GADJAH 3 MEI 2021

by DR. NURSHAHIRA IBRAHIM

General metrics

60,817	8,679	800	34 min 42 sec	1 hr 6 min
characters	words	sentences	reading time	speaking time

Score

99

This text scores better than 99% of all texts checked by Grammarly

Writing Issues

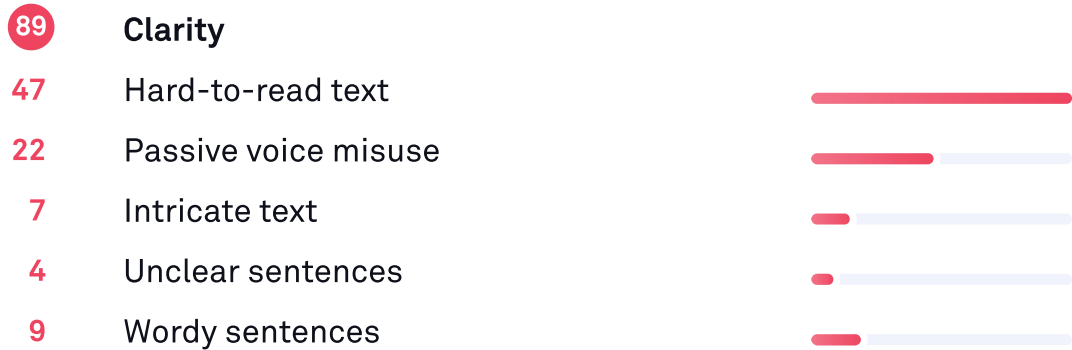| 89		89
Issues left	✓ Critical	Advanced

Plagiarism

1 %

4 sources

1% of your text matches 4 sources on the web or in archives of academic publications

Writing Issues

89 **Clarity**

47   Hard-to-read text

22   Passive voice misuse

7   Intricate text

4   Unclear sentences

9   Wordy sentences

Unique Words

Measures vocabulary diversity by calculating the percentage of words used only once in your document

19%

unique words

Rare Words

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

41%

rare words

Word Length

Measures average word length

5.2

characters per word

Sentence Length

Measures average sentence length

10.8

words per sentence

GADJAH 3 MEI 2021

Relationship Between Psychological Empowerment, Employee Performance and Organizational Commitment on Generation Gap: PLS-MGA Analysis

NURSHAHIRA IBRAHIM

Academy of Contemporary Islamic Studies, Universiti Teknologi MARA Pahang, Malaysia

0103571105

shahiraibrahim@uitm.edu.my/n.shahiraibrahim@gmail.com

FARAH AYUNI FARINORDIN

Faculty of Applied Sciences, Universiti Teknologi MARA Pahang, Malaysia

0132041512

Farahayuni2506@uitm.edu.my

UMI HAMIDATON MOHD SOFFIAN LEE

Faculty of Economics & Muamalat, Universiti Sains Islam Malaysia

0126776851

umihamidatun@usim.edu.my

NUR IZZATY MOHAMAD

Institut Islam Hadhari, Universiti Kebangsaan Malaysia

43600 Bangi, Selangor

0174406610

nurizzatymohamad@gmail.com

AZMAN ISMAIL

Fakulti Ekonomi dan Pengurusan, Universiti Kebangsaan Malaysia

43600 Bangi, Selangor

0193921176

azisma08@gmail.com

ABSTRACT

The generation gap is a critical issue, especially when employees do not come to satisfactory terms, affecting their compatibility in completing tasks together. This issue is debated in organizations, leading to incompetency between human resource management and development structures. Hence, these constraints led this study to measure the differences shown by generation X and Y impacting the relationship between psychological empowerment, employee performance, and organizational commitment. Questionnaires and in-depth interviews we used as the main procedures for collecting and obtaining data. 292 data we received from the Malaysian Islamic Finance Agency. Statistical Package Software for the Social Sciences (SPSS) was used to assess the quality of the data.

Meanwhile, SmartPLS software was used to test the research hypotheses and differences of the two groups (PLS-MGA). The findings of SmartPLS hypotheses testing confirmed that there is only one significant difference between the two generation groups in impacting the relationship of psychological empowerment and employee performance. The findings of this study can be used as essential guidelines by employers in the public and private sectors. The human resource management team can use them to understand the natural complexity of the

psychological empowerment construct in realizing the challenges and difficulties in predicting organizational goals.

Keywords: Generation gap, psychological empowerment, employees' performance, organization commitment, SmartPLS

INTRODUCTION

The recent advancement of modern technology has witnessed the changing and development of technological sources from various forms such as high-tech innovations and inventions. The fast-paced development of contemporary technology may cause a significant impact on the lives of human beings of all ages. It might not be necessary for employees to master the technical aspects of their field thirty years ago. Still, it is a requirement for all employees in this new day and age, regardless of their age and background, to be exposed and use various technological tools and platforms to be updated in performing their tasks. Generally, the older generations would consider the technology a challenge and a problem simultaneously as they had already familiar with the traditional ways of working compared to the modern methods. According to Muhammad-Zaiamri and Amira-Sariyati (2016), the older generations tend to use computers as the primary medium to search for information and communicate. It is easier to obtain information from physically printed copies of the required documents such as Standard Operating Procedure and newspaper articles. They prefer to turn pages over rather than scroll and click on the computer. Those from this generation may perceive that modern technology is not significant for them, and they doubt may doubt the

transparency of the sources available online. This shows that the acceptance of technology by the older generations is fragile.

The unwillingness of staff from the older generation to learn new technology is one of the main hindrances organizations face in managing and understanding them. Clash of the four generations can cause many problems because of cultural differences that create value, background, work attitude, efficiency, technology, and education level. Two possible factors cause such a situation in Malaysia. The first factor is caused by the departure of staff from the earlier generation (baby boomers) who are viewed as knowledgeable, well-experienced, competent, and skillful after years of contributing their services to the organization.[1] Meanwhile, the second factor is when the younger generations, such as the millennial, step into the organization to take over the vacancies left by the departure of the earlier age with little to no experience needed in organizational management.[2] This is supported by Mark (2010). He reported that 6.5% of job services were from the silent generation category, 41% from baby boomers, 29.5% from generation X, and 22.5% from generation Y. However, in 2011, it has been reported that the silent generation has decreased to 5%, baby boomers decreased to 38%, generation X increased to 32%, while generation Y increased to 25% (Murphy & Raines 2007; Choong & Rashad 2013).

Based on the report by the Malaysian Department of Statistics (2020), it has been found that generation Z showed the highest percentage, which was 51.49% in 2020 from the overall Malaysian populations (32.7 million), followed by 22.83% from generation Y, 14.95% from generation X and 10.73% from baby boomers.[3] These percentages prove that the most dominant generation in

Malaysia is generation Z, half of the total Malaysian population. It shows the possibility of this new generation to increase in the future and the number of older generations to decline little by little.

The rise of millennial populations and the decrease of baby boomers in organizations might sooner or later lead to small or big conflicts (Choong & Rashad 2013). Based on interviews conducted involving employees from different generation background, respondents who have worked for 20-40 years, part of baby boomers, thought that:

"The millennial is less motivated when working and always depend on the internet as the main source of references without looking up or studying the real procedures or SOPs that the organizations have set."

In contrast, respondents who have been working for 5-19 years, or the millennial, thought that:
"The baby boomers have been conducting outdated methodologies and are very stubborn that they refused to learn newer and more effective techniques to solve job-related matters."[4]

Conflicts occurred probably due to the differences between generation groups, such as different life experiences affecting their judgment, perception, and understanding. Employees from other generation groups may also show different work ethics, attitudes, and styles (Govitvatana 2001) and tend to disregard the critical formative environment, values, strengths, and struggles of the other group in judging them.[5]

The conflicts that arose coupled with the contradicting expectations of others towards a specific generation group may negatively impact the psychological empowerment functions in any organization. This statement can be further supported with the instances when the millennial upon receiving directives, instructions, or assignment from baby boomers, perceive the whole setting as ambiguous, thus making them curious about the realistic expectations of the employers oh how should complete the tasks should be conducted parallel to the objectives and goals of the respective department.[6] On the other hand, the millennials perceive the baby boomers as more inclined to set tasks without giving adequate instructions accompanied by strict deadlines.

