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Psychological Empowerment Link Using Employee Performance and Organizational Commitment on the Generation Gap: PLS-MGA Analysis

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Abstract: The generation gap is critical, especially when employees do not agree about some terms that affect their completion of tasks. This issue is debated in organizations, causing incompatibilities between human resource management and development structures. Hence, these constraints led this study to measure the differences shown by generations X and Y, and how they impact the relationship between psychological empowerment, employee performance, and organizational commitment. This research used questionnaires and in-depth interviews as the main procedures for collecting and obtaining data—196 items of data were received from the Malaysian Islamic Finance Agency. SmartPLS software was used to test the research hypotheses and the differences between the two groups are Gen X and Y (PLS-MGA). The results of the PLS-MGA test confirmed that, in the relationship of psychological empowerment and job performance alone, it was found there was a generational difference between X and Y (p-value < 0.05). However, while running the hypothesis test (using the bootstrapping test), it was found that both hypotheses are acceptable, which shows the relationship between psychological empowerment and job performance based on two different groups, namely Gen Y = t-statistic (10.961) and Gen X = t-statistic (11.993). Thus, H1 is supported. Meanwhile, the relationship between psychological empowerment and organizational commitment is based on two different groups, namely Gen Y = t-statistic (8.675) and Gen X = t-statistic (8.349), which means H2 is also supported. Consequently, it is hoped that the findings of this study will serve as essential guidance for employers in both the public and private sectors. Human resource management teams can use the findings to understand the natural complexity of psychological empowerment constructs in realizing the challenges and difficulties in predicting organizational goals, in terms of job performance and organizational commitment.

Keywords: generation gap, psychological empowerment, employees' performance, organization commitment, SmartPLS
JEL Classification: L2, D2, Z0

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Introduction

Recent advancements in modern technology have witnessed the change in, and development of, technological resources in various forms, such as high-tech innovations and inventions. The fast-paced development of contemporary technology may have a significant impact on the lives of human beings of all ages. It might not have been necessary for employees to master the technical aspects of their field 30 years ago, but it is a requirement for all employees in this new day and age, regardless of their age and background, to be exposed to and use various technological tools and platforms when performing their tasks. Generally, Gen X refers to individuals born between 1965 and 1980 (Pew Research Center, 2015; Arora & Dhole, 2019) who would simultaneously consider technology to be a challenge and a problem, as they are familiar with traditional methods compared to modern methods. They find it easier to obtain information from physically printed copies of the required documents, such as standard operating procedures or newspaper articles, and prefer to turn pages over rather than scroll and click on the computer. According to Abidin and Firdaus (2016), Gen Y (1981 to 1995) uses computers as the primary medium to search for information and to communicate. Meanwhile, Gen X may believe that contemporary technology is inconsequential to them, and they may doubt the credibility of internet sources. This demonstrates that their view of technology is shaky.

The unwillingness of staff from Gen X to learn new technology is one of the main hindrances organizations face in managing and understanding them. Clashes between the four generations (Gen Y [after 1980], the baby boom generation [born between 1946 and 1954], the silent generation [born between 1928 and 1945] and the greatest generation [before 1928]) (Pew Research Center, 2015; Arora & Dhole, 2019) can cause many problems because their cultural differences include their values, background, work attitude, efficiency, technology, and education level. Two possible factors cause such a situation in Malaysia. The first factor is the departure of staff from the earlier generation (baby boomers) who are viewed as knowledgeable, well-experienced, competent, and skillful after years of service to their organizations. Meanwhile, the second factor is when Gen Y (also known as the millennial generation [1981 to 1995]) step into the organization to take over the vacancies left by the departure of the former, but have little to no experience in organizational management. According to Mark (2010), 6.5% of job services were from the silent generation category, 41% from baby boomers, 29.5% from Gen X and 22.5% from Gen Y. However, it was stated in 2011 that the silent generation (born between 1928 and 1945) had fallen to 5%, baby boomers had decreased to 38%, Generation X had grown to 32%, and Generation Y had increased to 25%. (Choong & Rashad 2013; Murphy & Raines 2007).

Meanwhile, Gen Z, who were born after 1995 (Chillakuri, 2020) comprise the

highest percentage (51.49%) in 2020 of the overall Malaysian population (which was 32.7 million), followed by 22.83% from Gen Y, 14.95% from Gen X and 10.73% from the baby boomers (Malaysian Department of Statistics, 2020). These percentages prove that the most dominant generation in Malaysia is Generation Z, forming half of the population. It shows the possibility of this new generation increasing in the future as the number of members of the older generations decreases gradually.

The rise of millennials 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 generations, the respondents who have worked for 20 to 40 years, who are part of the baby boomers generation, thought that:

"The millennial is less motivated when working and always depends on the internet as his/her main source of reference without looking up or studying the real procedures or SOPs that the organizations have set" (Nurshahira, 2019; pp. 18).

In contrast, respondents who have been working for 5 to 19 years, who are millennials, thought that:

"The baby boomers have been using outdated methodologies and are very stubborn in that they refuse to learn newer and more effective techniques to solve job-related matters" (Nurshahira, 2019; pp. 19).

Conflicts probably occur due to the differences between generation groups, such as different life experiences affecting their judgment, perception, and understanding. Employees from other generation groups report different work ethics, attitudes, and styles, and disregard the other group's critical formative environment, values, strengths, and struggles in judging them (Govitvatana, 2001).

