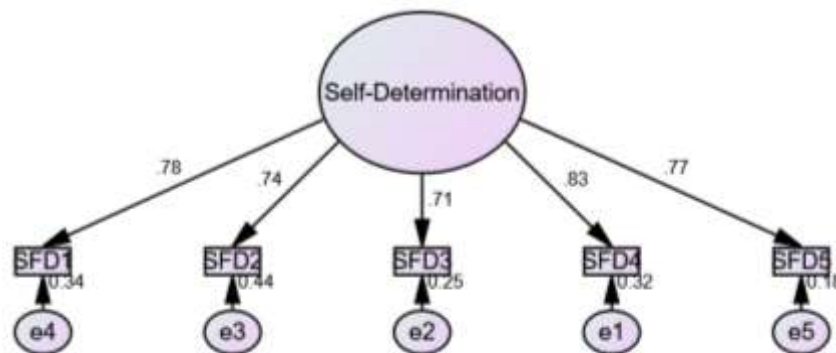


Figure 1.1: Measurement Model of Self-Determination

Table 1.1: Measurement Model Analysis of Self-Determination

Model	Chi-Square (df), Significance	NFI	TLI	CFI	RMSEA	Variable	Standardized Factor Loading Estimates	Error VAR
Self-Determination	(2df) =4.49, p>0.000	0.99	0.96	0.99	0.26	SFD1	0.784	0.34
						SFD2	0.742	0.44
						SFD3	0.716	0.25
						SFD4	0.832	0.32
						SFD5	0.771	0.18

Source: Amos 24.0 output on research data, 2023

The indicators SFD1, SFD2, SFD3, SFD4 and SFD5 had factor loadings of .784 .742 .716 .832 and .771, respectively and error variances of 0.34, 0.44, 0.25, 0.32 and 0.18, respectively. These parameters are consistent with the position that these are reliable indicators of the construct of self-determination. The results of the goodness of fit indices indicated acceptable fit to the data for one-factor model (chi-square (2df) = 4.49, $p < 0.000$, RMSEA=0.26, CFI=0.99, NFI=0.99, TLI=0.96). Table 1.1 summarized the goodness of fit indices, the factor loading estimates and the error variances. Factor loading estimates revealed that all five indicators were related to latent factor self-determination and were statistically significant. According to Brown (2010), completely standardized factor loadings of 0.3 (or 0.4) and above are commonly used to operationally define a “salient” factor loading.

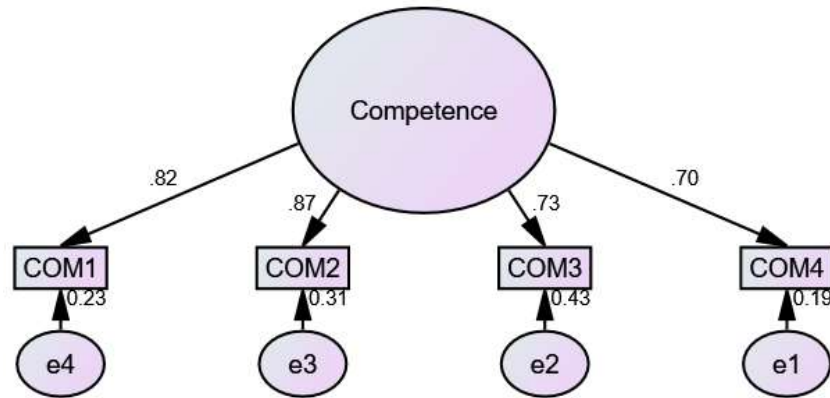


Figure 1.2: Measurement Model of Competence

Table 1.2: Measurement Model Analysis of Competence

Model	Chi-Square (df), Significance	NFI	TLI	CFI	RMSEA	Variable	Standardized Factor Loading Estimates	Error VAR
Competence	(49df) =242, $p > 0.000$	1.01	0.97	1.02	0.16	COM1	0.823	0.23
						COM2	0.876	0.31
						COM3	0.734	0.43
						COM4	0.709	0.19