Such issues may indirectly create barriers, causing negative attitudes such as lack of communication, lack of social interaction, lesser adaption to new ideas and cultures, and forming different clades of older and younger generations who are uncomfortable with each other's behaviors (Flynn & McNair 2004; Osama 2017).[7] However, these barriers can be overcome[8] if managements adopt strategies or methods to combat these negative stereotypes that have caused conflicts to the point of affecting employees' performance and commitment. Thus, by referring to the findings of this study and the questions discussed, there is a rather urgent need to apply the practice of teamwork between different generation groups in the process of psychological empowerment as a whole in each organization as it is seen to be more comprehensive and may affect motivation, self-development, morale, and intellectual development among employees.[9] Therefore, the problem of the generation gap can only be overcome[10] if the characteristics of each generation can be understood, the[11] societal perception of the impact of the generation gap can be minimized,[12] and the organization can take appropriate action to meet this challenge.[13]

Thus, as a continuation of psychological empowerment, changes need to be implemented by leaders that are not focusing only on technical aspects but should also on changes in terms of the employees' attitude and thinking, which rise from their awareness and wisdom.[14,15] These values are generated through task distribution (psychological empowerment), which should inspire them to change and work together to achieve the organizations' visions and goals.

Although being discussed thoroughly in this study, the generation gap approach in psychological empowerment needs to be addressed more on the organizational level based on objectivist thinking approach emphasizing non-human roles (e.g., active management formulating and building policies and work procedures).[16] This situation has a limited in-depth discussion on the effectiveness of psychological empowerment as a priority role to be practiced by management for their employees to meet the needs of dynamic human psychology (Yaghi & Bates 2020; Reinhold, Gegenfurtner & Lewalter 2018).

Additionally, most previous studies opted for a direct-effect type research model which only measures the relationship between two study constructs such as a) psychological empowerment with employee creativity, b) the relationship between psychological empowerment and job satisfaction and, c) the relationship between psychological empowerment and work engagement (Meng & Sun 2019; Rodriguez & Walters 2017; Reinhold, Gegenfurtner & Lewalter 2018) yet excluding sample differences based on generation groups. These relationships are usually tested based on simple statistical analysis (e.g., measuring percentages, testing descriptive statistics, and bivariate statistics). The measurement results can only report the nature and degree of

correlation robustness between the two study constructs. The type of analytical test used cannot determine the effect sizes and generation groups as essential factors in the research model.

Hence, the approaches used in previous studies estimated the effectiveness of psychological empowerment, which only able to present general recommendations which are predictable. These outcomes are not suitable to be used as guidelines by employers of public and private sectors to deeply understand the effectiveness of the psychological empowerment concept, which focuses on generation differences as good techniques in designing and developing efficient and valuable human resources.[17] Therefore, generation differences in the relationship between psychological empowerment on employee performance and commitment are further studied.

LITERATURE REVIEW

The Relationship between Psychological Empowerment and Employee Performance

The role of psychological empowerment in delegating tasks to subordinates is in line with the understanding of Psychological Empowerment Theory by Spreitzer (1995). Psychological empowerment theory is a concept of self-motivation. It acts as a tool to foster motivational behaviors throughout the organization by enhancing self-worth by identifying and changing circumstances that cultivate resilience (Conger & Kanungo 1988). Psychological empowerment is an increase of internal work motivation filled with four sets of cognitions reflecting individual orientations: meaningful, efficiency, self-determination, and impact (Thomas & Velthouse 1990).

According to Spreitzer (1995), meaningful is defined as the extent to which individuals care about their work. Competence is defined as a person's confidence in performing their job well. Self-determination is defined as the degree of control that the employees have over their work or choosing ways to complete a given task that best suits them. Meanwhile, the impact is defined as the degree of the significant influence that a person has on the work environment, colleagues, and the organization.[18] These dimensions can present employees as active participants in shaping organizational outcomes and make them believe that they significantly influence corporate culture. Several psychological empowerment literature reviews have supported the strength of this theory. Most of the previous studies in this scope analyzed aspects of management support based on different samples such as the study on the perception of 573 employees in various types of businesses nationwide (Xiujun-Sun 2016), the survey of the perception of 381 tour guides in Turkey (Nuray-Tetik, 2016), the study conducted on 125 employees varying in gender, age, education level, work experience, and hierarchical position at one of the International Non-Governmental Organizations, Jesuit Refugee Services (JRS), Jordan branch, the study conducted on 200 employees selected from four and five-star hotels within the Dead Sea tourism area (Al-Makhadmah, Al-Najdawi & Al-Muala 2020), and the study conducted on 200 employees from banks and university teachers of Bahawalnagar and Bahawalpur of Punjab Pakistan (Abdul-Hameed & Abdul-Waheed 2015). These studies showed that psychological empowerment and employee performance are interrelated and strongly correlated. This[19] means that psychological factors such as meaningful, self-determination, impact, and effectiveness positively impact employees' performance. Thus, through the existing literature on psychological

empowerment and employees' performance, the hypothesis tested in this study was:

Ha: Psychological empowerment has a positive relationship with employees' performance.

The Connection between Psychological Empowerment and Organizational Commitment

Several studies were conducted on organizational management, which summarized that psychological empowerment is a significant antecedent of organizational commitment. Among which include the research conducted by Jordan et al. (2017), which reported on 409 lecturers from Austria, Croatia, Czech Republic, Germany, and Slovenia, the study conducted by Lamentan and Chan-Yuek (2020), which studied 225 academic staff from three faculties representing three different fields from three comprehensive public universities situated in Sabah, Sarawak, and Peninsular Malaysia, the study by Noor and Abid (2020) which studied on 1103 teachers in public secondary schools, and the study by Punjab; and Nasser et al. (2021) which surveyed 307 employees working at four and five-stars hotels in Rawalpindi and Islamabad of Pakistan.[20] All these studies confirmed that psychological factors play a vital role in enhancing employee commitment. The correct psychological devolution is the ability to keep every employee obedient and loyal until they retire, not choosing or transferring to other organizations. Thus, the hypothesis on psychological empowerment to organizational commitment tested in this study was:

Hb: Psychological empowerment has a positive relationship with organizational commitment

Theoretical Framework and Research Conceptual

Responding Variables

Manipulative Variable

Based on Generation Group [X and Y]

Psychological Empowerment

Employee Performance

Organizational Commitment

Figure 1: Theoretical Framework and Research Conceptual

RESEARCH METHODOLOGY

Research Design

This study was conducted in one of Malaysia's Islamic Finance agencies. A cross-sectional method was used to compile information from literature review related to psychological empowerment, employee performance, organizational commitment, and questionnaire study as the primary procedure in data collection (Creswell 2009, 2014; Fauzi, Jamal & Mohd Saifoul 2014). This cross-sectional method was chosen because the researcher could conduct a more in-depth and accurate study to see a problem in the study organization (Azman & Inani 2010; Creswell 2012).

This study also focuses on quantitative methods as the concept was concentrate on employees' perceptions of the practices performed by managers at the study site.[23] Employees were needed[24] to understand and be honest while answering the questionnaires. The back-to-back translation is conducted to improve the quality of[25] research results (Creswell 2012; Sekaran & Bougie 2016).

Measuring Tools

The questionnaire of this study is divided into four sections. The first section is concerned with demographic data covering ten items adapted from a questionnaire made by Azman et al. (2009a) and Azman et al. (2009b). These items are related to the personal characteristics of the respondents, including gender, age, higher education, position, marital status, unit/department, type of service, length of service, place of work, and income. These personal data were used as control variables as this study focuses on the effectiveness of applied leadership in organizations.

The second section deals with psychological empowerment. These questions have 18 items adapted from Bagget (2015), Ahmadi (2014), Ozaralli (2015), Shah et al. (2011), Boonyarit et al. (2010), Azman et al. (2009a), Azman et al. (2009b), and Gumusluoglu and Ilsev (2009). These items concern employees 'perceptions of the responsibilities and powers that a boss has given. These items also cover the four dimensions of psychological empowerment: meaning, efficiency, self-confidence, and impact.

The fourth section is employee performance. The questions for this variable were formed using 20 items adapted from Goodman and Svyantek (1999).

These items are related to employee performance perceptions of the work done in the organization. These items also cover two dimensions of performance, namely internal performance, and external performance.

All items of this study were measured using a Likert scale that contains seven multiple choice answers ranging from "strongly disagree/very dissatisfied (1)" to "strongly agree/very satisfied (7)".[26] This study applied the 7-point scale instead of other points for compelling reasons. Higher points, for instance, seven (7) rather than five (5), increase scale sensitivity (Cummins & Gullone 2000). The 7-point scale provides a more accurate measure of the respondent's proper evaluation (Finstad, 2010) and that the greater extent of reliability measurement (Chang 1994) and (7 or 11) points therefore tend to enhance reliability and validity (Alwin 1997).[27] In fact, in one study, the confirmatory factor analysis shows that the best fit was achieved[28] for the 7-point (Oylum & Arslan 2016).

