

PSYCHOLOGICAL EMPOWERMENT AND SELF-EFFICACY AS PREDICTORS OF EMPLOYEES COMMITMENT, AMONG PRIMARY SCHOOL TEACHERS IN GBOKO, LOCAL GOVERNMENT AREA BENUE STATE

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Abstract

The study investigated psychological empowerment and self-efficacy as predictors of employment among primary school teachers in Gboko Local Government Area. A total of 100 staff were randomly selected from the primary schools in the area. The instruments used for data collection were Psychological Empowerment Scale (PES), General Self-Efficacy Scale (GES) and Employee Commitment Survey Questionnaire (ECSQ). Three research hypotheses research questions were formulated to be guided. Finding from the test of hypothesis one revealed that, there is significant influence of psychological empowerment on employees empowerment among primary schools in Gboko Local Government Area of Benue State. Finding from the test of hypothesis two revealed that there is significant influence of self-efficacy on employees commitment among primary school teachers in Gboko Local Government Area

of Benue State and finding from the test of hypothesis 3 revealed that there is a joint influence of psychological empowerment and self-efficacy on employees commitment among primary school teachers in Gboko Local Government Area of Benue State. It was concluded that, psychological empowerment and self-efficacy are predictors of employees commitment among primary school teachers. Based on the findings of the study, it was recommended among others that human resource executives especially school heads should ensure psychological empowerment of primary school teachers in order to enhance their commitment.

Keywords: Psychological Empowerment, Self-efficacy Employees commitment, primary school teachers.

Introduction

Employees in organisations were the primary factors for survival in an environment that is highly competitive and also a major part in the productivity of the organisation. Though within most organisations, personnel have reported feeling undervalued, isolated, exploited and dehumanised. With regard to these factors, one of the relevant technique is to improve the productivity of staff and the best use of capabilities of groups in line with organisation goals. Giving opportunity, freedom and autonomy generate a sense of empowerment in employees and thereby, work towards sustaining the organisation by employing their best efforts and developing more commitment. Through psychological empowerment, employees develop commitment for their work psychologically. Empowered personnel are more committed and satisfied with their jobs and organisations; therefore, researchers have identified its relationship with

employees' commitments.

Role clarity, organisational climate, job satisfaction and employee empowerment were found as predictors of organisational commitment (Bhatti & Nawab, 2011). According to Seibert, Wang and Conright (2011) psychological empowerment is the intrinsic motivation reflecting a sense of self-efficacy control in relation to one's work and an active involvement with one's work role. Since the 1980s, an increased interest in empowerment has been seen in diverse areas and subject areas within psychology and management; group processes, decision-making and organisational design can enhance employee performance, wellbeing and positive attitudes of individuals, teams and organisations. Psychological empowerment is composed of four cognitions: meaning, self-determination, competence and impact. Specifically, meaning refers to the alignment between one's work role and one's beliefs, values and standards. Self-determination is an individual's sense of autonomy or control concerning the organisations or regulation of one's actions. Competence refers to the beliefs in one's capability to successfully perform work activities. Impact is the belief that one can make a difference in the material process, that one could

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influence operational outcomes in the work unit (Seibert, et al, 2011) of business.

In the business competitive environment, there is need for employees to excel in their role and maintain excellence. In doing this, psychological empowerment and self-efficacy are seen as factors in enhancing employees commitment in organisational survival. These variables of self-efficacy are self-esteem, positive to come into the picture when considering the factors in maintaining excellence. These variables of self-efficacy are self-esteem, positive attitude, self-regulation and self-concept, self-esteem and self-efficacy are presumed to be similar variables because employees with high self-esteem are expected to be more confident when performing tasks thus exposing such, an employees to a possible high self-efficacy in a certain task (Uzonwanne & Uzonwanne, 2014).

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce, specific performance attainments (Bandura, 1977) 1986, 1997), self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour and social environment. These cognitive self-evaluations influence all manner of human experience including the goals for which people strive to attain. Such people quickly recover their sense of efficacy after failure or setback. Bandura (1986), believes that people's right on self-efficacy attribute failure to inefficient efforts or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them such an officerious outlook produces personal accomplishments and reduces stress and lowers restorability to depression. In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue, when faced with difficult tasks, they depend on their personal deficiencies on the obstacles they encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They fall easy victim to stress and depression (Bandura, 1991).