The conflicts that arise, coupled with the contradictory expectations of others toward a specific generation may negatively impact the psychological empowerment functions in any organization. This statement can be further supported with instances where the millennials, upon receiving directives, instructions, or assignments from baby boomers, perceive the whole setting as ambiguous, thus making them curious about the realistic expectations of their employers regarding how the tasks should be conducted parallel to the objectives and goals of the respective department (Nurshahira, 2019). On the other hand, the millennials perceive the baby boomers as more inclined to set tasks without giving adequate instructions and strict deadlines (Nurshahira, 2019).

Such issues may indirectly create barriers, causing negative attitudes such as a lack

of communication, a lack of social interaction, less adaptation to new ideas and cultures, and forming different group between older and younger generations who are uncomfortable with each other's behavior (Flynn & McNair 2004; Osama 2017). However, these barriers can be overcome if management adopts strategies or methods to combat these negative stereotypes that cause conflicts that affect the employees' performance and commitment. Thus, by referring to the findings of this study and the questions discussed, there is an urgent need to apply the idea of teamwork between the different generations, to create psychological empowerment in each organization. This is seen to be more comprehensive and may affect motivation, self-development, morale, and intellectual development among the employees (Ibrahim et al., 2021). Therefore, the problem of the generation gap can only be overcome if the characteristics of each generation can be understood, and the societal perception of the impact of the generation gap can be minimized. This will then allow the organizations to take appropriate actions to meet this challenge.

Quite surprisingly, psychological empowerment has become a particular issue in dynamic organizations. Much of the literature reviews on psychological empowerment published in the 21st century reveal that psychological empowerment indirectly affects employee performance and organizational commitment. For example, Murray and Holmes (2021) revealed that increased organizational commitment strongly influences the employer's emotional relationship (psychological empowerment). This relationship is strong and positive when employees feel their jobs are significant and they are willing to participate and get involved. This feeling can indirectly contribute to efficiency and quality, while also maintaining organizational commitment. At the same time, Rashida et al. (2021) found that psychological empowerment had the most dominant effect on job performance. This is shown when employees feel they can determine how they perform a job, make decisions in the workplace, especially when dealing with customers (Al-Makhadmah et al., 2020), and solve complex problems. Furthermore, staff with the proper knowledge, skills, and abilities can meet the needs and wants of customers; indirectly, employee performance will be increased.

However, previous researchers have studied the nature of this relationship, and their findings indicate that there are other factors that require more attention. For example, according to Muhammad & Rosima (2020) and Kraus & Markus (2017), generational disparities in empirical or theoretical research are understudied, especially when it comes to the X and Y generations. Radulescu, Ghinea, and Cantaragiu (2018), argued that it is imperative to investigate generational differences, especially in quantitative surveys, because the researcher will become aware of, and understand, the employees' opinions from various backgrounds, and hence be able to see the issues and challenges from the perspective of the various generations. In contrast, a study by Harun et al. (2021) reveals that

generational diversity is not a significant factor in retaining employees over an extended period. They also assert that HRM practices do not influence diversity. According to previous studies, there is an urgent need to comprehensively examine generational disparities since they impact the employees' motivation, self-growth, excitement, intellectual development, performance, and organizational commitment (Ibrahim et al., 2021).

Additionally, most previous studies opted for a direct-effect type research model which only measures the relationship between two 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; Reinhold, Gegenfurtner & Lewalter 2018; Rodriguez & Walters 2017). However, they exclude sample differences based on generation groups. These relationships are usually tested based on simple statistical analysis (e.g., measuring percentages, testing descriptive and bivariate statistics). The measurement results can only report the nature and degree of correlation robustness between the two constructs. The type of analytical test used cannot determine if the effect sizes and generation groups are essential factors in the research model.

Hence, the approaches used in previous studies estimated the effectiveness of psychological empowerment and were only able to present general recommendations, which were predictable. These outcomes are unsuitable to be used as guidelines by employers in the public and private sectors to understand the effectiveness of the psychological empowerment concept in-depth. As a result, the past studies' focus has been on generation differences as good techniques for designing and developing efficient and valuable human resources. Therefore, generation differences in the relationship between psychological empowerment's effect on employee performance and commitment need to be further studied.

This situation makes it difficult for practitioners to formulate future psychological empowerment strategy action plans to boost and maintain organizational performance and competitiveness in an era of global competition. However, the lack of recent empirical research evidence on the nature of these relationships prompts researchers to fill the gaps in the existing literature reviews. This can be accomplished by assessing the nature and size of the effects of psychological empowerment on employee performance and organizational commitment. It is hoped that such a study will be the continuation of psychological empowerment that needs to be implemented by organizations so that the problem of the generation gap can be overcome. If the characteristics of each generation can be understood, society's perception of the impact of the generation gap can be minimized. As a result, organizations can take appropriate action to address this challenge. In addition, organizations can focus on the technical aspects and changes in the attitudes and thinking

of their employees, which arise from their awareness and wisdom. These values are generated through the division of labor (psychological empowerment), which should inspire them to change and work together to achieve the vision and goals of their organization, while improving employee performance and organizational commitment.