Source: Amos 24.0 output on research data, 2023

The indicators COM1, COM2, COM3 and COM4 had factor loadings of 0.823, 0.876, 0.734 and 0.709, respectively and error variances of 0.23, 0.31, 0.43 and 0.19, respectively. These parameters are consistent with the position that these are reliable indicators of the construct of competence capability. The results of the goodness of fit indices indicated acceptable fit to the data for one-factor model (chi-square (49df) = 242, $p < 0.000$, RMSEA=0.16, CFI=1.02, NFI=1.01, TLI=0.97). Table 1.2 summarized the goodness of fit indices, the factor loading estimates and the error variances. Factor loading estimates revealed that all five indicators were related to latent factor competence and were statistically significant. According to Brown (2010), completely standardized factor loadings of 0.3 (or 0.4) and above are commonly used to operationally define a “salient” factor loading.

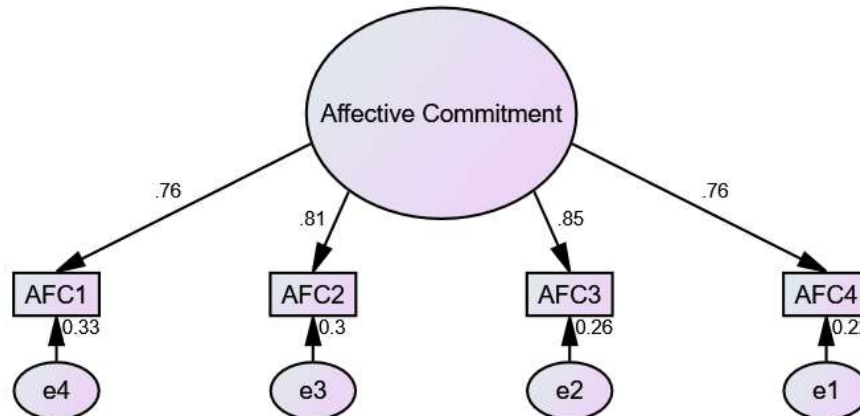


Figure 1.3: Measurement Model of Affective Commitment

Table 1.3: Measurement Model Analysis of Affective Commitment

Model	Chi-Square (df), Significance	NFI	TLI	CFI	RMSEA	Variable	Standardized Factor Loading Estimates	Error VAR
Affective Commitment	(51df) =345, p>0.000	0.99	0.96	0.99	0.12	AFC1	0.763	0.33
						AFC2	0.812	0.30
						AFC3	0.852	0.26
						AFC4	0.760	0.22

Source: Amos 24.0 output on research data, 2023

The indicators AFC1, AFC2, AFC3 and AFC4 had factor loadings of 0.763, 0.812, 0.852 and 0.760, respectively and error variances of 0.33, 0.30, 0.26 and 0.22, respectively. These parameters are consistent with the position that these are reliable indicators of the construct of affective commitment. The results of the goodness of fit indices indicated acceptable fit to the data for one-factor model (chi-square (33df) = 231, p<0.000, RMSEA=0.12, CFI=0.99, NFI=0.99, TLI=0.96). Table 1.3 summarized the goodness of fit indices, the factor loading estimates and the error variances. Factor loading estimates revealed that all four indicators were related to latent factor affective commitment and were statistically significant. According to Brown (2010), completely standardized factor loadings of 0.3 (or 0.4) and above are commonly used to operationally define a “salient” factor loading.