Commitment is another personal construct that affects our behaviour in the organisation and is central concept to psychology (Monow, 1993). According to Meyer and Herscovitch, (2001), commitment is the bond employees experience with their organisations. Broadly, speaking, employees who are committed to

their organisation generally feel a connection with their organisation, feel that they fit in understand the gaols of the organisation. They added value of such employees is that they tend to be more determined in their work, show relatively high productivity are more proactive in offering their support.

A committed employee is usually loyal and concerned about the future of the organization. The employee has the willingness to make extra efforts to achieve the goals of the organization to grow and develop. Coffman and Gouzalez (2002) identify three types of employee based on the level of commitment, namely; engaged (committed), and actively disengaged (not willing to commit). Davis and Newstrom (2008) state that giving satisfaction to employee is essential because low empowerment commitment and motivation lead to less stable organization, resulting in labour strike, absenteeism, lack of commitment and decreasing productivity. In order to realize employee satisfaction, management has to consider psychological empowerment employee self-efficacy and commitment factors Susanto (2012) explains that empowerment within organization can be conducted in two ways: 1. Providing coaching program for employees in order to improve their skills and capabilities, 2; providing safety to be creative. It means that organization has to provide assurance to employees in return for the risk of their creativity dedicated to the success of the organization.

While, Iles (2000) states that committed employees bring added value to the organisation, using their determination, proactive support, selective high productivity and an awareness of quality. They are also less likely to call in sick or leave the organization. Non committed employees can work against the organization and hold back the organisation's success.

Statement of The Problem

One of the major concerns of many organisations that need urgent attention is employees commitment which is assumed to be a problem that violates significant organizational norms. Vital issues faced by the major administrators in most countries especially in Nigeria. Increasing levels of voluntary employee-quits or less interest in the job, present in schools but absent in the class or absent in schools.

There has been problem in recent times among institutional stakeholders like the head teachers, school administrators and students on the attitudes of

employees concerning their commitments. This could be as a result of low psychological empowerment and weak sense of efficacy, making an employee to provide little or no contribution to the institution or organization and also the organization not recognizing his or her efforts. It makes an employee perceive empowerment to maintain the desired continuity in a threatened job situation which results in employee's turnover. The employees ability to maintain job, take the interest of the organization at his heart and avoid turnover intention, could be a concern to managers because it disrupts normal operations and necessitates the costly selection and training of placements, not forgetting the costly living and training the new employees, who are highly motivated, empowered and developed, strong self-efficacy are more likely to stay and give more attention on the job than those who are bored and dejected.

Research regarding psychological empowerment and employee self-efficacy have been done by various researchers in the past, there is a gap in literature with regards to understanding the psychological empowerment and self-efficacy as predictors of employee's commitment among primary school teachers in this study area. The concern of this present study therefore is to assess psychological empowerment and self-efficacy as predictors of employee's commitment among primary school teachers in Gboko Local Government.

Objectives of The Study

The aim and objectives of the study, is to examine psychological empowerment and self-efficacy as predictors of employee's commitment among primary school teachers in Gboko Local Government Area. The specific objectives of the study are;

1. To examine the influence of psychological empowerment on employee commitment among primary school teachers in Gboko local government Area
2. Determine the influence of self-efficacy on employees commitment among primary school teachers in Gboko Local Government area.
3. Investigate the joint influence of psychological empowerment and self-efficacy as predictors of employees commitment among primary school teachers in Gboko Local Government Area.

Research Questions

The following research questions were raised to guide the study;

1. What influence would psychological empowerment have on employees commitment among primary school teachers in Gboko Local Government?
2. What influence would self-efficacy have on employees commitment among primary school teachers in Gboko Local Government?
3. What influence do psychological empowerment and self-efficacy jointly have on employees commitment among primary school teachers in Gboko Local Government?

Method

Scope

The study was carried out among primary school teachers in Gboko town, out of the numerous towns around, though there are many other variables that can predict employees commitment, psychological empowerment and self-efficacy have been singled out for the purpose of this study, due to the limited time and finances available for the execution of the study. The research has a very limited scope based on the fact that, it is limited to primary school teachers in Gboko, Benue State.