Literature Review

The Relationship between Psychological Empowerment and Employee Performance

The role of psychological empowerment, as an essential determinant of employee performance, is consistent with the core idea of the psychological empowerment theory by Spreitzer (1995). It explains that psychological empowerment reflects a superior's active orientation to their work role and consists of cognitions, shaped by the work environment, to increase the task motivation of the employees for their work roles. This theory has four critical dimensions of how superiors interact with their employees, based on: (1) meaningfulness (value of the work goals), (2) efficiency (belief in his or her capability to perform activities with skill), (3) self-determination (autonomy over the initiation and continuation of work behavior) and (4) impact (effect of influence strategic, administrative, or operating outcomes to employee). If the superiors can implement such dimensions consistently in their daily work functions, they may elicit the employees' positive actions (e.g., employee performance). However, if the superiors cannot consistently implement such dimensions through executing their daily work functions, they may reduce the employees' performance. Therefore, the application of this theory indicates that the ability of superiors to enhance psychological empowerment can influence the employees' psychological empowerment.

Several past studies have revealed that the effect of psychological empowerment on employee performance is inconclusive. For example, a study by Siegall and Gardner (2000) showed that the dimensions of meaningfulness, competence, and impact emerged, but not the dimension of self-determination. Meanwhile, Hancer and George (2003) identified three dimensions of psychological empowerment in their study using a sample of 917 employees. Next, studies by Boudrias et al. (2004), Fulford and Enz (1995), Hancer and George (2003), and Kraimer et al. (1999) suggested that self-determination and impact have something in common that is not shared with the other dimensions of the questionnaire. Next, in a study with 173 restaurant service employees, Hancer, George, and Kim (2005) reported two factors of attitude (meaning and competence) and influence (self-determination and impact). The findings showed that psychological empowerment depends on the coordination and specification of the tasks that have been planned for the

employees in various divisions/departments, to achieve organizational strategies based on the type of industry and the characteristics of the work environment.

Furthermore, a recently conducted empirical study recognizes that a superior's psychological empowerment (meaningfulness, efficiency, self-determination, and impact) strongly correlates with employee performance. For example, most of the previous studies in this scope analyzed aspects of management support based on different samples, such as a study on the perception of 573 employees in various types of businesses nationwide (Sun, 2016), a survey of the perception of 381 tour guides in Turkey (Nuray-Tetik, 2016), a study conducted on 125 employees varying in gender, age, education level, work experience, and hierarchical position at an International Non-Governmental Organization, the Jesuit Refugee Services (JRS), Jordan branch, a 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 a study conducted on 200 employees from banks and university teachers from Bahawalnagar and Bahawalpur in the Punjab, Pakistan (Abdul-Hameed & Abdul-Waheed 2015). These studies showed that the superior's psychological empowerment (meaningfulness, efficiency, self-determination, and impact) strongly correlate with employee performance. Thus, through the existing literature on psychological empowerment and employee performance, the first hypothesis tested in this study is:

H^{a}: Psychological empowerment has a positive relationship with employee performance.

The Connection between Psychological Empowerment and Organizational Commitment

The relationship between psychological empowerment and organizational commitment is consistent with the organizational commitment theory by Meyer & Allen (1991). According to this theory, organizational commitment functions play a significant role in determining whether a member will remain and work enthusiastically toward achieving the organizational goals. To achieve the goals, the members of an organization should practice three psychological components: (a) affective commitment (individual's emotional attachment to and involvement and identification with the organization); (b) continuance commitment (employees tend to evaluate their investments by looking at what they have contributed to the organization) and (c) normative commitment (demonstrates an obligation by an employee to continue working for the organization). When the psychological components (affective commitment, continuance commitment, and normative commitment) are implemented in their organization, it can be considered to develop as a function of the different antecedents to enhance positive job behavior. Therefore, the application of

this theory indicates that the ability of the members to remain with the organization and work zealously toward the organizational goals can influence organizational commitment.

Several studies on organizational management found that psychological empowerment is a significant antecedent of organizational commitment. These studies include research conducted by Jordan et al. (2017), which investigated 409 lecturers from Austria, Croatia, the Czech Republic, Germany, and Slovenia; a study conducted by Lamentan and Chan-Yuek (2020), which examined 225 academic staff members from three faculties representing three distinct areas at three comprehensive public universities in Sabah, Sarawak, and Peninsular Malaysia; a study by Noor and Abid (2020) which studied 1,103 teachers in public secondary schools; and a study by Punjab and Nasser et al. (2021) which surveyed 307 employees working at four and five-stars hotels in Rawalpindi and Islamabad in Pakistan. Bhatnagar (2005) studied 607 managers from various organizations in India who were randomly selected, and the univariate, bivariate, and multivariate data analysis showed psychological empowerment could be predicted by affective, normative, and continuous commitment. Goudarzv, Chegini and Kheradmand (2013) studied 276 staff at Guilan University and Azad Islamic University, Rasht Branch, Iran, and showed that elements of psychological empowerment, namely meaning, competence, self-determination, and choice, have a significant relationship with organizational commitment. These studies confirmed that psychological factors play a vital role in enhancing employee commitment. The correct psychological devolution keeps every employee obedient and loyal until they retire, not transferring them to other organizations. Thus, the hypothesis on psychological empowerment and organizational commitment tested in this study is:

H^b: Psychological empowerment has a positive relationship with organizational commitment

