

PSYCHOLOGICAL EMPOWERMENT AND EMPLOYEE JOB SATISFACTION OF HIGHER INSTITUTIONS IN EDO STATE

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Abstract

The empirically study aimed to examine the association between psychological empowerment and job satisfaction among employees in higher institutions in Edo State. The study employed a cross-sectional design due to its efficacy and appropriateness for this type of research. The study focuses on middle- and low-level employees of higher education institutions in Edo State, comprising three thousand three hundred seventy-three (3,373) personnel. The study reveals a substantial positive correlation between meaningfulness and pay in higher education institutions in Edo State, following comprehensive data collection and analysis. Furthermore, a significant correlation exists between self-efficacy and compensation in the context of higher education institutions in Edo State. The study concludes that a significant correlation exists between psychological empowerment and employee work satisfaction. The attributes of psychological empowerment, including meaningfulness, self-efficacy, and effect, substantially affect employee satisfaction with salary, promotional opportunities, and working conditions. These findings correspond with previous studies in identical or analogous fields. Based on the comprehensive results, we propose the following recommendations: The administration of these universities should cultivate and enhance workplace significance through improved remuneration structures. Furthermore, management could devise strategies to enhance self-efficacy among employees by providing suitable compensation packages, which may foster more innovative work practices.

Keywords: *Employee, Empowerment, Higher Institutions, Job Satisfaction, Psychological Empowerment.*

INTRODUCTION

Scholars and business managers have studied empowerment extensively over several decades (Xiujun, 2016). Although they saw little progress initially, researchers gave much more weight to enforcing empowerment measures. Empowerment is rather as institutional procedures and frameworks that boost worker engagement and advance the organization's objectives (Perkins and Zimmerman, 1995). Moreover, one factor that may affect favourable employee outcomes, such as job happiness, is employee empowerment. The notion of empowerment has garnered a lot of attention in recent years. In recent years, there has been considerable interest in the concept of empowerment, which is one factor that may influence favourable employee outcomes, such as job satisfaction (Forrester, 2000). Forrester (2000), went further to posit that empowered individuals will assist their organisations in achieving a competitive advantage may be found when reviewing the literature. Empowerment generally denotes the process of conferring greater autonomy, choice, and responsibility upon individuals. On the other hand, psychological empowerment emphasises the internal experience of having control, competence, significance, and influence in one's work or career.

While psychological empowerment denotes an individual's conviction in their capacity to impact their work, their perception of competence, their self-determination, and the significance they attribute to it. Examining the concept's effects on job satisfaction, performance, and employee well-being is a common practice. Initial studies indicated a positive correlation between psychological empowerment and job satisfaction. Subsequent studies have examined the

complexities of this relationship, particularly the influence of intervening variables, such as cultural and organisational factors. The psychological empowerment movement gained momentum, and by the end of the 1990s, scholars were devoting a great deal of attention to this topic. Psychological empowerment (PE) is defined as the favourable experience that workers receive from motivated and fulfilling work (Thomas & Velthouse, 1990). Psychological empowerment is significant for behavioural, affective, and cognitive dimensions such as organisational citizenship behaviour and job satisfaction (Rifaie & Rifaie, 2020). Organisational operators seek to retain, adapt, and empower the workforce to achieve effectiveness and obtain a competitive edge in the face of intensified rivalry (Hausknecht et al, 2009). Motivating employees to be productive, engaged, and fervently committed to the organisation and its objectives while simultaneously creating the conditions for achieving each particular goal is considered strategic. In the words of Kemp & Dwyer (2001), workers are more likely to be driven and effective if they believe they can significantly impact the company by participating in decision-making, developing new ideas, or finding better execution methods. Kemp and Dwyer (2001) emphasised that, even when the organisation does not adopt the employees' preferred solutions, its workforce is more amenable to change if they believe their opinions have been heard. Prosperous service companies allocating money towards initiatives to enhance their workforce's productivity and contentment (Mohd et al., 2009). One way to improve organisational strategy and balance worker performance and job satisfaction may be through employee empowerment. To lower staff turnover, enhance workplace settings, and support businesses in the hotel sector in their efforts to run efficiently, empowerment and job satisfaction have been highlighted as crucial issues (Erstad, 1997). Psychological empowerment (PE) originates in the realm of industrial-organizational psychology. Scott et al. (2011), further posited that PE can effectively boost individual drive towards work and promote improved job performance. Organisational commitment and work satisfaction are influenced by psychological capital. Omar (2016). According to Julia's (2006) study, which involved 258 participants, psychological empowerment plays a significant part in producing favourable results at work. Indeed, research conducted by Yi et al. (2015) indicates that employees' intentions to depart an organisation are significantly impacted by their perception of the psychological and empowering behaviours of their leaders. In particular, research suggests that employees are less inclined to resign when they perceive their leaders as empowered. Furthermore, most academics now acknowledge the idea of psychological empowerment and its framework (Seung et al., 2016). Many academics widely acknowledge the conceptual framework by Thomas & Velthouse (1990) for psychological empowerment. Therefore, this study examined the relationship that connects psychological empowerment and employee job performance of higher institutions in Edo State.