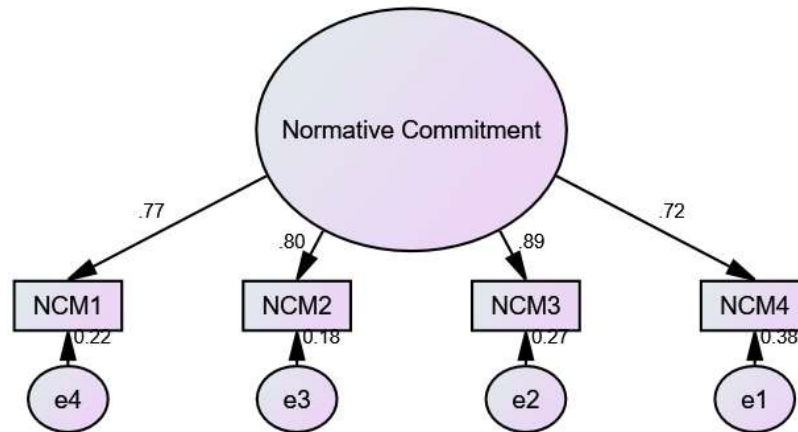


Figure 1.4: Measurement Model of Normative Commitment

Table 1.4: Measurement Model Analysis of Normative Commitment

Model	Chi-Square (df), Significance	NFI	TLI	CFI	RMSEA	Variable	Standardized Factor Loading Estimates	Error VAR
Normative Commitment	(65df) =301, p>0.000	1.03	0.95	0.95	0.32	NCM1	0.772	0.22
						NCM2	0.801	0.18
						NCM3	0.894	0.27
						NCM4	0.720	0.38

Source: Amos 24.0 output on research data, 2023

The indicators AFC1, AFC2, AFC3, and AFC4 had factor loadings of 0.772, 0.801, 0.894 and 0.720, respectively and error variances of 0.22, 0.18, 0.27 and 0.38, respectively. These parameters are consistent with the position that these are reliable indicators of the construct of affective commitment. The results of the goodness of fit indices indicated acceptable fit to the data for one-factor model (chi-square (65df) = 301, p<0.000, RMSEA=0.32, CFI=0.95, NFI=1.03, TLI=0.95). Table 1.4 summarized the goodness of fit indices, the factor loading estimates and the error variances. Factor loading estimates revealed that all four indicators were related to latent factor affective commitment and were statistically significant. According to Brown (2010), completely standardized factor loadings of 0.3 (or 0.4) and above are commonly used to operationally define a “salient” factor loading.

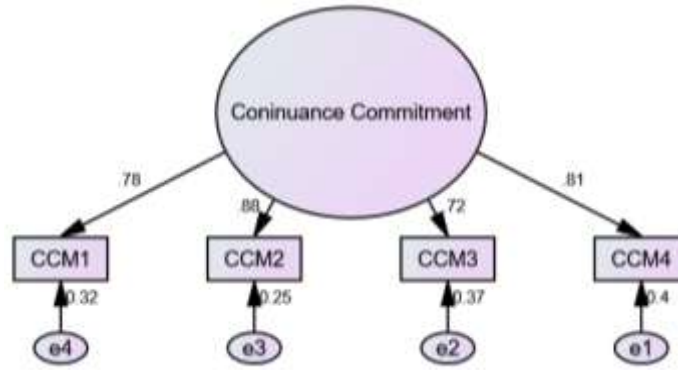


Figure 1.5: Measurement Model of Continuance Commitment

Table 1.5: Measurement Model Analysis of Continuance Commitment

Model	Chi-Square (df), Significance	NFI	TLI	CFI	RMSEA	Variable	Standardized Factor Loading Estimates	Error VAR
Continuance Commitment	(36df) =227, p>0.000	0.97	0.99	0.98	0.33	CCM1	0.783	0.32
						CCM2	0.882	0.25
						CCM3	0.720	0.37
						CCM4	0.812	0.40

Source: Amos 24.0 output on research data, 2023

The indicators CCM1, CCM2, CCM3 and CCM4 had factor loadings 0.783, 0.882, 0.720 and 0.812, respectively and error variances of 0.32, 0.25, 0.37 and 0.40, respectively. These parameters are consistent with the position that these are reliable indicators of the construct of continuance commitment. The results of the goodness of fit indices indicated acceptable fit to the data for one-factor model (chi-square (36df) =227, p<0.000, RMSEA=0.33, CFI=0.98, NFI=0.97, TLI=0.99). Table 1.5 summarized the goodness of fit indices, the factor loading estimates and the error variances. Factor loading estimates revealed that all four indicators were related to latent factor continuance commitment and were statistically significant. According to Brown (2010), completely standardized factor loadings of 0.3 (or 0.4) and above are commonly used to operationally define a “salient” factor loading.