Theoretical Framework and Research Concept

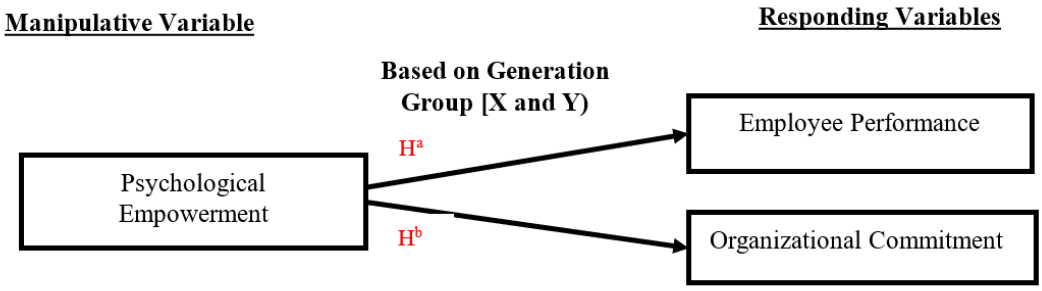

Figure 1. Theoretical Framework and Research Conceptual

Research Methodology

Research Design

This research was conducted in one of the Islamic financial institutions in Malaysia. As it is a robust data collection technique, cross-sectional methods were used to gather literature reviews on psychological empowerment, employee performance, organizational commitment, and survey questionnaires (Creswell 2009, 2014; Fauzi, Jamal & Mohd Saifoul 2014). This cross-sectional approach was chosen because it allowed the researcher to conduct a more in-depth and accurate investigation to identify an issue in the organization under study (Ismail & Ibrahim 2010; Creswell 2012). Since the purpose was to focus on the employees' perceptions of the procedures carried out by managers at the research location, this study also relied on a quantitative methodology. The employees were expected to understand and be honest when filling out surveys. Apart from that, an unstructured interview method was conducted to obtain feedback from the respondents about the findings of the quantitative study (the questionnaire). This feedback was used as additional information in explaining the practice of psychological empowerment in the context of the service management of an Islamic financial institution in Malaysia. Through this method, the researchers could further strengthen the study's findings, especially from information obtained directly through the interviews that were conducted (Saunders et al., 2012). Back-to-back translation improved the quality of the study's findings (Creswell, 2012; Sekaran & Bougie 2016).

Research Design

This study's questionnaire was categorized into four distinct sections. The first section was concerned with demographic data, including 10 items modified from the questionnaire created by Azman et al. (2009). These factors were linked to the respondents' characteristics, such as gender, age, level of education, position, marital status, unit/department, kind of service, duration of service, place of employment, and income. Because this study focused on the effectiveness of applied psychological empowerment in an organization, the personal data were included as control variables.

The second section dealt with psychological empowerment. These questions had seven items adapted from Ahmadi (2014), Azman et al. (2009), Bagget (2015), Boonyarit et al. (2010), Gumusluoglu, and Ilsev (2009), Ozaralli (2015), and Shah et al. (2011). These questions were concerned with the workers' perspectives on the duties and abilities entrusted to them by their bosses. These items also addressed two of the four elements of psychological empowerment: meaning and efficiency.

The third section focused on employee performance. The questions for this variable were formed using eight items adapted from Goodman and Svyantek (1999). These

items were connected to employee performance in view of the organization's work.

The fourth section was organizational commitment. The questions on organizational commitment, in turn, had five items that were adapted from the measurement scale constructed by Ahmadi (2014), Allen and Meyer (1990), Chiang & Wang (2012), Jaros (2007), and Shah et al. (2011). These items referred to affective commitment and continuous commitment.

All the questions in this study were assessed using a Likert-type scale with seven multiple-choice responses ranging from "strongly disagree/very dissatisfied (1)" to "strongly agree/very satisfied (7)." This study used a 7-point scale rather than other scales for convincing reasons. A greater number of points, such as seven, instead of five, enhance the scale's sensitivity (Cummins & Gullone 2000). The 7-point scale gave a more accurate assessment of each respondent's correct appraisal (Finstad, 2010), and a larger degree of reliability measurement (Chang 1994), and (seven or 11) points tend to improve the reliability and validity (Alwin 1997). In fact, in one study, confirmatory factor analysis revealed that the 7-point scale provided the most excellent match (Oylum & Arslan 2016).

Research Samples

Employees from the Malaysian Islamic Finance Agency made up the analytical unit. The study focused on two sample generations, namely gens X and Y, who were employed in different sections/units and divisions. Islamic financial companies in Malaysia that provide *Umrah* and *Hajj* services to pilgrims were selected. When investigated, the organizations demonstrated excellence in terms of practicing humanitarian-oriented leadership styles (such as their deliberations when decision making), implementing work-oriented leadership (such as adhering to work policies and procedures), and guiding management staff to select appropriate leadership styles for different situations (TH Annual Report, 2016). This company had around 398 people at various levels of employment. Purposive sampling was used in this study to distribute 200 sets of questionnaires to service group workers in the various divisions/units. This approach was used because the organization had a confidentiality policy prohibiting the researcher from receiving a list of the study's target groups (sampling framework). As a result of these constraints, this study could not employ random sampling procedures to choose the study's participants. A set of questionnaires was sent to all the workers in each unit/division by the senior human resources manager. The assistance of senior management was critical in assisting the this study to obtain data promptly and regularly, since the manager understood the complexities of the situation and the growth in the number of respondents. All the respondents who answered this questionnaire did so based on an agreement between two parties, namely the organization and the workers, and there was no element of compulsion or secrecy. A total

of 196 (98%) surveys were completed and returned. Raosoft Inc. application software was used to estimate the sample's size. The software made it simple to calculate the sample's size by just counting them online. The Raosoft Sample Size Calculator is a survey-specific piece of software. The benefit of this program is that it can identify an accurate sample size after the study has been completed, and the exact margin of error for the sample size data of a study.