Statement of the problem

The study focusses on determining the relationship between psychological empowerment and job satisfaction. In other words, this study looks at the correlation between psychological empowerment and employee job performance, especially in the higher institutions of Edo State. The study examined a number of elements that impact university employees' behavior at work to better understand how psychological empowerment relates with employee job performance especially in the higher institutions in Edo State. Furthermore, the inadequate funding of higher institutions in Edo State and Nigeria has diminished financial resources, which are essential for enhancing the quality of instruction, research, and social services. In this context, the involvement of both academic and non-academic staff members is crucial, as they are the principal contributors to higher education.

The rising decline in the standards of higher education institutions is an escalating public worry, resulting in heightened rates of employee disempowerment across multiple institutions and indicating potential adverse workplace outcomes. Furthermore, the inadequate funding of higher institutions in Edo State and Nigeria as a whole has diminished financial resources, which are

essential for enhancing the quality of instruction, research, and social services. The involvement of both academic and non-academic staff is crucial in this context, as they are the principal contributors to higher education. Employee job satisfaction is often a consequence of effective performance management tactics aimed at addressing a range of difficulties through well-defined research. In achieving this objective, the supply of incentives and the development of clear expectations, including external institutional limits, can boost performance management, thereby increasing employee motivation and job satisfaction. The aforementioned raised numerous issues for organizations, raising doubts about their ability to succeed. According to Adavbiele (2017) prevalent difficulty in the workplace is the feedback loop that begins with unsolved issues, which causes employees to be less productive, which in turn causes them to be less satisfied with their jobs and less motivated overall.

More so, the last few years, higher institutions has undergone numerous changes in Edo State and, by extension, Nigeria (Qian & Fangfang, 2019). However, Edo State higher institutions continue to grapple with various challenges, including incessant increase of tuition fees, heightened autonomy, insufficient budgetary provisions and implementation, a feeble welfare system, inadequate technology and power infrastructures, and a growing emphasis on the practical application of academic work. These issues have also resulted in a shift in university culture. Academic pressures on university faculty members include government funding reductions, public demands, quality requirements, and new technological needs (Qian & Fangfang, 2019). It is important to emphasise that the main cause of the problem is the government's lack of concern for education in Nigeria, which has a cascading effect on higher institutions in Edo State. Despite the difficulties described above with Edo State's higher education system, there is a dearth of research on psychological empowerment and worker job satisfaction. Thus, a research gap is established because there isn't much information on the connection between psychological empowerment and job satisfaction in the university educational sector. Therefore, closing the identified knowledge gap is the study's main objective. This study looks at specific factors that help with psychological empowerment in higher institutions in Edo State, focusing on both the organisation and individual levels to answer questions about psychological empowerment and employee job satisfaction. And as such, the study explores specific factors that contribute to psychological empowerment and employee job performance among higher institutions in Edo State. In other words, the study raised questions on the extent to which a relationship exists between meaningfulness, self-efficacy and compensation of higher institutions in Edo State. Additionally, individual characteristics and personal motivations play a crucial role in psychological empowerment and job satisfaction, suggesting that a more holistic approach is necessary to fully understand these dynamics. Thus, allow the study to assess the implications of the findings for policy-making and institutional reforms in the higher educational sector in Edo State.