Research Samples

The unit of analysis consists of employees in Islamic Financial Agencies in Malaysia. This research uses sampling techniques to distribute 200 sets of questionnaires to employees of the service group in various sections/ units/ divisions. This strategy was used when the human resource management does not provide a list of registered employees to the researcher because it is enshrined in the organization's confidentiality and wants to maintain the reputation of the organization studied.[29] This study could not use a randomized technique about these factors. A total of 196 (98%) sets of questionnaires were answered correctly and returned. All respondents who answered this

questionnaire were based on the agreement between two parties, namely from the organization and employees, and there [30] was no element of coercion and confidentiality.

Data Analysis

Hair et al. (2017) recommended that the SmartPLS was used to [31] analyze data because of the ability to deliver latent variable scores, handle small sample sizes and less regular data, and evaluate the complex research framework. The data analysis procedure is: Firstly, confirmatory factor analysis was employed to assess the reliability and validity of the measurement scale. Secondly, the significant hypotheses were identified when the value of t statistic was more than 1.65 (one tail testing) (Henseler et al., 2009). [32] Thirdly, the R2 value was utilized as a criterion for the overall predictive strength of the model based on the following baselines: 0.19 (weak), 0.33 (moderate), and 0.67 (substantial) (Hair et al. 2017; Henseler et al. 2009). Fourth, the f2 value was used as a guide to decide upon the effect size of the predicting variable in the model based on the following rules: 0.02 (weak), 0.15 (medium), and 0.35 (large) (Hair et al. 2017). Fifth, the Q2 value was employed as a measure of predictive relevance based on the following criteria: 0.020 (weak), 0.15 (medium), and 0.35 (large). Sixth, the standardized root means square residual (SRMR) value was lower than 0.1, and it [33] was applied as a criterion of model fit (Hair et al. 2016). Lastly, MGA was analyzed to identify significant differences in various relationships across group-specific outcomes (Jun-Hwa Cheah 2020; Picon Berjoyo et al. 2016; Schlagel & Sarstedt 2016). This MGA analysis involved four steps; data preparation, data groups generating, measurement of invariance test using MICOM, and fourth, examining MGA comparisons.

RESULTS

According to Hair et al. (2017), questionnaire data must be filtered [34] first before analyzing measurement models and structural equation models. In response to this suggestion, the survey questionnaires that had no missing values were used, and items [35] that had suspicious answers, outliers, and Skewness and Kurtosis values bigger than +/- 2.0 were removed from the survey data. Only questionnaires that met the validity and reliability analysis criteria were used in this study.

Respondent Demographics

Table 1 shows that most of the participants were males (53%), married (64%), whose ages range from 25 to 40 years (31%), degree (39%), employees with one to five years of service (44%), non-executives (62%) and permanent staff (75%).

Table 1: Summary of Participants' Characteristics

Respondents' Profiles

Sub-Profile

Frequency

Percentage

Gender

Male

53

53.0

Female

47

47.0

Age

Less than 25 years

18

18.0

25 to 40 years

31

31.0

41 to 56 years

26

26.0

57 years and above

24

24.0

Position

Management and Professional Group

38

38.0

Head Director

62

62.0

Department

Depositor Services & Operations Department

27

27.0

Human Resources Department

26

26.0

Finance Department

7

7.0

Hajj Department

21

21.0

Department of Chief Executive Officer Office

16

16.0

Department of Corporate Finance & Services

3

3.0

Length of Service

Less than 5 years

44

44.0

5 to 14 years

19

19.0

15 to 24 years

17

17.0

25 years and above

20

20.0

Monthly Salary

Less than 1000

4

4.0

1000 to 2499

49

49.9

2500 to 3999

21

21.0

4000 and above

26

26.0

Highest Education

LCE/SRP

3

3.0

MCE/SPM

31

31.0

HSC/STP

9

9.0

Diploma

11

11.0

Degree

39

39.0

Others

7

7.0

Branch

LTH Main Office

100

100.0

Type of Service

Permanent

75

75.0

Contract

23

23.0

Others

2

2.0

Marital Status

Single

36

36.0

Married

64

64.0

CORRELATION ANALYSIS

Table 2 illustrates that the loadings for all constructs are more remarkable than 0.70. The values of the average variance extracted (AVE) for all constructs are higher than 0.50 (Barclay, Higgins & Thompson, 1995; Henseler, Ringle & Sinkovic 2009). This shows that they have satisfied the criteria of the convergent validity analysis. Meanwhile, the composite reliability values for all constructs were higher than 0.80 (Nunally & Bernstein 1994), showing that the measurement scale has high internal consistency.

Table 2: The Outcomes of Convergent Validity Analysis

Construct

No. of Item

Factor Loadings

AVE

Composite Reliability

Psychological Empowerment

7

0.759-0.863

0.688

0.939

Employee Performance

9

0.747-0.848

0.636

0.940

Organizational Commitment

9

0.713-0.877

0.639

0.941

Table 3 shows the values of Heterotrait-monotrait (HTMT) ratio of the correlation for all constructs were less than 0.90, and the values of confidential interval for all constructs shown in the parenthesis were less than 1 (Hair et al., 2017; Henseler et al. 2009), proving that the constructs have satisfied the criteria of the discriminant validity analysis.

Table 3: The Outcomes of Discriminant Validity Analyses

Construct

HTMT

Psychological Empowerment

Employee Performance

Employee Performance

0.794

(0.621,0.846)

Organizational Commitment

0.761

(0.105,0.426)

0.687

(0.364,0.823)

Note: The values in the parenthesis are the values of confidential interval at 5% and 95%

Table 4 shows that the means for all constructs are between 5.2365 and 5.6958, indicating that most participants view levels of idealized influence, individualized consideration, intellectual stimulation, inspirational motivation, psychological empowerment, and employee creativity range from high (4) to highest level (7). Besides, the values of the variance inflation factor for the relationships: a) between idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation and b) between psychological empowerment and employee creativity were lower than 5.0, showing that the collinearity problem is not present in such relationships (Hair et al. 2017).

Table 4: The Outcomes of Variance Inflation Factor and Descriptive Statistics Construct

Mean

Standard Deviation

Variance Inflation Factor

Employee Performance

Organizational Commitment

Psychological Empowerment

5.44

0.774

1.000

1.000

Employee Performance

5.78

0.756

Organizational Commitment

5.53

0.746

TESTING THE PERCEPTUAL DIFFERENCES OF DIFFERENT SAMPLE ANALYSIS
USING PARTIAL LEAST SQUARE MULTI-GROUP ANALYSIS (PLS-MGA)

The findings of the analysis for the sample direct effect model are different.

This analysis was conducted [41] to assess the differences in perceptions [42] between generation Y and X groups in the relationship between psychological empowerment, employee performance, and organizational commitment. Thus, the tested hypotheses were:

H1a: psychological empowerment has a positive relationship with employee performance in the Y and X generation groups

H1b: psychological empowerment has a positive relationship with organizational commitment in the Y and X generation groups

Hypothesis testing of perceptual differences between different samples was performed [43] based on PLS-MGA analysis. This stage involves four main steps, namely:

1. Data preparation

To conduct an MGA analysis, the number of observations in each group must meet the rule of thumb for minimum sample size. According to the power analysis results using G*Power, 68 mentions per group were needed [44] to detect R^2 values of about 0.25 at a significance level of 5% and a power level of 80%. Therefore, the group-specific sample sizes for both Generation Y (n = 112) and Generation X (n = 84) were considered sufficiently large with approximately equal sample sizes. Notably, this dataset did not have missing values or reliability and validity issues.

2. Generate data groups

After data preparation, the second step was creating groups by selecting the categorical variable of interest from the dataset. Theory and observation play an essential role in generating the data groups. The study chose age to construct two different data sets categorizing ages 25 years to 40 years (as generation Y) and 41 years to 56 years (generation X).