Data Analysis

Hair et al. (2017) suggested using SmartPLS to analyze the data because of its capacity to give latent variable scores, manage small sample numbers and less regular data, and assess a complicated study's framework. The data analysis process was as follows: To begin with, confirmatory factor analysis was used to examine the measurement scale's reliability and validity. Second, significant hypotheses were determined when the t-statistic value was greater than 1.65 (one tail testing) (Henseler et al., 2009). Third, based on the following baselines, the R^2 value was used as a criterion for the overall predictive strength of the model: 0.19 (weak), 0.33 (moderate), and 0.67 (strong (Hair et al. 2017; Henseler et al. 2009). Fourth, using the following guidelines, the f^2 value was used as a reference to determine the effect size of the predicted variable in the model: 0.02 (weak), 0.15 (medium), and 0.35 (strong (Hair et al. 2017). Fifth, the Q^2 value was used as a predictability metric based on the following criteria: 0.020 (weak), 0.15 (medium), and 0.35 (large). Sixth, the standardized root mean square residual (SRMR) value was less than 0.1, and it was used as a model fit criteria (Hair et al. 2016). Finally, MGA was examined to determine whether there were any significant variations in the connections among the group-specific outcomes (Cheah et al., 2020; Picon Berjoyo et al., 2016; Schlagel & Sarstedt 2016). This MGA study consisted of four steps: data preparation, data group generation, invariance test measurement using MICOM, and finally, MGA comparisons.

Results

According to Hair et al. (2017), the data obtained from the questionnaire must be filtered before assessing the measurement models and structural equation models. As a result of this proposal, survey questionnaires with no missing values were utilized, and items with suspicious responses, outliers, and skewness and kurtosis values of more than +/- 2.0 were eliminated from the survey data. Only questionnaires that satisfied the validity and reliability analysis criteria were employed in this study.

Respondent Demographics

Table one depicts the respondents divided into Generation X and Generation Y.

Table 1. Summary of Participants' Characteristics

Respondents' Profiles	Sub-Profile	Gen X	Gen Y
Gender	Male	45	66
	Female	39	46
Age	28-45 years		112
	46-57 years	84	
Position	Management and Professional Group	39	59
	Head Director	45	53
Department	Depositor Services & Operations Department	21	16
	Human Resources Department	16	16
	Finance Department	29	38
	Hajj Department	7	11
	Department of Chief Executive Officer's Office	9	26
	Department of Corporate Finance & Services	2	5
Length of Service	Less than five years	8	46
	5 to 14 years	28	38
	15 to 24 years	28	28
	25 years and above	20	0
Monthly Salary	Less than 1,000	7	11
	1,000 to 2,499	28	50
	2,500 to 3,999	29	36
	4,000 and above	20	15
Highest Education	LCE/SRP/PMR	3	5
	MCE/SPM	17	34
	HSC/STP	13	0
	Diploma	21	25
	Degree	29	48
	Others	1	0
Branch	State Branch	196	196
Type of Service	Permanent	60	89
	Contract	24	23
Marital Status	Single	11	25
	Married	73	87

Correlation Analysis

Table 2 shows that the loadings for all the constructions were more than 0.70. The average variance extracted (AVE) values for all constructs were more than 0.50. (Barclay, Higgins & Thompson, 1995; Henseler, Ringle & Sinkovic 2009). This demonstrates that they met the convergent validity analysis requirements. Meanwhile, the composite reliability ratings for all the constructs exceeded 0.80 (Nunally & Bernstein 1994), indicating that the measuring scale had a high level of internal consistency.

Table 2. The Outcomes of Convergent Validity Analysis

Construct	Factor Loadings	AVE	Composite Reliability
Psychological Empowerment		0.738	0.952
My work is highly essential to me.	0.842		
My professional activities are essential to me.	0.853		
The work I do means a lot to me	0.898		
The duties I perform are essential and must be accomplished for God's pleasure to be gained.	0.842		
I am confident in my ability to finish projects.	0.877		
I am self-assured in my capacity to complete assignments.	0.889		
I am proficient in the abilities required for my task.	0.809		
Employee Performance		0.662	0.940
I was able to finish the work that had been assigned to me.	0.813		
I must complete assignments.	0.843		
I meet the performance standards in my tasks.	0.827		
I participate in activities that have a direct bearing on my performance evaluation.	0.784		
In the job, I can distinguish between significant and minor difficulties.	0.805		
I was able to complete an assignment on time.	0.818		
I am aware of the importance of achieving the desired outcomes in my job.	0.853		
My job talents are constantly evolving.	0.765		
Organizational Commitment		0.771	0.944
Throughout my time here, I have enjoyed working with this organization.	0.816		
I have always been as enthusiastic about serving in this organization as I have about running my own.	0.903		
I am ready to invest more time and effort than usual to succeed in this organization.	0.918		
As long as I can continue working with this organization, I am always eager to take any assignment.	0.908		
Despite more excellent offers elsewhere, I was hesitant to leave this business.	0.840		