Conceptual Review

This section looks at the basic theory and research on psychological empowerment and how it affects employee job performance in higher institutions in Edo State, while also identifying gaps in existing research and summarising the literature for the study. However, it could be argued that while theoretical and empirical reviews are crucial, they may not fully capture the dynamic and evolving nature of psychological empowerment in real-world settings. Additionally, an overemphasis on literature gaps might detract from practical applications and the immediate needs of employees in higher education institutions. This study employed three dimensions of psychological empowerment: meaningfulness and self-efficacy. These dimensions were derived from the works of Rania et al. (2021), Halims & Sefer (2013), and Velthouse (1990). The study also used compensation as the sole measure, encompassing the dependent variables related to employee job satisfaction, as derived from the research of Colquitt et al. (2013).

Conceptual Framework

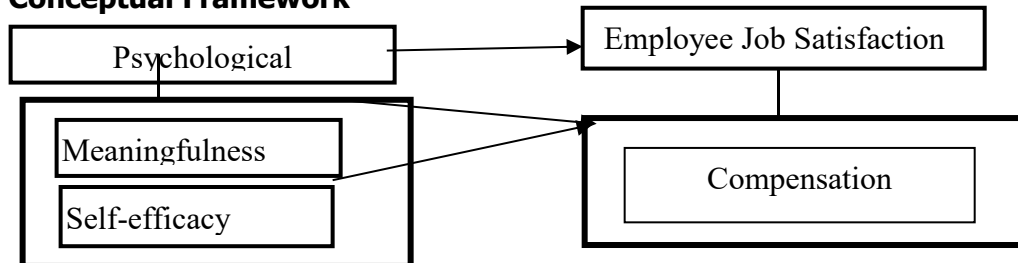


Figure 1.1: The conceptual framework for psychological empowerment and its dimensions were taken from Colquitt et al. (2013), Rania et al. (2021), as well as job satisfaction and its indicators, taken from Zayed et al. (2022).

Aim and Objectives of the Study

The study examines higher institutions in Edo State to determine the relationship between psychological empowerment and work satisfaction among employees. The following points outline specific objectives:

1. Determine the relationship between meaningfulness and compensation of higher institutions in Edo State.
2. Ascertain the relationship between self-efficacy and compensation of higher institutions in Edo State.

Research Questions

The following research questions will serve as a guide for the investigation.

1. What is the relationship between meaningfulness and compensation of higher institutions in Edo State?
2. To what extent of relationship between self-efficacy and compensation of higher institutions in Edo State?

Research Hypotheses

The following hypotheses will be developed to direct the investigation and offer provisional responses to the research objectives:

Ho1: There is no significant relationship between meaningfulness and compensation of higher institutions in Edo State?

Ho2: There is no significant relationship between self-efficacy and compensation of higher institutions in Edo State?

Conceptual Review

Psychological Empowerment

Given the growth of science and technology and the intensifying global competitiveness, empowerment is undoubtedly crucial for an organisation's efficacy (Ergeneli, Ari, & Metin, 2007). Jose and Mampilly (2014) posited that empowerment is also a critical element that leads to the organisation's success. According to Shapira-Lishchinsky and Tsemach (2014) and Thomas and Velthouse (1990), empowerment is the process by which a person becomes more emotionally powerful on the inside (or externally). Empowerment can be defined from various perspectives, such as structural, process, and psychological (Van Den & De Witte, 2013; Mathieu et al, 2006;

Leach et al, 2003; Menon, 2001). Psychological empowerment is a fresh approach to worker motivation that has received significant attention from organisational authorities. As a result, this idea has several interpretations (Shapira-Lishchinsky & Tsemach, 2014). The definition of psychological empowerment is a set of motivating beliefs influenced by one's workplace and representing one's activity. According to Spreitzer (1995), familiarity with their job function is crucial. Four cognitive tests provide a thorough task-specific analysis and interpretation that establishes psychological empowerment by identifying intrinsic task motivation.