3. Test for measurement invariance

Once the groups were generated,[45] assess measurement invariance was assessed[46] in PLSPM. Measurement invariance or measurement equivalence is a means of confirming that the measurement models specify measures of the same attribute under different conditions (Henseler et al., 2016).[47] Differences in the paths (or β values) between latent variables could stem from different meanings attributed by a group's respondents to the phenomena being examined rather than from actual differences in the structural relationships. The reasons for these discrepancies include: (i) cross-national differences that emerge from culture-specific response styles (e.g., Johnson et al. 2005), such as surrender, i.e., the tendency to agree with questions regardless of their content (Sarstedt and Mooi, 2019); (ii) individual characteristics (e.g., gender, ethnicity, etc.) that entail responding to instruments in systematically different ways; and (iii) use of available scale options differently, i.e., the tendency to choose or not to choose extremes. Hult et al. (2008) stressed that failure to establish invariance could easily lead to the low power of statistical tests, the inadequate precision of estimators, and misleading results. Therefore, it is a fundamental step before conducting MGA because it gives researchers the confidence that group differences in model estimates do not result from the specific content and meanings of the latent variable across groups.[48]

Configural invariance (Step I) must be established to run the MICOM procedure. This function to; (i) checking the reliability and validity for the use of equal indicators in both groups; (ii) similar data treatment (e.g., dealing with missing values using mean value replacement or case-wise deletion); and (iii) similar PLSPM algorithm settings (e.g., path weighting with a maximum of 300 iterations and a stop criterion of 10). If all these criteria are taken care of, configural invariance would be established. Notably, when running MICOM in SmartPLS, configural invariance (Step I) is automatically confirmed.

In Step II, permutation was analyzed[49] to allow us to specify the groups to be compared. This study uses directional hypotheses; thus, the one-tailed test can be applied. In this permutation analysis report, the MICOM analysis was evaluated[50] by looking at 2 steps. Based on Figure "0" results, MICOM step 2 shows correlation c between the composite scores of the first and second group (column Original Correlations) with the 5% quantile, which revealed that the quantile was lower than (or equal to) correlation c for all the constructs.[51] This result was corroborated by the permutation's p-values more prominent than 0.05, indicating the correlation was not significantly lower than one. This[52] shows that step II fulfilled these criteria, and the results suggested that compositional invariance was established.[53] Thus, Step 2 (or Step II) results supported partial measurement invariance. We could then confidently compare standardized path coefficients across the groups through MGA in PLSPM.

Table 4: Step II

Construct

Original Correlation

Correlation Permutation Mean

5.0%

Permutation p-Values

Psychological Empowerment

1.000

0.999

0.998

0.697

Performance

0.999

0.999

0.998

0.277

Organizational commitment

1.000

1.000

0.999

0.479

Additionally, to check whether full measurement invariance was achieved,[54] we clicked on the tab labeled Step 3 (or Step III) to assess the composites'

(constructs') equality of mean values and variances across groups. We checked the first column (mean of original difference) and ensured that the value of each construct fell within the 95% confidence interval. This was done by comparing the mean original difference to the lower (2.5%) and upper (97.5%) boundaries shown in Columns Three and Four. If the mean original difference falls within the range of the lower and upper boundaries, then the first part of Step III has been met, thus providing initial evidence of invariance. Based on Table 5, both the mean differences of psychological empowerment, employee performance, and organizational commitment fell within the 95% confidence interval of the lower (2.5%) and upper (97.5%) boundaries indicating that there were no significant differences between the two groups (Generation Y vs. Generation X) mean values for two of the three latent variables. For instance, for psychological empowerment, the original difference in the mean values of the latent variable scores was -0.030, within the lower boundary of -0.295 and the upper boundary of 0.264. The results in the fifth column, "Permutation p-value," being higher than 0.05 for psychological empowerment, employee performance, and organizational commitment, further corroborated the findings. The successive columns exhibited the results of composite variances, for which the interpretation is similar to that of mean differences. So, not all the confidence intervals straddled the original value, and the p-values for psychological empowerment and organizational commitment were higher than 0.05, not for employee performance. Again, psychological empowerment and organizational commitment showed no significant differences in composite variances. Since the Step III results concluded that not all the composite mean values and variances were equal, partial measurement invariance was supported.

Table 5: Step III

Construct

Mean- Original Difference (Gen Y and X)

Mean- Permutation mean the difference

(Gen Y and X)

5%

95%

Permutation p-Values

Variance- Original Difference (Gen Y and X)

Variance- Permutation Mean Difference (Gen Y and X)

5%

95%

Permutations p-Values

Psychological empowerment

-0.030

-0.005

-0.295

0.264

0.831

0.219

0.016

-0.512

0.520

0.461

Performance

-0.015

-0.005

-0.297

0.270

0.916

0.399

0.001

-0.393

0.390

0.022

Organizational commitment

-0.280

-0.005

-0.275

0.274

0.037

0.237

0.006

-0.478

0.533

0.423

4. Test of MGA Comparisons

Once measurement invariance was established (regardless of fully measurement invariance), we continued examining group comparisons using MGA.[62] We chose to first focus on the permutation test results generated earlier in Step III. The first two columns in Table 6 exhibit the original path coefficients in Group 1 (Generation Y) and Group 2 (Generation X), followed by their

differences in the original data set and the permutation test. The results revealed that no one relationship was statistically different between Group 1 (Generation Y) and Group 2 (Generation X), that is all relationship has a p-value greater than 0.05 (p> 0.05).[63]

Table 6: Permutation Test Result in SmartPLS

Construct

Path Coefficient (Gen Y)

Path Coefficient (Gen X)

Path Coefficient Original Difference (Gen Y vs Gen X)

Path Coefficient Permutation Mean Difference (Gen Y vs Gen X)

2.5%

97.5%

Permutation p-Values

Psychological empowerment à Performance

0.691

0.714

0.023

0.001

-0.188

0.200

0.000

Psychological empowerment à Organizational Commitment

0.634

0.696

-0.062

-0.004

-0.225

0.231

0.612

Table 7 reports the findings of the analysis of differences between the Y and X generation groups using the PLS-MGA assessment. Since PLS-MGA uses a one-tailed test, the p-values in the report showed whether the path coefficient was significantly more extensive in the first group (i.e., Generation Y) than in the second group (i.e., Generation X).[64] Alternatively, researchers can also use the '1-p' value to assess whether there is a significant difference in the other direction. This analysis confirms four crucial analytical findings. Based on PLS-MGA test, Parametric test, Welch-Satterthwait Test and Bootstrapping. The PLS-MGA test confirmed that there were have significant differences across the generation Y and generation X groups in the relationship between psychological empowerment and employee performance.

Table 7: PLS-MGA Test

Construct

Path Coefficient Difference

(Gen Y & Gen X)

p-Value Original 1-tailed

(Gen Y & Gen X)

p-Values New

(Gen Y & Gen X)

Psychological empowerment à Performance

0.023

0.000

0.000

Psychological empowerment à Organizational Commitment

-0.062

0.710

0.290

Table 8 shows the findings of the Parametric test. This analysis indicates that there is only one significant difference across the generation Y and generation X groups in the relationship between psychological empowerment and employee performance because each shows a p-value of less than 0.05.

Table 8: Parametric Test

Construct

Path Coefficient Difference

(Gen Y & Gen X)

t-Values

(Gen Y & Gen X)

p-Values

(Gen Y & Gen X)

Psychological empowerment à Performance

0.023

0.250

0.000

Psychological empowerment à Organizational Commitment

-0.062

0.540

0.295

Table 9 shows the findings of the Welch-Satterthwait test. This analysis indicates that there was only one significant difference across the generation Y and generation X groups in the relationship between psychological empowerment and employee performance.

Table 9: Welch-Satterthwait Test

Construct

Path Coefficient Difference

(Gen Y & Gen X)

t-Values

(Gen Y & Gen X)

p-Values

(Gen Y & Gen X)

Psychological empowerment à Performance

0.023

0.260

0.000

Psychological empowerment à Organizational Commitment

-0.062

0.545

0.294

Table 10 shows that psychological empowerment in the analysis has accounted for 48.5 percent of the variance in performance and 42.5 percent of the variance in organizational commitment. The R2 value for performance is higher than 0.26 (Cohen 1992), indicating that these models have an extensive effect. Meanwhile, the value of R2 for organizational commitment is equal to or higher than 0.26 (Cohen 1992), indicating that these models have a significant influence.

The results of testing the study hypotheses showed two crucial findings: first, psychological empowerment was positively and significantly correlated with performance in the Gen Y and Gen X groups, the values were (β = 0.691; t = 10.961) and (β = 0.714; t = 11.993, respectively). Therefore H1 is supported. Second, psychological empowerment was positively and significantly correlated with organizational commitment in the Gen Y and Gen X groups, the values being (β = 0.634; t = 8.675) and (β = 0.696 t = 8.349), respectively, therefore H2 was supported.[66]

Overall, these findings confirm that psychological empowerment is an essential determinant of the relationship between transformational leadership and employee creativity. At the same time, the bootstrapping test shows that generation X has strong path coefficients compared to generation Y.