Participants

Participants for the study were drawn from selected primary schools in Gboko Local Government Area. A total number of 100 staff were randomly selected from the primary schools in the area, they comprised both female and males.

Instruments

The following instruments were used;

1. Psychological empowerment scale
2. General self-efficacy scale (GSE)
3. Employee commitment survey questionnaire

Psychological empowerment scale (12 items), questionnaire developed by Spreitzer, Gretchen, (1995) used to measure psychological empowerment. The 12 items scale is composed of 4 sub-dimensions, meaning, competence, self-determination and impact. The psychological empowerment, 12-items scale provides a very good validity, test retest, variability has been shown to be strong and validity estimates for the

dimensions are typically around 80. The general self-efficacy scale (GSE) is a 10-item questionnaire developed by Schwarzer & Jerusalem (1995) was also used to measure self-efficacy. The general self-efficacy scale is correlated to emotion, optimism, work satisfaction, negative coefficients were found for depression, stress, health complaint burnout and anxiety. The instrument provides an internal reliability with cronbach's alpha between .76 and .90. Employee commitment survey questionnaire (18 items) scale was developed by Meyer, Allen and Smith, (1993) was used to measure employee commitment. The 18 item employee commitment survey by Meyer, Allen and Smith (1993) is a 7 point response formula from disagree-agree.

Conceptual/theoretical and Empirical Framework **Conceptual Review**

Psychological Empowerment, Conger and Kanungo (1988), Thomas and Vethouse (1990) approached employee empowerment in psychological terms and define psychological empowerment as a practice of improving feelings of self-efficacy among organizational players through the identification and removal of conditions that foster powerlessness by both formal organizational practices and informal techniques of providing access to efficacy, information, following this line of thinking, Avvey, Hughes, Norman and Luthans (2008) defined psychological empowerment as a form of intrinsic motivation to performance demonstrated in the following four congestions: meaningfulness, competence, self-determination, and impact. According to Seibert et al (2010), psychological empowerment is defined as intrinsic task motivation reflecting a sense of self-control in relation to one's work and an active involvement with ones work role. They stated that psychological empowerment is composed of four cognitions: meaning, self-determination, competence and impact. Meaning refers to the alignment between one's work role and one's own beliefs, values and standard

Self-determination: is an individual's sense of autonomy or control concerning the ignition or regulation of one's actions.

Competence: refers to the belief in one's capacity to successfully perform work activities.

Impact: Is the belief that one can make a difference in the managerial process that one could influence operational outcomes in the work unit.

They further said that, the four dimensions are described as independent and distinct yet related and mutually reinforcing, qualities that capture dynamic state or active orientation towards work. Psychological empowerment may vary with organizational structure, individual and team characteristics, work design, leadership and organizational support to date, empowerment has been discussed from motivational structural perspectives and the construct has been operationalized by investigating the factors that lead to employee feelings of empowerment. Smith and Mowly (2008) defined employee empowerment as a way of transferring power from employee to employees. Honold (1997), Maye and Hankin (2006) and klidas et al, (2007), defined it as granting the latitude and discretion to employees over particular task. It is seen as core segment of employees empowerment (Ongori, Shunda, 2008) or simply delegation of power from higher to lower level individuals (Kern, Smothson & Psinos, 2000) Zemke and Schaaf (1989) also defined employee empowerment as turning the front loose. Furthermore, Jan and Carlzon believed that employees empowerments nothing but disentangling employees from stringent policies, instruction orders and letting employees to be accountable for their actions and ideas (Mehem, 2004).

Psychological approach analyses the notion of empowerment from individuals perspectives and assesses the necessary prerequisites that individuals perspectives and asses the notion of empowerment and assesses the necessary prerequisites that help individuals need. At first, the psychological approach has been produced by Conger and Kauungo (2008) and defined as a process of enhancing feeling of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal technique of providing efficiency information.

Empowering employees affect employees satisfaction, loyalty, performance and service delivery (Furfard&Enz, 1995). Empowerment is closely related to people's perceptions about themselves in relation to their work environment (Bandura, 1990). The environment surrounding individuals is important for

increasing psychological empowerment because empowerment is not a consistent enduring personality trait, but rather a set of cognitions shaped by work environments (Thomas & Velthonse, 1990).