Interestingly, McGregor and Douglas created the main idea associated with psychological empowerment. The following factors were noted by Conger and Kanungo (1988) as determinants of psychological empowerment: decentralisation, inspiration, contribution, self-assurance, and the meaningful goals. Previously, empowerment in the 1990s was linked to managerial practices and tactics such as granting authority and making decisions for subordinates within the business, utilising employees' knowledge and information, and sharing rewards (Bowen, 1995). Although organizational theorists have described empowerment in various ways, two general definitions are recognised in this context: Power division as psychological empowerment. Other researchers, however, have looked at how these actions and practices affect the mental health of subordinates, which is different from this method (Huang et al., 2006). It's becoming more and more important in modern psychological empowerment research to define the empowerment process and look at how it works psychologically in terms of autonomy and self-efficacy can be more effectively developed through empowerment strategies that provide emotional support to subordinates and cultivate a supportive environment (Bordin et al., 2007). Taking a very psychological approach to the idea of empowering workers, this study looks into how different people see their job duties.

Meaningfulness

The concept of meaning, whether positive or negative, inextricably ties one's existence to the job, making it an essential component of that existence. Suggested definitions of meaning represent different points of view. Seligman (2002) asserts that meaning enables people to transcend by fostering wholesome social interactions or forging a connection with a greater force. Furthermore, those who believe their lives have significance and purpose and are comprehensible are more likely to find meaning in them (Steger et al, 2009). More so, meaning is mainly related to one's intentions and sense of purpose or significance. Positive parts of life are more likely to have meaning; *meaningfulness* is frequently defined as what people lack, desire, and search for (Wolf, 2010). Academic philosophers discuss and study meaningfulness in life, but theologians or therapists more commonly use the word, according to Wolf (2010). Frankl (1984) says that finding meaning in life is crucial for people since it is a factor in determining psychological well-being. The idea of meaningfulness as a component of meaning in life draws attention to two aspects: (1) the significance of work (meaningful labour) and (2) psychological significance (Olivier & Rothmann, 2007).

According to Madelyn & Karolina (2014), meaningful work is characterised by how important it is to individuals (meaning); both have a positive value as well as importance (meaningfulness). The workplace context, or how employees perceive their work environment, shapes this set of cognitions (Spreitzer, 2001). Credibility, influence, meaningfulness, and choice are the four pillars of empowerment. Combining these four psychological empowerment cognitions suggests an active approach to the work role, which encourages people to feel capable of performing their jobs (Yuen-Onn & Teck-Chai, 2011). The primary element of empowerment is meaning, which stems from the belief that one's work carries personal significance, or, alternatively, how an employee assesses the value of a job goal or purpose in relation to their values and standards. (Thomas, 1990; Spreitzer, 1995). Accordingly, it is "quite important" to investigate the significance of work and the many approaches to enhance it in public sector organisations (Tummers & Knies, 2013).

Self-efficacy

The goal of psychological empowerment is to increase workers' belief in their abilities by helping them understand what factors contributed to their feelings of helplessness and taking steps to alleviate such feelings (Conger and Kanungo, 1988). Providing efficacious knowledge using official and unofficial organisational practice techniques can lessen the sense of helplessness (Conger & Kanungo, 1988). The psychological approach to empowerment emphasised employees' intrinsic motivation more than managerial techniques meant to give them more authority (Dee, Henkin, & Duemer, 2003). A person usually figures out how confident they are in their work by looking at how well they can achieve expected results based on the resources they have (Bandura, 1997). In this way, subjects who rate their abilities as high are more inclined to adopt a proactive stance in stressful situations and perform a broader range of job tasks (Jex et al., 2001; Nielsen et al., 2009). Beliefs in one's efficacy can significantly impact both physical and mental health results. Additionally, according to Bandura (2000), supportive relationships can raise self-efficacy by offering coping resources and modelling problem-solving attitudes and techniques. In this regard, the social cognitive theory supports an interactive agency model, which holds that people are neither passive recipients of environmental cues nor independent agents. Instead, they influence their motivation and behaviour causally. So, while looking at what drives people to do things, it's important to account for the impact they have on themselves. Applying this efficacious theoretical framework to psychological empowerment and well-being is also possible. Ghufuran and Risnawita (2012) equate self-efficacy with self-knowledge, which controls people's lives. This is because self-efficacy helps people make decisions about what steps to take to reach specific goals, such as making estimates of the different events they may experience. According to Syech et al. (2019) and Bandura (1986), self-efficacy is the belief or subjective evaluation of one's capacity for self-organisation and decision-making regarding the steps necessary to accomplish the intended performance. Individuals' self-efficacy will rise in response to success and vice versa in the event of failure (Bandura, 1997). Psychological empowerment measures are likely connected to this experience and influence individuals' ability to influence their performance (Spreitzer, 1995). Self-efficacy is among these problems. It stems from an individual's performance and impacts workers' skills. Their failure is indicated by low self-efficacy or a lack thereof (Narimani & Vahidi, 2013). He contends that a person's performance is not well predicted by his past experiences or abilities but rather by his confidence in those qualities. The capacity to integrate diverse skills with appropriate approaches to complete tasks in various settings is different from having a variety of skills alone. Individuals typically know what they need to do and their abilities to perform their jobs, but they struggle to put those talents into practice (Abdollahi, 2006). The sense of competence, sufficiency, and ability to adjust to life is known as self-efficacy. Setting the standards for performance would raise that emotion; not doing so would lower it. Self-efficacy, the capacity of an individual to overcome obstacles and accomplish goals, plays a more significant role in determining success than traits like self-belief, tenacity, resilience, and self-control, rather than IQ.