Table 10: Bootstrapping Test

Construct

Path Coefficient Gen Y

Path Coefficient Gen X

t-Values Gen Y

t-Values Gen X

p-Values Gen Y

p-Values Gen X

Psychological empowerment à Performance

0.691

0.714

10.961

11.993

0.000

0.000

Psychological empowerment à Organizational Commitment

0.634

0.696

8.675

8.349

0.000

0.000

The type of effect size (f2), model fit, predictive relevance (Q2), and predictive performance (Q2-PLS Predict) were further tested. The effect size results showed that the relationship between psychological empowerment and performance is 0.941, which is higher than 0.35 (Hair et al., 2017). This result indicates that psychological empowerment has a high effect on performance. The relationship between psychological empowerment and organizational commitment is 0.738, higher than 0.35 (Hair et al. 2017). This result indicates that psychological empowerment has a significant effect on organizational commitment. The value of standardized root means square residual (SRMR) is 0.058, which is lower than 0.1 (Hair et al. 2017) or 0.08 (Hu & Bentler 1998), signifying that this model has a good fit. The results of Blindfolding showed that performance had a Q2 value of 0.315 and Organizational commitment had a Q2 value of 0.315, which are higher than zero (Hair et al. 2017). This result shows that these latent exogenous variables have predictive relevance.

DISCUSSION AND IMPLICATION

Based on a comparison of the findings from this study with previous studies (Xiujun Sun 2016; Nuray Tetik 2016; Al-Makhadmah, Al Najdawi & Al-Muala 2020; Abdul Hameed & Abdul Waheed 2015; Jordan, Miglic, Todorovis and Maric 2017; Agatha Lamentan and Chan Yuek 2020; Noor and Abid 2020; Nasser et al. 2021), it is shown that all previous studies focused only on the direct relationship between psychological empowerment, employee performance, and organizational commitment while this study added a generation group in measuring the relationship between psychological empowerment, employee performance, and organizational commitment. The

findings of this direct-effect model are generally significant and indicate[70] that there is a generation gap between generation X and Y. In-depth observation made on the outcome of the detailed interview conducted shown the possible differences between the generation groups due to several external factors. The first factor is the difference in view on the psychological empowerment concept delegated by a respective leader. For instance, the long-ingrained workplace culture and practices hinder the leaders from making changes in task distribution, function, and organization structure because the staff is used to the old ways. The second factor is the ability of different generations to delegate tasks (psychological empowerment). For instance, generation differences in handling portfolios may result in devolution of authority or duties assignment without considering the capability and limitation of the staff and lack of specific observation in ensuring the delegated tasks fit what is needed.[71] The third factor is the personality development of all staff in every generation group. Every staff, regardless of age and generation, needs to develop spiritual strength to mobilize a sincere, systematic, viable, and energetic workforce and cultivate inner awareness such as apparent determination, discipline, and vision.[72] Every employee from all generation groups should be aware that issues on generation gap can happen anywhere in any organization. Still, it can be resolved with knowledge and nurtured awareness in aiming for consensus, cooperation, and tolerance in performing the given tasks.

This study has recognized three crucial implications of the topic: implications towards theory, research methods, and practitioners. Theoretically, the findings of this study are in line with the recommendations of the Theory of Psychological Empowerment (1995) which refers to the ability of a leader to delegate power to the subordinates in managing organizational functions. An

effective devolution process will facilitate organizational objectives and reduce conflicts within the organization. Employers can focus more on another crucial thing by delegating tasks to subordinates (Suhaili 2003). According to Suhaili (2003), devolution can help organizations be more efficient; for example, a manager can save a lot of time without being directly involved with small things and day-to-day operations. Thus, managers can focus on the organization's overall processes and activities, such as planning, organizing, and managing.

The psychometric content evaluation of the questionnaire from this study has gone through a factor validation analysis phase, thus contributing to the research method. This analysis identified that the items used reached the set level of validity and reliability standards. Hence, it can help produce accurate and reliable study findings.

Furthermore, the findings of this study may provide suggestions to practitioners in achieving their organizational goals and mission. The main recommendations that need to be made are according to the results of importance-performance map analysis (IPMA). According to Hair et al. (2017), the results of IPMA will guide practitioners to focus on the most important actions to overcome problems in organizational management. The results of IPMA showed that the highest performance leaders were C01 and C06 (64,333) and followed by C05 (64,000), C08 (62,750), C03 (61,000), C02 (60,000) and C07 (59,333).

Table 11: Findings of IPMA Analysis

Psychological Empowerment Construct

Employee Performance

Organizational Commitment

Achievement

(Total Indices)

Significance

(Total impacts)

C01

0.104

0.130

64.333

C02

0.094

0.118

60.000

C03

0.082

0.111

61.000

C05

0.121

0.134

64.000

C06

0.116

0.126

64.333

C07

0.107

0.120

59.333

C08

0.094

0.126

62.750

The outcome of IPMA showed that there is a high possibility to upgrade the performance of high-power distance individuals for managerial action. The top management should pay more attention to the following recommendations. The first recommendation is for the top management to apply people-oriented leadership to strengthen relationships between administrators and employees. An example of this statement is to give the subordinates opportunities to participate in organizational decision-making. Such actions will increase their sense of self-worth and enthusiasm in the organization and indirectly improve their positivity. The second recommendation is for the top management to eliminate bureaucratic practices in organizations by implementing more equitable and strategic actions such as decentralization, delegation, empowerment, and job simplification. The third recommendation is for all employees to adopt a positive attitude such as communication openness, understand the cross-cultural ethics and practices, understand the working of different generation groups, and improve the techniques for an effective relationship between employees and customers. The fourth recommendation is to promote relationship orientation to encourage senior management to counsel middle and junior management in understanding and implementing

fairness to create high performing work culture.[77] Next, it is also recommended for employers to plan and launch organizational culture training to help all employees understand positive and adverse cultural practices and practice positive work cultures. Sharing common values may guide employees to match power distance types with appropriate situations in solving routine and challenging job problems. All of these suggestions may motivate employees to accomplish their organizational goals. Finally, it is recommended that the organization promote informal and formal relationships to reduce relationship gaps between the management and subordinates (e.g., family day and community-related activities). These suggestions may assist the organizations in accomplishing their objectives.

RESEARCH LIMITATIONS

There are some limitations from the conceptual and methodological aspects of this study. The first limitation faced is the cross-sectional design adopted in this study was only able to describe the respondents' perceptions in general on relationship patterns between the dependent variables (psychological empowerment) and independent variables (employee performance and organizational commitment). Secondly, this study did not measure specific dimensions of the variables. Third, structural equation modeling techniques have described how far those determined indicators could act as useful measuring tools for each research construct based on the direct effect model testing.[78] This[79] has limited the ability to generalize the findings to the broader population study. Fourth, the sample of this study was limited to employees in Islamic financial agencies only. Fifth, the sampling techniques intended for data collection could not control the biased feedback from respondents.

Limitations of this study were found to reduce the ability of the study findings to be generalized to other organizations with varying patterns and backgrounds.

FUTURE STUDY RECOMMENDATIONS

The methodology, findings, and limitations of this study can be taken into account as a reference to strengthen the findings of future studies further. The first recommendation to be considered is the inclusion of essential demographic data or respondents (such as gender, education level, position, marital status, length of service) and organizational characteristics (such as type, size, and ownership of the organization) as they may influence the role of psychological empowerment in improving employees' performance and commitment. Secondly, the data collection methods can be enhanced with perhaps the use of longitudinal methods as the best alternative to explore the nature of the management role in training programs. Third, it is highly recommended the future studies test this research model in both public and private sectors (such as government agencies, private agencies, and statutory bodies). Fourth, insert the dimensional variables that intervene and are widely explored further strengthen the findings. If the proposal is emphasized, the study findings could be improved next time.

CONCLUSION

This study examined a conceptual framework developed based on a review of psychological empowerment literature. The factor validation analysis results showed that the measurement scale used in this study was meeting [84] the high level of standard validity and reliability. The results of hypothesis testing using SmartPLS confirmed that psychological empowerment could act as [85] a critical determinant between employee performance and organizational commitment. These findings were supported by research-based articles in psychological empowerment, helping to disseminate previous studies on organizational psychological empowerment that were primarily studied [86] in Western and Asian countries. [87] These findings reported that management's ability to allocate tasks adequately and moderately would increase employees' willingness to learn and master new competencies diligently in improving their performance and commitment.