Table 3 shows that the heterotrait-monotrait (HTMT) ratio of the correlation for all the constructs was less than 0.90, and the confidential interval for all the constructs shown in parenthesis was less than one (Hair et al., 2017; Henseler et al., 2009), demonstrating that the constructs met 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 the confidential interval at 5% and 95%

Table 4 shows the means for all the constructs, ranging between 5.2365 and 5.6958. They indicated that most participants rated idealized influence, individualized consideration, intellectual stimulation, inspirational motivation, psychological empowerment, and employee creativity as high (4) to highest (7). Furthermore, the variance inflation factor values for the connections between psychological empowerment, employee performance, and organizational commitment were less than 5.0, indicating that the collinearity problem did not exist in such interactions (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's direct effect model are different.

The purpose of this study was to establish if there was any variation in attitudes between Generation Y and Generation X when it came to the relationship between psychological empowerment, employee performance, and organizational commitment. MGA or intergroup analysis was a way to test predefined data sets (also known as a priori) to determine the existence of significant differences across estimates of group-specific parameters (e.g., generation) (Hair et al., 2017). The MGA can test variation between different groups in similar models when the group is known, but requires PLSPM techniques. Thus, MGA in PLSPM is one of the most efficient ways to assess simplicity across various relationships. Standard simplification examining a single structural relationship at the point of inter-

action between two products of an exogenous variable and an endogenous variable (i.e., the independent variable multiplied by the moderating variable predicting the dependent variable) is sufficient (Cheah et al. 2020). As a result, the following hypotheses were put to the test:

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

PLS-MGA analysis was used to test the hypotheses about perceptual differences between the various samples. This stage consisted of four key steps:

1. Data preparation

The number of observations in each group must meet the minimum sample size required to conduct an MGA analysis (Cheah et al., 2020). According to the G*Power analysis results, 68 mentions per group are required to detect R2 values of about 0.25 at a significance level of 5% and an 80% power level. As a result, both Generation Y (n = 112) and Generation X (n = 84) sample sizes were deemed adequate, with about comparable sample sizes. There were no missing values and a reliable and valid dataset (Cheah et al., 2020).

2. Generate data groups

The second step was to create groups by choosing the category variable of interest from the dataset after the data's preparation (Cheah et al. 2020). The data groupings were created using a combination of theory and observation. The research used age to divide the population into 25 to 40 (Generation Y) and 41 to 56 (Generation X).

3. Test for measurement invariance

PLSPM was used to test measurement invariance once the groups were created. Measurement invariance, also known as measurement equivalence, is a method of demonstrating that measurement models provide the same attribute measure under different situations (Henseler et al., 2016; Cheah et al., 2020). Differences in the pathways (or β values) between the latent variables might result from various interpretations ascribed to the phenomena being studied by a set of respondents, rather than actual differences in the structural connections. The causes for these disparities include (i) cross-national variations resulting from culture-specific response patterns (e.g., Johnson et al. 2005; Cheah et al. 2020), such as capitulation, which is the propensity to agree with questions regard-

less of their substance (Cheah et al. 2020; Sarstedt and Mooi, 2019); (ii) individual traits (e.g., gender and ethnicity) that result in consistently varied responses to instruments; and (iii) different usage of available scale options, i.e., the inclination to pick or not to choose extremes (Cheah et al. 2020). According to Hult et al. (2008), failing to demonstrate invariance can easily lead to poor statistical tests' power, insufficient estimators' accuracy, and misleading findings. As a result, it is a critical step before performing MGA since it provides researchers with the assurance that group variations in the model's estimates are not due to changes in the content and interpretations of the latent variable between groups (Cheah et al., 2020).

To perform the MICOM method, configuration invariance (Step I) must be achieved. This function checks (i) the reliability and validity of using 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) (Cheah et al. 2020). If all of these conditions are met, the configural invariance will be established. Notably, while executing MICOM in SmartPLS, configural invariance (Step I) is validated automatically.

Permutation was examined in Step II to specify the groups to be compared. Because this study employed directed hypotheses, the one-tailed test could be used. The MICOM study was assessed in this permutation analysis report by looking at two phases (Cheah et al. 2020). MICOM Step II displayed correlation c between the composite scores of the first and second groups (original column correlations) and the 5% quantile based on Figure "0" results, revealing that the quantile was lower than (or equal to) correlation c for all the constructs (Cheah et al. 2020). This conclusion was supported by permutation p-values of more than 0.05, showing that the correlation was not substantially less than one. This demonstrated that Step II met these criteria, and the results indicated that compositional invariance had been produced. As a result, Step II indicated partial measurement invariance. We were subsequently able to safely compare the standardized path coefficients across the groups using MGA in PLSPM.