Employee Job Satisfaction

Employee job satisfaction appears to be a simple concept, it is actually quite complicated, with many factors that need to be taken into consideration (McNabb, 2009). In addition, employee job satisfaction is a quantifiable depiction of an emotional response to a specific employment, which is the person's contentment with their job. An assessment of the qualities of the work leads to a sense of employee job satisfaction. Employee job satisfaction is a significant factor in determining how long a staff member stays with a company (Rivera et al., 2021; Rivera & Abdul et al., 2015). A wide range of factors precede work satisfaction, as determined by previous research. According to Ladebo (2005), employee job satisfaction varies depending on the facet. Factors contributing to job satisfaction include compensation, coworkers, management, chances for advancement, and the actual work. Hence, workers may find certain aspects of their position satisfactory but dissatisfied with others.

Employee job satisfaction is characterised by an optimistic outlook as well as behaviour at work that encourages individuals to dedicate themselves to their jobs (Vroom, 1964). Oversight, organisational support, and encouragement are essential determinants of employee turnover (Burke, 2003; Maslach et al., 2001; Rude, 2004). From the human resources standpoint, employee job satisfaction is the sense of fulfilment one experiences at work, which serves as a compensation to work. Satisfaction with one's work is the goal, not joy, pleasure, or self-fulfillment. It wasn't until 1935 that the term "job satisfaction" had its printed debut. A worker's degree of job satisfaction is related to how much they like or dislike their work, according to Spector (1977). More specifically, Brief (1998) states that job satisfaction is the emotional or mental expression of an individual's ideas and sentiments about their employment in relation to good or bad experiences

Compensation

Zayed et al. (2022) assert that a worker's salary influences their motivation and job satisfaction. This suggests a direct correlation between an employee's degree of intrinsic drive and job satisfaction. There is a greater likelihood that an employee who is content in their position would perform better than one who is not. According to Hasan, Jawaad, and Butt (2021), job satisfaction is an emotional response to one's work circumstances. Thus, "work satisfaction" refers to how content workers are with their positions. Because it affects employees' performance and productivity, job happiness is a crucial issue for businesses. Compensation encourages people to stay in their jobs, which fosters commitment, dedication, and job satisfaction. In addition, it is widely accepted that employees' attitudes toward their work have an impact on how well they perform (Eyitayo et al., 2023).

It is factual that the fourth industrial revolution has altered organisational structures through globalisation and privatisation, which have raised rivalry among all companies (Johannessen, 2018). To address the increased obstacles, workers must now perform better on the job. If employees wish to perform better at work, they must be satisfied with their jobs. Ali and Anwar (2021) assert that employers must inspire their employees to be content in their positions. As a result, employee relationship management has become one of the most important instruments for encouraging workers and improving their satisfaction at work in order to evaluate their performance. Given the demands of the workplace in the twenty-first century, employee relationship management has emerged as a crucial human resource component that can influence a corporate organization's success (Hamad & Al-Kwifi, 2015).