REFERENCES

Abdul Hameed & Abdul Waheed. 2015. Impact of psychological empowerment on employee's performance. Pakistan Journal of Humanities and Social Sciences 3(1): 1-15.

Agatha Lamentan, M, and Chan Yuek, F. 2020. Psychological empowerment and organizational commitment. Asian Journal of University Education (AJUE) 16(2): 26-35.

Ahmadi, O. 2014. Impact of transformational leadership and psychological empowerment on organizational commitment in the interior ministry. Management and Administrative Sciences Review 3(3): 440-449.

Al-Makhadmah, I.M., Al Najdawi, B.M, and Al-Muala, I.M. 2020. Impact of psychological empowerment on the performance of employees in the four- and five-star hotel sector in the dead sea–Jordan tourist area. GeoJournal of Tourism and Geosites, 30(2spl), 896–904. https://doi.org/10.30892/gtg.302spl16-520

Alwin, D. F. 1997. Feeling thermometers versus 7-point scales: Which are better? Sociological Methods and Research 25(3): 318-340.

Azman Ismail and Nurul Inani Ibrahim. 2010. Motivasi latihan sebagai pembolehubah penghubung antara program latihan dan keberkesanan latihan. Jurnal Kemanusiaan 16: 83-98.

Azman, I., Nur Baizura., Natasha, A., and Tudin, R. 2009a. Relationship between transformational leadership, empowerment and followers' performance: An empirical study in Malaysia'. Revista Negotium 13(5):5-22.

Azman, I., Farida, A.H., Dayang, N.M., Abang, A., Ahmad Sofian, S., Agatha, L.A.M and Shairazi, S. 2009b. The mediating effect of empowerment in the relationship between transformational leadership and service quality. International Journal of Business and Management

Baggett, G. M. 2015. Transformational leadership and psychological empowerment of teachers. Thesis Department of Educational Leadership, Policy, and Technology Studies in the Graduate School of The University of Alabama.

Barclay, D. W., Higgins, C. & Thompson, R. 1995. The partial least squares approach to causal modeling: Personal computer adoption and use as illustration. Technology Studies 2(2): 285-309.

Boonyarit, I., Chomphupart, S, and Arin, N. 2010. Leadership, empowerment, and attitude outcomes. The Journal of Behavioural Science 5(1): 1-14.

Chang, L. 1994. A psychometric evaluation of 4-point and 6-point Likert-type scale concerning reliability and validity. Applied Psychological Measurement, 18, 205-215.

Choong, Y. H, and Rashad, Y. 2013. Generation gap; is there any solid solution? From a human relation point of view. International Journal of Economy, Management and Social Sciences 2(10): 837-840.

Cohen, J. 1992. A power primer. Psychological Bulletin, 112, 155-159.

Conger, J.A, and Kanungo, R.N. 1988. The empowerment process: integrating theory and practice. Academy of Management Review 13(3): 471-482.

Creswell, J.W. 2012. Educational research: Planning, Conduct, and Evaluating Quantitative and Qualitative Research. Fourth Edition. Boston: Pearson.

Creswell, J.W. 2015. Research Design: Qualitative, Quantitative and Mixed Methods

Approaches (4th ed.). California: SAGE Publications.

Creswell, J.W. 2009. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Third Edition. California: Sage Publications, Inc

Creswell, J.W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Fourth Edition. United States of America: Sage Publications, Inc.

Cummins, R. A, and Gullone, E. 2000. Why we should not use 5-point Likert scales: The case for subjective quality of life measurement. Proceedings, Second International Conference on Quality of Life in Cities (pp.74-93). Singapore: National University of Singapore.

Dina, A., Dania, A., Ghalia, N, and Amro, A. 2018. The relationship between psychological empowerment and creative performance of employees: mediating effect of job satisfaction in international non-governmental organizations. European Scientific Journal 14 (20): 217-239.

Fauzi Hussin, Jamal Ali & Mohd Saifoul Zamzuri Noor. 2014. Kaedah Penyelidikan & Analisis Data SPSS. Cetakan pertama. Sintok: Penerbit Universiti Utara Malaysia

Flynn M, McNair S. 2004. Are Older Workers Different? CROW Briefing Paper, University of Surrey.

Goodman, and Svyantek, 1999. Person–Organization Fit and Contextual Performance: Do Shared Values Matter, J. Voc Behavior 55(2) 254-275

Govitvatana, W. V. 2001. Generation gap in the workplace between baby boomers and generation X. A Research Paper Training and Development, The Graduate College University of Wisconsin-Stout.

Gumusluoglu, L, and Ilsev, A. 2009. Transformational Leadership and Organizational Innovation: The Roles of Internal and External Support for Innovation. Journal of Product Innovation Management 26:264–277.

Hair, J. F., Hult, G. T. M., Ringle, C. M., and Sarstedt, M. 2014. A Primer on Partial Least Squares Structural Equation Modelling (PLS-SEM). California: Sage Publication, Inc
Henseler, J., Ringle, C. M., and Sarstedt, M. 2016. Testing measurement invariance of composites using partial least squares", International Marketing Review 33 (3): 405-431.

Hult, G. T. M., Ketchen, D. J., Griffith, D. A., Finnegan, C. A., Gonzalez-Padron, T., Harmancioglu, N, and Cavusgil, S. T. 2008. Data equivalence in cross-cultural international business research: Assessment and guidelines. Journal of International Business Studies 39 (6): 1027-1044.

Johnson, T., Kulesa, P., Cho, Y. I., & Shavitt, S. 2005. The relation between culture and response styles: Evidence from 19 countries.Journal of Cross-Cultural Psychology 36 (2): 264-277.

Jordan, G., Miglic, G., Todorovic, I, and Maric, M. 2017. Psychological empowerment, job satisfaction and organizational commitment among lecturers in higher education: comparison of six cee countries. Organizacija 50 (1): 17-32.

Jun-Hwa, C., Ramayah, T., Mumtaz, A.M., Francis, C., & Hiram, T. 2020. Multigroup analysis using smartpls: step-by-step guidelines for business research. Asian Journal of Business Research 10(3): I-XIX.

Mack. M. 2010. 4 Generation in workplace. TASC Conference, 9-16.

Meng Q, Sun F. 2019. The Impact of Psychological Empowerment on Work Engagement Among University Faculty Members in China. Psychol Res Behav Manag, 12:983-990. https://doi.org/10.2147/PRBM.S215912.

Murphy, S.A., and Raines, C. 2007. Leading A Multigenerational Workforce. NW, Washington, DC: AARP.

Naseer, S.A., Shahid, I., Mariam, S., Faisal, Sheraz, F., Sarwat, J., Bilal, A, and Syed, A.H. 2021. Impact of employee empowerment on organizational commitment through job satisfaction in four- and five-stars hotel industry. Management Science Letters 11: 813-822.

Noor, M, and Abid, H.C. 2020. Relationship of teachers' empowerment and organizational commitment at secondary school level in Punjab. Bulletin of Education and Research 42(2): 69-80.

Nunally, J. C., and I.H. Bernstein. 1994. Psychometric Theory. New York: McGraw Hill.

Nuray, Tetik. (2016). The effects of psychological empowerment on job satisfaction and job performance of tourist guides. International Journal of Academic Research in Business and Social Sciences 6(2): 221-239.

Osama, F. 2017. Managing age diversity in the workplace- bridging the gap between the young and the aging for effective workforce management. KAAV International Journal of Economics, Commerce & Business Management 4(3): 236-242.

Oylum, K. A., and Arslan, F. M. 2016. Impact of the number of scale points on data characteristics and respondents' evaluations: An experimental design approach using 5-point' and 7-point Likert-type scales. Journal of Faculty of Political Science 55: 1–20.

Ozaralli, N. 2015. Linking empowering leader to creativity: the moderating role of psychological (felt) empowerment. Procedia - Social and Behavioral Sciences 181: 366 – 376.

Picón-Berjoyo, A., Ruiz-Moreno, C, and Castro, I. 2016. A mediating and multi-group analysis of customer loyalty. European Management Journal 34 (6): 701-713.

Sarstedt, M., and Mooi, E. A. 2019. A concise guide to market research: The process, data, and methods using IBM SPSS statistics, Springer: London.