Correlations and Construct Validity

Correlations

Table 1.6 shows the correlations between the sub-constructs of the independent and dependent variables. They include: self-determination and competence for the independent variable – psychological empowerment; and affective commitment, normative commitment and continuance commitment for the dependent variable – employee commitment. The correlation coefficients indicate that all the sub-constructs are significant at the 0.01 levels (2-tailed). The strongest bivariate correlation is 0.712 and is between continuance commitment and normative commitment, while the weakest bivariate correlation is 0.542, which is between continuance commitment and affective commitment. There was no correlation above 0.85 and therefore, multicollinearity was not an issue.

Table 1.6: Correlations, Degree of freedom, and Construct Validity

Variable	SFD	COM	AFC	NCM	CCM	Df.	AVE
SFD	1.0	0.632	0.589	0.561	0.607	2	0.593
COM	0.632	1.0	0.677	0.708	0.657	49	0.622
AFC	0.589	0.677	1.0	0.689	0.542	51	0.636
NCM	0.561	0.708	0.689	1.0	0.712	65	0.639
CCM	0.607	0.657	0.542	0.712	1.0	36	0.642

Source: Amos Version 22.0.0 output on research data, 2023

Where:

SFD = Self-Determination, COM = Competence, MEN = Meaningfulness, AFC = Affective Commitment, NCM = Normative Commitment, CCM = Continuance Commitment, AVE = Average Variance Extracted, Df = Degree of freedom.

Table 1.7: Results of Reliability and Validity Calculations

Constructs	Item	Loading	Squared Loadings	AVE	RAVE
Self-determination	SFD1	0.784	0.615	0.593	0.770
	SFD2	0.742	0.551		
	SFD3	0.716	0.513		
	SFD4	0.832	0.692		
	SFD5	0.771	0.594		
Competence	COM1	0.823	0.677	0.622	0.789
	COM2	0.876	0.767		
	COM3	0.734	0.539		
	COM4	0.709	0.503		
Affective commitment	AFC1	0.763	0.582	0.636	0.798
	AFC2	0.812	0.659		
	AFC3	0.852	0.726		
	AFC4	0.760	0.578		
Normative commitment	NCM1	0.772	0.596	0.639	0.799
	NCM2	0.801	0.642		
	NCM3	0.894	0.799		
	NCM4	0.720	0.518		
Continuance commitment	CCM1	0.783	0.613	0.642	0.801
	CCM2	0.882	0.778		
	CCM3	0.720	0.518		
	CCM4	0.812	0.659		

Source: Amos Version 22.0.0 output on research data, 2023

AVE = Average Variance Extracted

RAVE = Square Root of Average Variance Extracted

Table 1.8: Convergent and Discriminant Validity of Constructs

	AVE	SFD	COM	AFC	NCM	CCM
SFD	0.593	0.770				
COM	0.622	0.296	0.789			
AFC	0.636	0.311	0.362	0.798		
NCM	0.639	0.330	0.234	0.192	0.799	
CCM	0.642	0.221	0.308	0.366	0.300	0.801

Where;

Self-determination = SFD
 Competence = COM
 Affective commitment = AFC
 Normative Commitment = NCM
 Continuance commitment = CCM

As could be seen in table 1.8, each of the constructs showed an Average Variance Extracted (AVE) greater than 0.5, which shows the presence of convergent validity. The diagonal values (in bold) denote the square roots of AVEs. This shows values greater than 0.7, and there is a significant difference between the diagonal values and the off-diagonal values, implying that the constructs have discriminant validity.