Table 5. 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

To determine if full measurement invariance had been achieved, we clicked on

the Step III tab to evaluate the composites' (constructs') equality of mean values and the variances across groups (Cheah et al. 2020). We examined the first column (mean of original difference) to ensure each construct's value was within the 95% confidence interval range. This was accomplished by comparing the mean original difference to the lower (2.5%) and upper (97.5%) bounds indicated in columns 3 and 4. If the mean original difference fell between the lower and higher bounds, the first portion of Step III was satisfied, providing preliminary evidence of invariance (Cheah et al., 2020). According to Table 5, both the mean differences in psychological empowerment, employee performance, and organizational commitment fell within the 95% confidence intervals of the lower (2.5%) and upper (97.5%) boundaries, indicating that there were no significant differences in the mean values of two of the three latent variables between the two groups (Generation Y vs Generation X). For example, the initial difference in the mean values of the latent variable scores for psychological empowerment was -0.030, which was within the lower limit of -0.295 and the higher boundary of 0.264. The results in the fifth column further supported the conclusions, "Permutation p-value," which was more than 0.05 for psychological empowerment, employee performance, and organizational commitment (Cheah et al. 2020). The findings of composite variances are displayed in the following columns, and their interpretation is identical to that of the mean differences. As a result, not all confidence intervals straddled the original value, and p-values for psychological empowerment and organizational commitment were more significant than 0.05, but not for employee performance. Again, there were no significant changes in composite variances between psychological empowerment and organizational commitment. Partial measurement invariance was supported since the Step III findings revealed that not all composite mean values and variances were identical.

Table 6. 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 full measurement invariance), we continued examining group comparisons using MGA (Cheah et al., 2020). We chose to 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 reveal that no one relationship was statistically different between Group 1 (Generation Y) and Group 2 (Generation X); that is, all the relationships had a p-value greater than 0.05 (p> 0.05).

Table 7. 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 → Performance	0.691	0.714	0.023	0.001	-0.188	0.200	0.000
Psychological empowerment → Organizational Commitment	0.634	0.696	-0.062	-0.004	-0.225	0.231	0.612

Table 7 reports the differences between the Y and X generation groups using the PLS-MGA assessment. Since PLS-MGA used 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). Alternatively, the researchers could also use the '1-p' value to assess whether there was a significant difference in the other direction. This analysis confirmed four crucial analytical findings. The PLS-MGA test confirmed that there were significant differences across the Generation Y and Generation X groups in the relationship between psychological empowerment and employee performance.

Table 8. PLS-MGA Test

Construct	Path Coefficient Difference (Gen Y & Gen X)	t-Values (Gen Y & Gen X)	p-Values (Gen Y & Gen X)
Psychological empowerment → Performance	0.023	0.250	0.000
Psychological empowerment → Organizational Commitment	-0.062	0.540	0.295

Table 8 shows the findings of the parametric test. This analysis indicated only one significant difference between the Generation Y and Generation X groups in the rela-

tionship between psychological empowerment and employee performance, because each showed a p-value of less than 0.05.

Table 9. Parametric Test

Construct	Path Coefficient Difference (Gen Y & Gen X)	t-Values (Gen Y & Gen X)	p-Values (Gen Y & Gen X)
Psychological empowerment → Performance	0.023	0.250	0.000
Psychological empowerment → Organizational Commitment	-0.062	0.540	0.295

Table 9 shows the findings of the Welch-Satterthwait test. This analysis indicated only one significant difference between the Generation Y and Generation X groups in the relationship between psychological empowerment and employee performance.

Table 10. 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 → Performance	0.023	0.260	0.000
Psychological empowerment → Organizational Commitment	-0.062	0.545	0.294

Table 10 shows that psychological empowerment in the analysis accounted for 48.5% of the variance in performance and 42.5% of the variance in organizational commitment. The R^2 value for performance was higher than 0.26 (Cohen 1992), which indicated that these models had an extensive effect. Meanwhile, the value of R^2 for organizational commitment was equal to or higher than 0.26 (Cohen 1992), indicating that these models had a significant influence.

The results of testing the study's 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 $\beta = 0.691$; $t = 10.961$ and $\beta = 0.714$; $t = 11.993$, respectively. Therefore, H1 was supported. Second, psychological empowerment was positively and significantly correlated with organizational commitment in the Gen Y and Gen X groups, the values being $\beta = 0.634$; $t = 8.675$ and $\beta = 0.696$; $t = 8.349$, respectively. Hence, H2 was supported. Overall, these findings confirmed that psychological empowerment was an essential determinant of the relationship between transformational leadership and employee creativity. At the same time, the bootstrapping test showed that Generation X had strong path coefficients compared to Generation Y.

Table 11. 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 → Performance	0.691	0.714	10.961	11.993	0.000	0.000
Psychological empowerment → Organizational Commitment	0.634	0.696	8.675	8.349	0.000	0.000

The type of effect size (f^2), model fit, predictive relevance (Q^2), and predictive performance (Q^2-PLS Predict) were further tested. The effect size results showed that the relationship between psychological empowerment and performance was 0.941, higher than 0.35 (Hair et al., 2017). This result indicated that psychological empowerment had a big effect on performance. The relationship between psychological empowerment and organizational commitment was 0.738, higher than 0.35 (Hair et al., 2017). This result indicated that psychological empowerment had a significant effect on organizational commitment. The value of the standardized root mean square residual (SRMR) was 0.058, which was lower than 0.1 (Hair et al. 2017) or 0.08 (Hu &Bentler 1998), signifying that this model was 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 was higher than zero (Hair et al. 2017). This result showed that these latent exogenous variables had predictive relevance.