Schlägel, C, and Sarstedt, M. 2016. Assessing the measurement invariance of the four-dimensional cultural intelligence scale across countries: A composite model approach. [89] European Management Journal 34 (6): 633-649.

Shah, T.A., Nisar, M., Rehman, K, and Rehman, I. 2011. Influence of transformational leadership on employees' outcomes: mediating role of empowerment. African journal of business management 5(21): 8558-8566.

Spreitzer, G.M. 1995. Psychological empowerment in the workplace: dimensions, measurements, and validation. The Academy of Management Review 38: 1442-1465.

Sun, X. J. (2016). Psychological Empowerment on Job Performance-Mediating Effect of Job Satis-faction. Psychology, 7, 584-590.http://dx.doi.org/10.4236/psych.2016.74060

Wright, L.L. 1996. Qualitative International Management Research. In. Punnett, B.J. & Shenkar, O. (eds.). Handbook for International Management Research, 23-45. Oxford: Blackwell Publishers Inc.

Laporan Jabatan Perangkaan Malaysia. 2020. Retrieved eStatistik (statistics.gov.my) on 14 April 2021.

Lewis, J.R. 1993. Multipoint scales: Mean and median differences and observed significance levels. International of Human-Computer Interaction 5 (4): 383-392.

Gefen, D., & Straub, D. 2005. A practical guide to factorial validity using PLS-Graph:
Tutorial and annotated example. Communication of the Association for Information Systems, 16, 91-109.

Hair, J.F., Hult, G.T.M., Ringle, C.M., and Sarstedt, M. 2017. A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). (2nd Ed.). Los Angeles: SAGE Publications Inc.

Henseler, J., Ringle, C.M., and Sinkovics, R.R. 2009. The use of partial least squares path modeling in international marketing. Advances in International Marketing 20: 277- 320.
Hu, L.T., and Bentler, P.M. 1999. Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives. Structural Equation Modeling 6(1): 1-55.

Reinhold, S., Gegenfurtner, A. and Lewalter, D. 2018. Social support and motivation to transfer as predictors of training transfer: Testing full and partial mediation using meta-analytic structural equation modeling. International Journal of Training and Development 22 (1):1-14

Rodriguez, J. and Walters, K. 2017. The importance of training and development in employee performance and evaluation. World Wide Journal of

Multidisciplinary Research and Development 3 206-212. Retrieved from https://wwjmrd.com/upload/1509114292.pdf

Sekaran, U., and Bougie, R. 2016. Research Methods for Business: A Skill-Building Approach. 7th edition. Haddington: John Wiley & Sons.

Suhaili Sarif. 2003. Konsep penurunan autoriti (delegation) Menurut Persepektif Islam. Jurnal Syariah 11(2): 51-60.

Thomas, K. B, andVelthouse, B. A. 1990. Cognition elements of empowerment: An interpretive model of intrinsic task motivation. Academy of Management Review 15: 666-681.

Yaghi, A, and Bates, R. 2020. The role of supervisor and peer support in training transfer in institutions of higher education. International Journal of Training and Development 24(2) 89–104. doi.org/10.1111/ijtd.12173

1.	*The first factor is caused by the departure of staff from the earlier generation (baby boomers) who are viewed as knowledgeable, well-experienced, competent, and skillful after years of contributing their services to the organization.*	Hard-to-read text	Clarity
2.	*Meanwhile, the second factor is when the younger generations, such as the millennial, step into the organization to take over the vacancies left by the departure of the earlier age with little to no experience needed in organizational management.*	Hard-to-read text	Clarity
3.	*Based on the report by the Malaysian Department of Statistics (2020), it has been found that generation Z showed the highest percentage, which was 51.49% in 2020 from the overall Malaysian populations (32.7 million), followed by 22.83% from generation Y, 14.95% from generation X and 10.73% from bab...*	Hard-to-read text	Clarity
4.	*"The baby boomers have been conducting outdated methodologies and are very stubborn that they refused to learn newer and more effective techniques to solve job-related matters."*	Hard-to-read text	Clarity
5.	*Employees from other generation groups may also show different work ethics, attitudes, and styles (Govitvatana 2001) and tend to disregard the critical formative environment, values, strengths, and struggles of the other group in judging them.*	Hard-to-read text	Clarity
6.	*This statement can be further supported with the instances when the millennial upon receiving directives, instructions, or assignment from baby boomers, perceive the whole setting as*	Hard-to-read text	Clarity

ambiguous, thus making them curious about the realistic expectations of the employers oh how should complete the tas...

7.	*Such issues may indirectly create barriers, causing negative attitudes such as lack of communication, lack of social interaction, lesser adaption to new ideas and cultures, and forming different clades of older and younger generations who are uncomfortable with each other's behaviors (Flynn & McNai...*	Hard-to-read text	Clarity
8.	*these barriers can be overcome*	Passive voice misuse	Clarity
9.	*Thus, by referring to the findings of this study and the questions discussed, there is a rather urgent need to apply the practice of teamwork between different generation groups in the process of psychological empowerment as a whole in each organization as it is seen to be more comprehensive and ma...*	Hard-to-read text	Clarity
10.	*the problem of the generation gap can only be overcome*	Passive voice misuse	Clarity
11.	*the characteristics of each generation can be understood*	Passive voice misuse	Clarity
12.	*the societal perception of the impact of the generation gap can be minimized*	Passive voice misuse	Clarity
13.	*Therefore, the problem of the generation gap can only be overcome if the characteristics of each generation can be understood, the societal perception of the impact of the generation gap can be minimized, and the organization can take appropriate action to meet this challenge.*	Hard-to-read text	Clarity
14.	*Thus, as a continuation of*	Intricate text	Clarity

psychological empowerment, changes need to be implemented by leaders that are not focusing only on technical aspects but should also on changes in terms of the employees' attitude and thinking, which rise from their awareness and wisdom.

15.	*Thus, as a continuation of psychological empowerment, changes need to be implemented by leaders that are not focusing only on technical aspects but should also on changes in terms of the employees' attitude and thinking, which rise from their awareness and wisdom.*	Hard-to-read text	Clarity
16.	*Although being discussed thoroughly in this study, the generation gap approach in psychological empowerment needs to be addressed more on the organizational level based on objectivist thinking approach emphasizing non-human roles (e.g., active management formulating and building policies and work p...*	Hard-to-read text	Clarity
17.	*These outcomes are not suitable to be used as guidelines by employers of public and private sectors to deeply understand the effectiveness of the psychological empowerment concept, which focuses on generation differences as good techniques in designing and developing efficient and valuable human re...*	Hard-to-read text	Clarity
18.	*Meanwhile, the impact is defined as the degree of the significant influence that a person has on the work environment, colleagues, and the organization.*	Intricate text	Clarity
19.	*This*	Intricate text	Clarity
20.	*Among which include the research conducted by Jordan et al. (2017), which reported on 409 lecturers from*	Hard-to-read text	Clarity

Austria, Croatia, Czech Republic, Germany, and Slovenia, the study conducted by Lamentan and Chan-Yuek (2020), which studied 225 academic staff from three faculties representing three different ...

21.	*A cross-sectional method was used*	Passive voice misuse	Clarity
22.	*This cross-sectional method was chosen*	Passive voice misuse	Clarity
23.	*This study also focuses on quantitative methods as the concept was concentrate on employees' perceptions of the practices performed by managers at the study site.*	Unclear sentences	Clarity
24.	*Employees were needed*	Passive voice misuse	Clarity
25.	*the quality of*	Wordy sentences	Clarity
26.	*All items of this study were measured using a Likert scale that contains seven multiple choice answers ranging from "strongly disagree/very dissatisfied (1)" to "strongly agree/very satisfied (7)".*	Hard-to-read text	Clarity
27.	*The 7-point scale provides a more accurate measure of the respondent's proper evaluation (Finstad, 2010) and that the greater extent of reliability measurement (Chang 1994) and (7 or 11) points therefore tend to enhance reliability and validity (Alwin 1997).*	Hard-to-read text	Clarity
28.	*the best fit was achieved*	Passive voice misuse	Clarity
29.	*This strategy was used when the human resource management does not provide a list of registered employees to the researcher because it is enshrined in the organization's confidentiality and wants to maintain the reputation of the organization studied.*	Hard-to-read text	Clarity