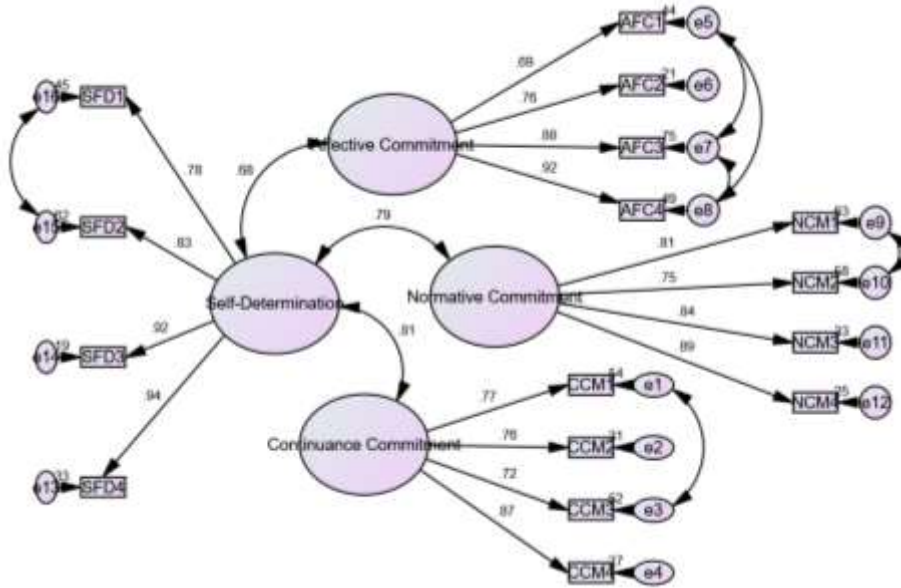


Figure 1.6: Structural Model of the Covariance between Self-determination and the measures of Employee Commitment

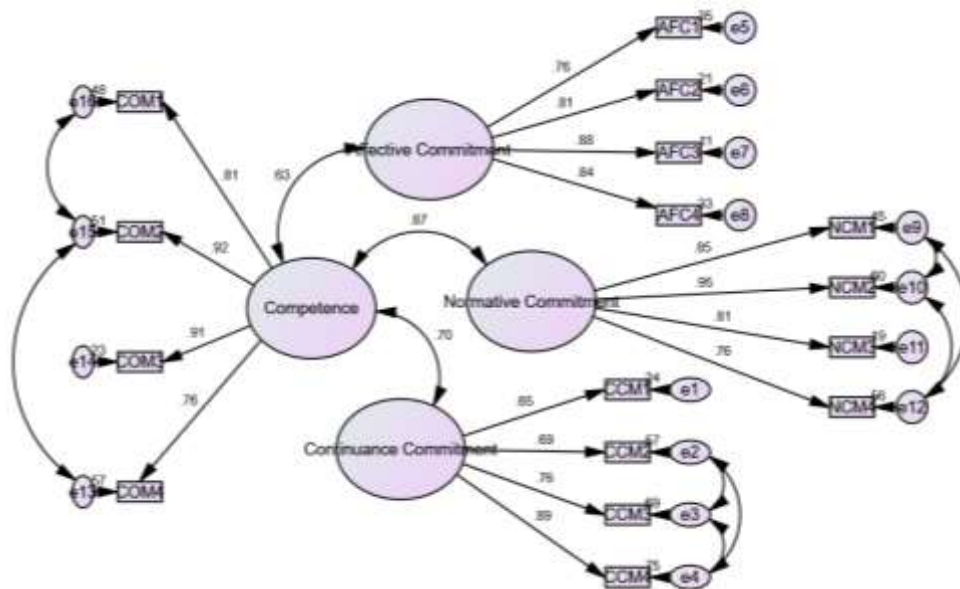


Figure 1.7: Structural Model of the Covariance between Competence and the measures of Employee Commitment

Test of Hypothesis

Table 1.9: Result of standardized and unstandardized regression estimate of the model.