Self-Efficacy

Bandura (2001) is the pioneer of the concept of self-efficacy in an effort to recognize and expect the human behaviour and the theory of self-efficacy as developed within the framework of social cognitive theory. Self-efficacy is defined as a person's belief that he or she is capable of performing a particular task successfully (Bandura, 2001). According to Schunk, (2001) self-efficacy refers to perceived capabilities for learning or performing behaviours at designated levels. Schunk further said that self-efficacy can influence choice of activities, efforts, persistence and achievements. People acquire information about their self-efficacy for a given activities from their actual performances, vicarious experiences, forms of persuasion and physiological symptoms. In educational settings, students have goals and varying levels of self-efficacy for learning. As they engage in task, they acquire skills and evaluate their learning progress. Perceptions of progress sustain self-efficacy and motivation and promote learning. Students self-efficacy is influenced by such contextual variables as goals, social models, rewards social accommodations and forms of feedback, self-efficacy has been shown to predict students motivation and achievement across a variety of content areas. Teacher's self-efficacy affects classroom planning, insurrection and student interactions. Future research should address assessment issues longitudinal changes in self-efficacy, and the role of self-efficacy during self-regulation.

According to Flanyner, (2001) self-efficacy refers to the individual's capacity to produce desired effects. Correspondingly, self-efficacy beliefs are the beliefs about what means lead to what goals and about possessing the personal capacity to use these means. The opposite of self-efficacy beliefs is learned helplessness. The concept of self-efficacy, as it is mostly in use today, emerged between the 1940s, and the 1980s (Heider, Rotter, Seligman, Weiner, Bandura, Skinner) purposive actions as well as positive self-esteem presuppose corresponding self-efficacy beliefs. One of the main sources of self-efficacy is through mastery experiences. Mastery experience refers to the confidence that the players gain through their ability

following previous success and the doubt they suffer following failure. In the sport context, several scholars have found positive mastery experiences through practice and more or less previous exposure to similar situations significantly increasing self-efficacy (Jemmy, Munroe-Chandler, Hall & Hall, 2014, Valiarte & Morris 2013).

To have a strong sense of self-efficacy requires experience in overcoming obstacles through efforts and determination (Pattinson, Cotterill & Leyland, 2017). Perceived self-efficacy and defined as people's beliefs and determines how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive motivational, affective and selection processes.

Employee Commitment

According to Akintayo (2010), employees commitment can be defined as the degree to which the employees feel devoted to their organization. Ongori (2007) describe employee commitment as an effective response to the whole organization and the degree of attachment or loyalty employees feel towards the organization. Zheng (2010) describes employee commitment as simple, employee's attitude to organization. This definition of employee commitment is broad in the sense that employees attitude encompasses various components Harma and Baipai (2010) asserted that employees are regarded as committed to an organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals.

Theoretical Review

Maslow, (1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical, survival and this will be the first thing that motivates our behaviour. Once that level is fulfilled the next level up is what motivates us and soon.

Biological needs: These are biological requirements for human survival, e.g air, food, drink, shelter, clothing, warmth, sex, sleep. If these needs are not satisfied the human needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

Safety needs: This refers to the protection from elements, security order, law, stability, freedom from fear.

Love and belongingness needs: after physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. The need for interpersonal relationships motivates behaviour, examples include friendship intimacy, trust and acceptance, receiving and giving affection and love.

Esteem needs: which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g status, prestige). Maslow indicated that the need for respect or reputation is most important for children and adolescents and proceeds real self-esteem or dignity.

Self-actualization needs: realizing personal potential, self-fulfilling, seeking personal growth and peak experiences. A desire to become everything one is capable of becoming. (Maslow, 1987). The basis of Maslow's theory is that human beings are motivated by unsatisfied needs and that certain lower needs have to be satisfied before higher needs can be satisfied. Maslow's position is that, there are general needs (physiological, safety, love and esteem) which have to be fulfilled before a person is able to act unselfishly. These needs were dubbed "deficiency needs" while a person is motivated to fulfill these basal desires, they continue to make towards growth and eventually self-actualization. The satisfaction of needs is quite healthy, while preventing their gratification most often than not will make people ill or engage in anti-social behaviour. As a result for adequate motivation of the masses, it is important that leaders understand which needs are active for the people they govern. In this regard, Abraham Maslow's model indicates that basic low-level needs such as physiological requirements and safety must be satisfied before higher-level needs such as self-fulfilment are pursued. As depicted in hierarchical diagram above, sometimes called "Maslow's Needs pyramid", when a need is satisfied, it no longer motivates and the next higher need takes its place.