METHODOLOGY

A research design serves as a framework for gathering, quantifying, and examining data, all guided by the study's research inquiries (Sekeran & Bougie, 2013).. The cross sectional research design was considered useful and suitable in this research as it offers much more detailed and structured approach toward the measurement and assessment of the relationship between the variables.

Population of the Study

Bryman and Bell (2015) noted that a population could be universal, acting as the target population, or accessible, permitting quantification and natural interaction. However, the study is limited to middle- and low-level employees of higher institutions in Edo State, focusing on psychological empowerment and employee job satisfaction. Hence, the study population is three thousand three hundred seventy-three (3373) workers. This was gathered at the establishment units of the various studied higher institutions in Edo State.

Table 1.1 Population Distribution

Institutions	Total No of Sample	Number of units allocated to each school
Igbinedion University Okada(IU)	2,193	228
Edo University Iyambo (EU)	923	96

College Education Ekiador (COE)	330	34
Total	3,451	358

Source: *Establishment units (2025)*

Sample Size and Sampling Techniques

Martin (2023) argues that focusing on specific population components, namely the target group, can simplify the research. According to the Taro Yamane (1973) formula for sample determination are gathered data from three hundred and fifty-eight (358) employees of the selected public parastatals, including middle- and low-ranking staff members. Since the Taro Yamane sample determination method yields a more precise sample size estimation, this study will employ it. Below is the result of the mathematical computation:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = population size

e² = error precision level (squared)

95% = confidence interval and P = 5% are accepted for the equation.

$$n = \frac{3,451}{1 + 3,451(0.05)^2}$$

$$n = 358$$

The sample size for this study, which is based on total pollution, is 301 employees from a sampling of Edo State.

Table 1.2 Reliability Volume

S/NO	Dimensions / Measures	No of Items	Cronbach Alpha
1	Meaningfulness	5	0.75
2	Self-efficacy	5	0.79
3	Compensation	5	0.75

Source: Pilot Survey, 2025

The table 1.2 below shows the reliability volume for the dimensions and measures of the constructs.

RESULTS AND DISCUSSIONS

The analysis, interpretation, and discussion of the results are covered in this section of the study. The research used sample sizes totaling three hundred and one (301). The study used frequency distribution and percentage analysis to examine the population demographics. We used PPMC to address the study questions and provide understanding of the nature and trajectory of the inter-variable connections. Similarly, the hypotheses were analyzed at the 0.05 level of statistical significance using Pearson's test for a substantial connection.

Table 1.3: Descriptive Statistics showing the responses of meaningfulness

	N	Min	Max	Sum	Mean	Std. Dev
Management encourages meaningfulness at workplace	301	1.00	5.00	1298.00	4.3123	.68470
Employees are productive when their jobs are meaningful to them.	301	1.00	5.00	1289.00	4.2824	.60276

Meaningfulness enhances positive attitudes amongst employees.	301	1.00	5.00	1297.00	4.309	.84116
Management creates platforms for employees to experience meaningfulness at work	301	1.00	5.00	1298.00	4.3123	.73177
Employees demonstrate a higher level of commitment and motivated to work.	301	2.00	5.00	1339.00	4.448	.59006
Valid N (listwise)	301					

Source: *Survey Data, 2025*

Table 1.3 is the descriptive statistics showing the influence of meaningfulness among members of staff of universities in Edo State. All the question items highlighted have a mean value above the benchmark of 3 point of the Likert scale. This simply means that, employee meaningfulness in psychological empowerment considerably influences how satisfied employees are with their jobs among members of staff of higher institutions in Edo State.

Table 1.4: Descriptive Statistics Showing the Influence of Self-Efficacy

	N	Min	Max	Sum	Mean	Std. Dev.
Employees are confident in their abilities to perform in their duties.	301	1.00	5.00	1308.00	4.3455	.72126
I have sense of control that allows me to work.	301	2.00	5.00	1337.00	4.4419	.56637
Employees strive diligently for knowledge about ways to do their tasks.	301	1.00	5.00	1227.00	4.0764	.91514
You are free to make choices with confident to succeed.	301	1.00	5.00	1314.00	4.3654	.69714
Employees are more resilient and can recover from setbacks eaaily	301	1.00	5.00	1232.00	4.0930	.85517
Valid N (listwise)	301					

Source: *Survey Data, 2025*

Table 1.4 is the descriptive statistics showing the sway of self-efficacy among the higher institutions in Edo State. All the question items highlighted have a mean value above the benchmark of 3 point of the Likert scale. That is to say, among the Edo State universities that were part of the study, confidence was found to impact employee work satisfaction significantly.