Discussion and Implication

Based on a comparison of the findings from this study with those from previous studies (Al-Makhadmah, Al Najdawi& Al-Muala 2020; Hameed &Waheed 2015; Jordan, Miglic, Todorovis & Maric, 2017; Lamentan & Yuek 2020; Nasser et al., 2021; Noor & Abid, 2020; Sun, 2016; Tetik, 2016), it can be seen that all the previous studies focused solely on the direct relationship between psychological empowerment, employee performance, and organizational commitment. In contrast, this study included 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. They indicate a generation gap between generations X and Y. In-depth observations of the outcome of the detailed interviews conducted show the possible differences between the generations, due to several external factors. The first factor is the difference in their views of the psychological empowerment concept delegated by the respective leaders. For instance, a long-ingrained workplace culture and practices hinder the leaders from making changes in task distribution, function, and organization structure, because the staff are used to the old ways. The second factor is the ability of different generations to delegate

tasks (psychological empowerment). For instance, generational differences in handling portfolios may result in the devolution of authority or assigned duties without considering the capability and limitation of the staff and the lack of specific observations in ensuring the delegated tasks fit what is needed. The third factor is the personal development of all the staff in every generation. Regardless of age and generation, everyone 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. Every employee from all the generation groups should be aware that issues with the generation gap can happen anywhere in any organization. Still, it can be resolved with knowledge and nurtured awareness that aims for consensus, cooperation, and tolerance in performing the given tasks (Ibrahim et al., 2021).

This study has recognized three crucial implications: implications on theory, research methods, and practitioners. Theoretically, the findings of this study were in line with the recommendations of the theory of psychological empowerment (1995), which refers to the ability of a leader to delegate power to subordinates to manage organizational functions. An effective devolution process will facilitate organizational objectives and reduce conflicts. Employers can focus on more crucial things by delegating tasks to subordinates (Suhaili 2003). According to Suhaili (2003), devolution may assist companies to be more efficient; for example, a manager can save time by not being directly concerned with minor details and day-to-day operations. As a result, managers may concentrate on the broader processes and activities of the company, such as planning, organizing, and managing.

The psychometric content evaluation of the questionnaire used by this study went through a factor validation analysis phase, thus contributing to the research method. In addition, this analysis identified that the items used reached the set validity and reliability standards. Hence, it helped to produce accurate and reliable study findings. Furthermore, the findings of this study may provide suggestions to practitioners for achieving their organizational goals and mission. The main recommendations that need to be made are according to the results of the importance-performance map analysis (IPMA). According to Hair et al. (2017), the results of the IPMA will guide practitioners to focus on the most important actions to overcome problems in organizational management. The results of the IPMA show that the highest performance leaders are 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 12. 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 IPMA findings indicate a strong probability of improving the performance of high-power distance persons for management action. The following recommendations should be prioritized by senior management. The first recommendation is for the top management to apply people-oriented leadership to strengthen the relationships between administrators and employees. An example of this is by giving subordinates opportunities to participate in organizational decision making. Such actions will increase their sense of self-worth and enthusiasm 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 piece of advice is to urge senior management to coach middle and junior management on understanding and applying fairness to build a high-performance work culture. Next, companies should design and implement organizational culture training to assist all workers to understand positive and harmful cultural practices, and practice positive work cultures. Employees who share shared values may be guided to match power distance with appropriate scenarios for handling common and complex job challenges. All of these proposals can encourage personnel to achieve corporate goals. Finally, it is suggested that the company develop informal and official connections to bridge the gap between management and subordinates (e.g., family day and community-related activities). These recommendations may help the company achieve its goals.

Research Limitations

There are some limitations with the conceptual and methodological aspects of this study.

The first limitation faced was that the cross-sectional design adopted in this study only described the respondents' perceptions of the relationship patterns between the dependent variables (psychological empowerment) and independent variables (employee performance and organizational commitment) in general. Secondly, this study did not measure the specific dimensions of the variables. Third, structural equation modeling techniques describe how far those determined indicators could be helpful to the measuring tools for each research construct, based on the direct effect model testing. This limited the ability to generalize the findings to the broader population of the study. Fourth, the sample of this study was limited to employees in an Islamic financial agency. Fifth, the sampling techniques intended for data collection could not control any biased feedback from the respondents. The limitations of this study were found to reduce the ability of the study's 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. The first recommendation to be considered is the inclusion of essential demographic data from respondents (such as gender, education level, position, marital status, and 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 the employees' performance and commitment. Secondly, the data collection methods can be enhanced with longitudinal methods as the best alternative to explore the nature of the management's role in training programs. Third, it is highly recommended that future studies test this research model in the public and private sectors (government agencies, private agencies, and statutory bodies). Fourth, insert the dimensional variables that intervene and are widely explored. Fifth, investigating the differences and similarities between employees of generations X and Z from the standpoint of psychological empowerment must be conducted. This study is significant because a previous study found a statistically significant difference between these two generations. These measures will further strengthen the findings and could improve future research findings if the proposals are emphasized.

Conclusion

This study examined a conceptual framework that was developed based on a review of the psychological empowerment literature. The factor validation analysis results showed that the measurement scale used in this study had a high level of legal validity and relia-

bility. The results of hypothesis testing using SmartPLS confirmed that psychological empowerment could act as a critical determinant between the employees' performance and organizational commitment. These findings were supported by research-based articles on psychological empowerment, helping to disseminate previous studies on organizational psychological empowerment, which were primarily undertaken in Western and Asian countries. These findings reported that management's ability to allocate tasks adequately and moderately would increase the employees' willingness to learn and diligently master new competencies, to improve their performance and commitment.

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