Self-Efficacy Theory by Albert Bandura (1977)

The self-efficacy theory holds that people are likely to engage in activities to the extent that self-efficacy affects an individual choice of activities to the extent that they perceived themselves to be competent. Bandura (1977) hypothesized that self-efficacy affects an individual's choice of activities, effort, and persistence, people who have low self-efficacy for accomplishing a specific task may avoid it while those who believe they are capable are more likely to participate more ever individuals who feel efficacious than those who are unsure of their capabilities (bandura, 1977). The tendency for efficacious people to expend more effort and persist effort. As such, low self-efficacy becomes a self-determining process. In order to succeed, then people need a strong sense of task specific self-efficacy, tied together with resilience to meet the unavoidable obstacles of life (Bandura, 1997).

Self-efficacy theory postulates that people acquires information to evaluate efficacy beliefs from four primary sources: (a) effective mastery experiences, actual performances; (b) observation of others (vicarious experiences); (c) forms of persuasion, both verbal and otherwise and (d) physiological and affective states from which people partly judge their culpableness, strength and vulnerabilities to dysfunction" (Bandura, 1997) of these four information source, research has shown that effective mastery experiences are the most influential sources of efficacy information because they provide the most direct authentic evidence that an individual can gather the personal resources necessary to succeed (Banudra, 1977), 1997). As one might expect, past successes raise efficacy beliefs, while repeated failures in general, lower them (Bandura, 1977).

However, the influence of performance success and failures is a bit more complex than this. for example, after strong efficacy expectations are developed through repeated success, the negative impact of occasional futures, is likely to reduce (Bandura 1977). Thus the effects of failure is likely to be reduced (bandura 1977). Thus, the effects of failure on personal efficacy really depend on the strength of individuals existing efficacy beliefs, as well as the timing of failures with respect to the totality of their performance experiences. In other words, later failures may not negatively impact efficacy beliefs to the same extent as earlier failures might. While experienced

mastery has been shown to produce the most powerful influence on efficacy beliefs, individuals can also learn by observing the success and failure of other. According to Bandura (1977) so called vicarious experiences on efficacy beliefs, individuals also can learn by observing the success and failures of others. According to Bandura (1977, 1997), so called vicarious experience can generate efficacy beliefs in observations that they too can attain success through persistence and effort.

However, such vicarious experiences which rely on social comparisons and modelling are postulated to be less dependable sources of information about one's own capabilities than is experienced mastery. As such, efficacy beliefs induced solely by observation and modelling of others tend to be weaker and more susceptible to change (Bandura, 1977). A third source of efficacy information comes from verbal persuasion from others. Social persuasion is widely used in the classroom to help students achieve that they can in fact cope with difficult situation. In the words of Bandura "Verbal persuasion alone may be limited in its power to create enduring increases in perceived efficacy, but it can boost self-change, the positive appraisal is within realistic bounds (Bandura 1997). On the other hand, over optimistic persuasive comments tend to be ineffective, particularly if the individual being persuaded ultimately fails a result that acts to discredit the persuader and undermine the recipient's efficacy beliefs (Bandura, 1977).

The fourth and final source of efficacy information comes from one's own psychological and emotional feedback during performance, particularly those involving physical activity. For example, according to Bandura (1977; 1997), individuals interpret stress reactions (e.g increased heart rate, sweating, hyper ventilation and feelings of anxiety and fear) during demanding task as signs of vulnerability. This is because, excessive physiological and emotional arousal can often negatively impact performance, individuals tend to expect success to a greater extent whether or not overcome by stress reactions that if they are tensed and viscerally agitated (Bandura, 1977) unfortunately fear reactions tend to generate further thoughts of impending danger, thereby significantly cleaving and individual's anxiety level for beyond what may be warranted by the actual situation (Bandura, 1977). Ultimately, information conveyed by physiological reactions is

cognitively assessed by individuals and can positively or negatively influence efficacy beliefs, depending on the level of arousal and a person's cognitive appraisal.