30.	, and there → . There	Hard-to-read text	Clarity
31.	was used to	Wordy sentences	Clarity
32.	*Secondly, the significant hypotheses were identified when the value of t statistic was more than 1.65 (one tail testing) (Henseler et al., 2009).*	Unclear sentences	Clarity
33.	, and it → . It	Hard-to-read text	Clarity
34.	*questionnaire data must be filtered*	Passive voice misuse	Clarity
35.	, and items → . Items	Hard-to-read text	Clarity
36.	*Table 1 shows that most of the participants were males (53%), married (64%), whose ages range from 25 to 40 years (31%), degree (39%), employees with one to five years of service (44%), non-executives (62%) and permanent staff (75%).*	Hard-to-read text	Clarity
37.	*The values of the average variance extracted (AVE) for all constructs are higher than 0.50 (Barclay, Higgins & Thompson, 1995; Henseler, Ringle & Sinkovic 2009).*	Unclear sentences	Clarity
38.	*This*	Intricate text	Clarity
39.	, and the → . The	Hard-to-read text	Clarity
40.	*Table 4 shows that the means for all constructs are between 5.2365 and 5.6958, indicating that most participants view levels of idealized influence, individualized consideration, intellectual stimulation, inspirational motivation, psychological empowerment, and employee creativity range from high (...*	Hard-to-read text	Clarity
41.	*This analysis was conducted*	Passive voice misuse	Clarity

42.	~~in perceptions~~	Wordy sentences	Clarity
43.	*Hypothesis testing of perceptual differences between different samples was performed*	Passive voice misuse	Clarity
44.	*68 mentions per group were needed*	Passive voice misuse	Clarity
45.	*the groups were generated*	Passive voice misuse	Clarity
46.	*measurement invariance was assessed*	Passive voice misuse	Clarity
47.	*Measurement invariance or measurement equivalence is a means of confirming that the measurement models specify measures of the same attribute under different conditions (Henseler et al., 2016).*	Hard-to-read text	Clarity
48.	*Therefore, it is a fundamental step before conducting MGA because it gives researchers the confidence that group differences in model estimates do not result from the specific content and meanings of the latent variable across groups.*	Hard-to-read text	Clarity
49.	*permutation was analyzed*	Passive voice misuse	Clarity
50.	*the MICOM analysis was evaluated*	Passive voice misuse	Clarity
51.	*Based on Figure "0" results, MICOM step 2 shows correlation c between the composite scores of the first and second group (column Original Correlations) with the 5% quantile, which revealed that the quantile was lower than (or equal to) correlation c for all the constructs.*	Hard-to-read text	Clarity
52.	*This*	Intricate text	Clarity
53.	*This shows that step II fulfilled these criteria, and the results suggested that*	Hard-to-read text	Clarity

compositional invariance was established.

54.	*full measurement invariance was achieved*	Passive voice misuse	Clarity
55.	*Additionally, to check whether full measurement invariance was achieved, we clicked on the tab labeled Step 3 (or Step III) to assess the composites' (constructs') equality of mean values and variances across groups.*	Hard-to-read text	Clarity
56.	~~and ensured~~ → . We ensured	Hard-to-read text	Clarity
57.	*This*	Intricate text	Clarity
58.	*This was done*	Passive voice misuse	Clarity
59.	*If the mean original difference falls within the range of the lower and upper boundaries, then the first part of Step III has been met, thus providing initial evidence of invariance.*	Hard-to-read text	Clarity
60.	*Based on Table 5, both the mean differences of psychological empowerment, employee performance, and organizational commitment fell within the 95% confidence interval of the lower (2.5%) and upper (97.5%) boundaries indicating that there were no significant differences between the two groups (Genera...*	Hard-to-read text	Clarity
61.	~~, and the~~ → . The	Hard-to-read text	Clarity
62.	*Once measurement invariance was established (regardless of fully measurement invariance), we continued examining group comparisons using MGA.*	Hard-to-read text	Clarity
63.	*The results revealed that no one relationship was statistically different*	Hard-to-read text	Clarity

between Group 1 (Generation Y) and Group 2 (Generation X), that is all relationship has a p-value greater than 0.05 (p> 0.05).

64.	*Since PLS-MGA uses a one-tailed test, the p-values in the report showed whether the path coefficient was significantly more extensive in the first group (i.e., Generation Y) than in the second group (i.e., Generation X).*	Hard-to-read text	Clarity
65.	~~because each~~ → . Each	Hard-to-read text	Clarity
66.	*Second, psychological empowerment was positively and significantly correlated with organizational commitment in the Gen Y and Gen X groups, the values being (β = 0.634; t = 8.675) and (β = 0.696 t = 8.349), respectively, therefore H2 was supported.*	Hard-to-read text	Clarity
67.	*The type of effect size (f2), model fit, predictive relevance (Q2), and predictive performance (Q2-PLS Predict) were further tested*	Passive voice misuse	Clarity
68.	~~which is~~	Wordy sentences	Clarity
69.	*Based on a comparison of the findings from this study with previous studies (Xiujun Sun 2016; Nuray Tetik 2016; Al-Makhadmah, Al Najdawi & Al-Muala 2020; Abdul Hameed & Abdul Waheed 2015; Jordan, Miglic, Todorovis and Maric 2017; Agatha Lamentan and Chan Yuek 2020; Noor and Abid 2020; Nasser et al....*	Hard-to-read text	Clarity
70.	~~and indicate~~ → . They indicate	Hard-to-read text	Clarity
71.	*For instance, generation differences in handling portfolios may result in devolution of authority or duties assignment without considering the*	Hard-to-read text	Clarity

capability and limitation of the staff and lack of specific observation in ensuring the delegated tasks fit what is needed.

72.	*Every staff, regardless of age and generation, needs to develop spiritual strength to mobilize a sincere, systematic, viable, and energetic workforce and cultivate inner awareness such as apparent determination, discipline, and vision.*	Unclear sentences	Clarity
73.	*According to Suhaili (2003), devolution can help organizations be more efficient; for example, a manager can save a lot of time without being directly involved with small things and day-to-day operations.*	Hard-to-read text	Clarity
74.	~~thus~~	Wordy sentences	Clarity
75.	*The second recommendation is for the top management to eliminate bureaucratic practices in organizations by implementing more equitable and strategic actions such as decentralization, delegation, empowerment, and job simplification.*	Hard-to-read text	Clarity
76.	*The third recommendation is for all employees to adopt a positive attitude such as communication openness, understand the cross-cultural ethics and practices, understand the working of different generation groups, and improve the techniques for an effective relationship between employees and custom...*	Hard-to-read text	Clarity
77.	*The fourth recommendation is to promote relationship orientation to encourage senior management to counsel middle and junior management in understanding and implementing fairness to create high performing work culture.*	Hard-to-read text	Clarity

78.	*Third, structural equation modeling techniques have described how far those determined indicators could act as useful measuring tools for each research construct based on the direct effect model testing.*	Hard-to-read text	Clarity
79.	*This*	Intricate text	Clarity
80.	*Limitations of this study were found*	Passive voice misuse	Clarity
81.	*The first recommendation to be considered is the inclusion of essential demographic data or respondents (such as gender, education level, position, marital status, length of service) and organizational characteristics (such as type, size, and ownership of the organization) as they may influence the...*	Hard-to-read text	Clarity
82.	~~perhaps~~	Wordy sentences	Clarity
83.	*the study findings could be improved*	Passive voice misuse	Clarity
84.	~~was meeting~~ → met	Wordy sentences	Clarity
85.	~~act as~~ → be	Wordy sentences	Clarity
86.	*were primarily studied*	Passive voice misuse	Clarity
87.	*These findings were supported by research-based articles in psychological empowerment, helping to disseminate previous studies on organizational psychological empowerment that were primarily studied in Western and Asian countries.*	Hard-to-read text	Clarity
88.	~~comparison of~~ → Comparing	Wordy sentences	Clarity
89.	*Assessing the measurement invariance of the four-dimensional cultural*	Hard-to-read text	Clarity

intelligence scale across countries: A composite model approach.

90.	*Meanwhile, SmartPLS software was used to test the*	Why Not Knowledge-Based HRM? Its Direct and Indirect … https://journals.sagepub.com/doi/ 10.1177/2158244020983003	Originality
91.	*fell within the 95% confidence interval of the*	Dynamic Forecasting of Zika Epidemics Using Google Trends	Originality
92.	*indicating that there were no significant differences between the*	Maternal immune activation in rats produces temporal perception impairments in adult offspring analogous to those observed in schizophrenia	Originality
93.	*This has limited the ability to generalize the*	Reprinted Vol. Spring Copyright (C) Society All Printed … http://faculty.washington.edu/cha rles/new%20PUBS/A7.pdf	Originality