Table 1.5: Descriptive Statistics Showing the Influence of Compensation.

	N	Min	Max	Sum	Mean	Std. Dev.
It has significant role in luring and keeping workers	301	1.00	5.00	1273.00	4.2292	.86638
It significant benefited each individual or academic and nonacademic staff members.	301	1.00	5.00	1259.00	4.1827	.97459
It drives the satisfaction of employees at work.	301	1.00	5.00	1229.00	4.0831	.86972
Compensation is often a motivational factor My inclusiveness in decision making increases my motivation to volunteer.	301	1.00	5.00	1234.00	4.0997	.89631
Provides financial stability and predictability for employees	301	1.00	5.00	1226.00	4.0731	.89516
Valid N (listwise)	301					

Source: *Survey Data, 2025*

Table 1.5 is the descriptive statistics showing the influence by compensation among universities in Edo State. All the question items highlighted have a mean value above the benchmark of 3 point of the Likert scale. This simply means that, compensation has a strong influence on employees' job satisfaction among higher institutions in Edo State.

Inferential Analyses and Test of Hypotheses

This portion of the investigation pertains to the examination of the hypotheses themselves. All the hypotheses were tested at the 0.05 level of statistical significance by using Pearson's test of significant relationship.

Hypothesis One: There is no significant relationship between meaningfulness and compensation.

Table 1.6: Correlation between consultative meaningfulness and compensation

		Meaningfulness	Compensation
Meaningfulness	Pearson Correlation	1	.918**
	Sig. (2-tailed)		.000
	N	301	301
Compensation	Pearson Correlation	.918**	1
	Sig. (2-tailed)	.000	
	N	301	301

** . Correlation is significant at the 0.01 level (2-tailed).

Source: *Survey Data, 2025*

Specifically, whether an individual's feeling of purpose at work influenced their pay. Table 1.6 presents these findings, outlining the correlation coefficient's value. This coefficient quantifies the association's strength, correlation ranges between -1 (negative) and +1 (positive), while zero (0) correlation indicates no correlation between the explained and explanatory variables. The results showed that all the Pearson (r) is closer to one (1) and are positive; (compensation = .918 and meaningfulness = 1.000); an indication that meaningfulness positively and substantially correlate with compensation among employees of the studied universities in Edo State. Consequently, the previously articulated null hypothesis is rejected, and the alternative is accepted. This indicates that meaningfulness, as a facet of psychological empowerment, exerts a significant and progressive influence on employee job satisfaction regarding compensation within higher institutions in Edo State.

Hypothesis Two: There is no significant relationship between self-efficacy and compensation.

Table 1.7: Correlation between self-efficacy and compensation.

		Self-efficacy	Compensation
Self-efficacy	Pearson Correlation	1	.974**
	Sig. (2-tailed)		.000
	N	301	301
Compensation	Pearson Correlation	.974**	1
	Sig. (2-tailed)	.000	
	N	301	301

** . Correlation is significant at the 0.01 level (2-tailed).

Source: *Survey Data, 2025*

The Pearson correlation between the dependent variable (compensation) and the independent variable (self-efficacy) is shown in Table 1.7. Results from the correlation analysis were used to evaluate the strength of link between the dependent and independent variables. The results showed that all the Pearson (r) is closer to one (1) and are positive; (compensation = .974 and self-efficacy = 1.000). This further indicate that self-efficacy positively and significantly have a relationship with compensation among universities in Edo State. This leads us to conclude that H₀ is false and that A is correct. Specifically, at Edo State's universities, employees report better levels of job satisfaction as assessed by salary when they have a higher sense of self-efficacy, a facet of psychological empowerment. The results of this investigation are in favour of the alternative hypothesis, and the null hypothesis is rejected. It means that in Edo State's higher education institutions, meaningfulness as a part of psychological empowerment has a big and growing effect on how much employees are paid for being happy with their jobs.