Empirical Review

A study of psychological empowerment on organisational commitment as perceived by Saudi Academy by Jomah (2017), The researcher used the sampled 100 employees from various departments in King Saudi University. Twenty of the respondents had worked for between 11 and 15 years, thirty had a working experience of 6-10 years and the majority (50) had worked for less than five years.

The level of psychological empowerment (PE) and the corresponding organisational commitment (OC) was measured through a survey questionnaire. The results of the study indicated that the average of psychological empowerment and the five dimensions relating to it with organisation commitment were on the higher side. Notably, organisational commitment relied heavily on the level of autonomy given to the employees in decision making at the work place.

A research by Dee, Henkin and Duemer (2002) that was conducted on teachers in eight elementary schools located in South-Western U.S in an urban claimed that organisational commitment and psychological empowerment are positively related. Their findings also indicated that the human resources has the power or right of making decisions regarding the daily management of the institution. Their organisational commitment will represent. Moreover, the three scholars deduced that the only aspect that lacks a significant relationship with organisational commitment is competence and cognition. Also, another research conducted by Somech and Bogler (2004) in Israeli high and middle schools examined relationships between the professional and organisational commitment of teachers with empowerment. They also studied organisational citizenship behaviour and like most of other related studies, they concluded that the teachers level of empowerment and feelings of commitment were significantly related to their profession and institution.

A study conducted by Geetha Jose and Sebastian Rupert, Manipilly (2014) on psychological empowerment as a predictor of employee engagement: An empirical attestation. The study was based on primary data collected from 101 employees working in three service organisations in central Kerala. Statistical

techniques like correlation and multiple regression analysis were employed to measure the significance and strength of relationship between psychological empowerment and its dimensions (Meaning, competence, self-determination and impact) and employee engagement. Correlation analysis revealed a significant positive association between psychological empowerment and employee engagement. Future analysis showed that all the dimensions of psychological empowerment, other than self-determination are predictors of employee engagement.

In a study titled “the relationship between psychological empowerment, self-efficacy and job satisfaction in employees of western company, Abdi (2013) concluded that there is positive and significant relationship between psychological empowerment and job satisfaction. Also, job satisfaction has significant relationship with three dimensions of empowerment. Autonomy, competence and meaningfulness. No significant relationship between job satisfaction and dimension of influence and impact has been observed moreover, no significant relationship between self-efficacy and empowerment has been observed. However, the impact of self-efficacy on improvement of job satisfaction is significant. Hosseini (2010) studied the relationship between empowerment and self-efficacy and job satisfaction in secondary school managers in “Shiraz”. He concluded that there was a direct relationship between empowerment and self-efficacy and job satisfaction. This indicates that manager empowerment affects their self-efficacy and vice versa.

Design

This study adopted the cross-sectional survey design. A cross-sectional survey design provides a quantitative description of some fraction of the population that is sampled through the data collection process. (Frankel and Wallen, 1995). The study examined variables upon which data was collected by way of administering questionnaire and records inspections. Cross-sectional survey design is chosen as the method of investigating the guiding question as it is most suitable method to gather information on behavioural pattern across a large population.

Result

Demographic characteristics of respondents.

Table 1: Sex of Respondents

S/No	Item	Frequency	Percentage%
1	Male	111	72.5
2	Female	42	27.5
	Total	153	100.00

Result in table 1 above shows that 111(72.5%) of the respondents were male, while 42(27.5%) were female.

Table 2: Religion of Respondents

S/No	Item	Frequency	Percentage%
1	Christianity	84	54.9
2	Islam	58	37.9
3	Traditional	11	7.2
	Total	153	100.00

Result in table 2 above shows that 84(54.9%) of the respondents were Christianity, 58 (37.9%) were from Islamic religion, while 11(7.2%) were from traditional religion.

Table 3: Marital Status of Respondents

S/No	Item	Frequency	Percentage%
1	Single	22	14.4
2	Married	114	74.5
3	Widow	15	9.8
4	Missing	2	1.3
	Total	153	100.00

Result in table 3 above shows that, 22(14.4%) of the respondents were single, 114(74.5%) were married, 15(9.8%) were widow while 2(1.3%) did not indicate their response.

HYPOTHESES TESTING

Hypothesis 1,

This hypothesis states that there will be a significant influence of psychological empowerment on employees among primary school teachers in Gboko Local Government Area of Benue State.