S/N	Mediation Stage	Relationship	Std. Beta	Actual Beta	S.E.	C.R.	P	Remark
1.	X → Y (Hypothesis 1)	Self-determination and affective commitment	0.67	0.86	0.11	2.31	0.000	Not Supported
2.	X → Y (Hypothesis 2)	Self-determination and normative commitment	0.78	0.83	0.32	3.20	0.000	Not Supported
3.	X → Y (Hypothesis 3)	Self-determination and continuance commitment	0.71	0.80	0.15	4.12	0.000	Not Supported

4.	X → Y (Hypothesis 4)	Competence and affective commitment	0.61	0.89	0.18	3.22	0.000	Not Supported
5.	X → Y (Hypothesis 5)	Competence and normative commitment	0.69	0.88	0.23	2.15	0.000	Not Supported
6.	X → Y (Hypothesis 6)	Competence and continuance commitment	0.77	0.82	0.27	3.03	0.000	Not Supported

Source: Amos 24.0 Output on Research Data, 2023

The first hypothesis (H_{01}), states that there is no significant relationship between self-determination and affective commitment. However, table 4.25 indicates that self-determination has a positive and significant relationship with affective commitment of tutors in vocational institutions in South-South Nigeria ($\beta=0.67$, $r=2.31$, $p<0.005$). Thus, H_{01} was not supported. The evidence presents self-determination as a strong predictor of affective commitment in vocational institutions in South-South Nigeria. Statistically, it shows that when self-determination goes up by 1 standard deviation, affective commitment goes up by 0.67 standard deviation. That is, when self-determination goes up by 1, affective commitment goes up by 2.31 units. The regression weight for self-determination in the prediction of affective commitment is significantly different from zero at the 0.005 level (two-tailed).

The second hypothesis (H_{02}), states that there is no significant relationship between self-determination and normative commitment. However, table 4.25 also suggests that self-determination has a positive and significant relationship with normative commitment of vocational institutions in South-South Nigeria ($\beta=0.78$, $r=3.20$, $p<0.005$). Thus, H_{02} was not supported. This means that the presence of self-determination, of vocational institutions in South-South Nigeria, will lead to normative commitment. Statistically, it shows that when self-determination goes up by 1 standard deviation, normative commitment goes up by 0.78 standard deviation. That is, when self-determination goes up by 1, normative commitment goes up by 3.20 units. The regression weight for self-determination in the prediction of normative commitment is significantly different from zero at the 0.005 level (two-tailed).

The third hypothesis (H_{03}), states that there is no significant relationship between self-determination and continuance commitment. However, table 4.25 also suggests that self-determination has a positive and significant relationship with continuance commitment of vocational institutions in South-South Nigeria ($\beta=0.71$, $r=4.12$, $p<0.005$). Thus, H_{03} was not supported. This means that the presence of self-determination, of vocational institution in South-South Nigeria, will lead to continuance commitment. Statistically, it shows that when self-determination goes up by 1 standard deviation, continuance commitment goes up by 0.71 standard deviation. In other words, when self-determination goes up by 1, continuance commitment goes up by 4.12 units. The regression weight for self-determination in the prediction of continuance commitment is significantly different from zero at the 0.005 level (two-tailed).

The fourth hypothesis (H_{04}), states that there is no significant relationship between competence and affective commitment. However, table 4.26 indicates that competence has a positive and significant relationship with affective commitment of vocational institutions in South-South Nigeria ($\beta=0.61$, $r=3.22$, $p<0.005$). Thus, H_{04} was not supported. The evidence presents competence as a strong predictor of affective commitment of vocational institutions in South-South Nigeria. Statistically, it shows that when competence goes up by 1 standard deviation, affective commitment goes up by 0.61 standard deviation. That is, when competence goes up by 1, affective commitment goes up by 3.22 units. The regression weight for competence in the prediction of affective commitment is significantly different from zero at the 0.005 level (two-tailed).

The fifth hypothesis (H_{05}), states that there is no significant relationship between competence and normative commitment. However, table 4.26 also suggests that competence has a significant relationship with normative commitment of vocational institutions in South-South Nigeria ($\beta=0.61$, $r=3.22$, $p<0.005$). Thus, H_{05} was not supported. This means that the presence of competence of tutors in vocational institutions in South-South Nigeria, will lead to normative commitment. Statistically, it shows that when competence goes up by 1 standard deviation, normative commitment goes up by 0.61 standard deviation. In other words, when competence goes up by 1, normative commitment goes up by 3.22. The regression weight for competence in the prediction of normative commitment is significantly different from zero at the 0.005 level (two-tailed).