Summary of Findings

The research investigated psychological empowerment and employee job satisfaction of higher institutions in Edo State. Given the study's aims and objectives, and after a thorough analysis and testing of hypotheses, the following findings were found:

1. There is a significant positive relationship between meaningfulness and compensation studied higher institutions in Edo State
2. There is a substantial affiliation between self-efficacy and compensation studied Edo State higher institutions.

DISCUSSIONS

As it were, the research examined the correlation between psychological empowerment and employee work satisfaction at higher education institutions in Edo State. The psychological empowerment formed independent variable with (meaningfulness and self-efficacy) as dimensions while, job satisfaction formed the dependent variable with (compensation) as single measure. After a thorough gathering of data through questionnaire were analyzed descriptively and inferentially. The outcome of the analyses of the various propositions are as follows thematically that is in line with the studied dimensions and measure.

Meaningfulness and Compensation

The significant relationship between meaningfulness and compensation was tested as hypothesis one. The results showed that all the Pearson (r) is closer to one (1) and are positive; (compensation = .918 and meaningfulness = 1.000), which is an indication that consultative participation positively and substantially correlate with volunteering of higher institutions in Edo State. Thus, the null hypothesis one was rejected to accepting the alternate hypothesis. This further shows that, meaningfulness dimension of psychological empowerment has a positive and significant influence on employee job satisfaction measure of compensation among the higher institutions in Edo State. The above findings corroborates the findings of previous study of Xiujun (2016), which established a strong correlation between psychological empowerment and employee job satisfaction. In addition, it also corroborated the empirical study of Mohammed and Rumaiya (2015). This implies that meaningfulness and employees' compensation should be considered, since this would lead to improved job satisfaction as well as the overall performance and productivity.

Self-efficacy and Compensation

Hypothesis four is the significant relationship between self-efficacy and compensation. The results showed that all the Pearson (r) is closer to one (1) and are positive; (self-efficacy = .974 and compensation = 1.000); *which is* an indication that self-efficacy positively and significantly

correlate with compensation among universities in Edo State. The stated null hypothesis is thus, rejected on this basis and the alternate accepted. Meaning that, self-efficacy dimension of psychological empowerment has a positive and significant influence on the employee job satisfaction measure of compensation among the studied higher institutions in Edo State. This further validate the study of Miriam (2019) who posited that one of the biggest challenges facing working adults is juggling job and family obligations. Thus, encourages a corporate environment that appreciates and enables staff members to have self-efficacy that attracts compensation and active involvement which will bring beneficial impact on employee morale and a sense of dedication and productivity.

CONCLUSION

This study aimed to ascertain the correlation between psychological empowerment and job satisfaction in higher education institutions in Edo State. The independent variable, psychological empowerment, comprised aspects of meaningfulness, self-efficacy, and influence, while the dependent variable, employee job satisfaction, was assessed through compensation, career advancement, and work environment. The aforementioned analytical results have revealed a substantial correlation between psychological empowerment and employee work satisfaction. The characteristics of psychological empowerment, such as meaningfulness, self-efficacy, and impact, significantly influence employee satisfaction regarding compensation, promotion possibilities, and working circumstances. These findings align with other prior studies in the same or comparable domains.

RECOMMENDATIONS

Based on the comprehensive findings, the following recommendations are made:

1. Management of these universities should create promote and facilitate more meaningfulness at work with improved compensation schemes: Given that compensation and meaningfulness exhibit a significant positive relationship. By modelling a positive meaningful work attitude, employee tends to cultivate a more positive and promising mindsets in contributing to optimum productivity. This approach has the potential to foster a more engaged and motivated workforce with a view to surpass their habitual job duties.
2. Create plans to boost self-efficacy: The leadership of the universities under study can create strategies specifically by setting achievable goals to boost workers' self-efficacy by offering appropriate compensation packages, which may encourage more creative work practices. Given that, the influence of self-efficacy on financial management employees' performance is not mitigated by motivation. Instead, motivation enhances its effect of compensation on financial management staff performance.

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