Table 4: Multiple regression analysis summary table showing the influence of psychological empowerment and self-efficacy on employee's.

DV	Predictor	R	R ²	F	df	B	T	P
Employees commitment	Constant	.532	.317	23.333 ^{xxx}	2.50		9.232	<.001
	Empowerment					431	6.605	<.001
Self-Efficacy						510	5.126	<.001

The result in table 4 above shows a significant influence of psychological empowerment on employees commitment among primary school teachers in Gboko Local Government Area of Benue State. [B=431, t=6.605; p<.001]. observation shows that psychological empowerment significantly and positively accounted for 43.1% of the total variance in employees commitment. Positive result indicated that primary school teachers are psychologically empowered. The more their level of commitment and vice versa. Based on this result, hypothesis one which stated that, there will be a significant influence of empowerment on employees commitment among primary school teachers in Gboko Local Government Area was therefore, accepted.

This finding agrees with the finding of Dee, Henkin and Duemer (2002) on teaching eight elementary schools located in South-western U.S., that organisational commitment and psychological empowerment are positively related. This findings is also in line with the view of Noufbin, Jonah (2017) who stated that through psychological empowerment, employees develop commitment for their work.

Hypothesis 2

This hypothesis stated that, there will be a significant influence of self-efficacy on employees commitment among primary school teachers in Gboko Local Government Area of Benue State. The result was significant, this means that self-efficacy has significant influence on employees commitment among primary school teachers in Gboko Local Government Area of Benue State. It then implies that self-efficacy is a determinant of employee's commitment. This also implies that with high level of self-efficacy among primary school teachers, the more the level of their commitment. This confirmed the findings of Girbert (2015), which indicated a statistically significant influence of self-efficacy level on commitment levels

of clinical of certified perfasionists (CCPs). This finding is also in line with Sinha, Talwarand Rajpal (2002) whose finding showed that self-efficacy has significant positive influence on organisational commitment.

Hypotheses 3

This hypothesis stated that, there will be a significant joint influence of psychological empowerment and self-efficacy on employees commitment among primary school teachers in Gboko Local Government Area of Benue State. This hypothesis was tested using multiple regression analysis and the result is presented in table 4 above.

The result as presented in table 4 shows that, there was a significant joint influence of psychological empowerment, efficacy on employees and self-commitment among primary school teachers in Gboko Local Government Area of Benue State [R=.532 and R²=.317; F 92,150)=23.333; p<.001]. observation shows that both psychological empowerment and self-efficacy significantly and jointly accounted for 31.7% of the variation in employees commitment among primary school teachers in Gboko Local Government Area. Based on this result, hypothesis three which stated that there will be a significant joint influence of psychological empowerment and self-efficacy on employees commitment among primary school teachers in Gboko Local Government Area of Benue State was therefore accepted. This result is also in line with Abdi (2013) who found that there was a positive and significant relationship between psychological empowerment and job satisfaction. Job satisfaction leads to employees commitment. The researcher was of the opinion in support of this findings that when psychological empowerment and self-efficacy was high, the level of commitment will increase and vice versa.

Conclusion

The study investigated the influence of psychological empowerment and self-efficacy on employees commitment among primary school teachers in Gboko Local Government Area of Benue State. Based on the research findings, psychological empowerment and self-efficacy had significant influence on employees commitment. It was also found that psychological employment and self-efficacy jointly influence employees commitment among primary school teachers in Gboko Local Government Area of Benue State

Recommendations

The following recommendations were made based on the findings of the study.

1. Empowering employees' is very important in contemporary competitive organizations to be more flexible. Therefore, it is recommended that human resources executives especially school heads should ensure psychological empowerment of primary school teachers in order to enhance their commitment.
2. For employees' commitment to be enhanced through their self-efficacy, it is recommended that managers of organisations should examine and identify factors that contribute to employees self-efficacy and appropriately adjust them in order to enhance employees self-efficacy towards improved commitment.
3. Psychological empowerment and self-efficacy have been found in this study as predictors of employee commitments among primary school teachers in Gboko Local Government Area of Benue State. It is also recommended that further studies should be done on other public and private organizations, such future studies should also look at all other factors that contribute, to the employees commitment in both public and private organisations.

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