The sixth hypothesis (H_{06}), states that there is no significant relationship between competence and continuance commitment. However, table 4.26 also suggests that competence has a significant relationship with continuance commitment ($\beta=-0.77$, $r=3.03$, $p<0.005$). Thus, H_{06} was not supported. This means that the presence of competence of vocational institutions in South-South Nigeria, will lead to continuance commitment. Statistically, it shows that when competence goes up by 1 standard deviation, continuance commitment goes up by 0.77 standard deviation. In other words, when competence goes up by 1, continuance commitment goes up by 0.77. The regression weight for competence in the prediction of continuance commitment is significantly different from zero at the 0.005 level (two-tailed).

4.5 Discussion of Findings

The outcome of the test of hypotheses revealed that there is a significant relationship between psychological empowerment and employee commitment of vocational institutions in South-South Nigeria. Specifically, the results revealed that all the proxies of psychological empowerment employed in this study – self-determination and competence, has significant relationship with the sub-constructs of employee commitment – affective commitment, normative commitment and continuance commitment, of tutors in vocational institutions in South-South Nigeria. Several empirical studies have been undertaken with the intent to explain psychological empowerment and employee commitment. These studies corroborate the outcome of the present study.

Self-Determination and Employee Commitment (H₀₁ – H₀₃)

Bhatnagar (2005) explored the impact of psychological empowerment on organisational commitment in India. Psychological empowerment was found to be an excellent predictor of affective commitment, continuation commitment, and normative commitment in the Indian organisations tested. Jha (2011) investigated the relationships between psychological empowerment and organisational commitment proxies. Psychological empowerment was divided into four components: meaningfulness, competence, self-determination, and impact, while organisational commitment was measured using affective, continuous, and normative commitment. According to the findings of the correlation study, meaningfulness, competence, self-determination, and effect have a positive and substantial relationship with the global model of organisational commitment. Furthermore, except for the competence element of psychological empowerment with continuation and the affective factor of organisational commitment, the correlation between latent indicators of organisational commitment and variables of psychological empowerment was positive and significant. Jha (2011) indicated that psychological empowerment positively increases affective and normative commitment but not continuation commitment.

Competence and Employee Commitment (H₀₄ – H₀₆)

Rawat (2011) conducted an empirical study on the influence of psychological empowerment on employee commitment. The regression analysis with psychological empowerment and its subdimensions as predictor variables and organisational commitment dimensions as criterion variables revealed that psychological empowerment explains 3% of continuing commitment, 9% of affective commitment, and 2% of normative commitment. When psychological empowerment subdimensions are used as predictor variables, competence and self-determination explain continued commitment. Meaningfulness and self-determination explain affective commitment. Meaningfulness explains normalised commitment. All four subdimensions account for 10% of ongoing commitment and 13% of affective commitment.

Ambad and Bahron (2012) also looked at the link between psychological empowerment and organisational commitment among construction workers in Kota Kinabalu, Sabah, Malaysia. According to a multiple regression study of the global model, psychological empowerment impacts organisational commitment. Furthermore, when psychological empowerment was dissected, it was shown that meaning and competence had no substantial influence on organisational commitment, although self-determination and impact do.

Conclusions and Recommendations

The conclusion of this study is that psychological empowerment boost the commitment of tutors of vocational institutions in South-South Nigeria. Thus, it is recommended that:

- i. Owners, managers, and supervisors of vocational schools could develop tutor roles that involve a variety of abilities and allow work autonomy, while also strategically empowering people to seek opportunities to improve their competency and self-determination.
- ii. Owners, managers, and supervisors of vocational institutions should guarantee that the job features of work redesign are supported by different types of psychological empowerment, such as self-determination and competence, in order for organisational commitment to occur. This may be accomplished by offering tutors career development chances through a programme that focuses on their unique talents and abilities.

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