

Regression Model for Psychological Empowerment Ramification Over Organizational Commitment among Civil Engineers

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ABSTRACT

The process of turning around an individual's sense of self-sufficiency shall be called as empowerment. The proposed study has been carried out for civil engineers' population in India and the sample has been picked from Telangana state in India. Real estate is booming because of employment opportunities and infrastructure is developed to meet the needs of the public. The study intended to understand the civil engineer's psychological empowerment ramification over their organization commitment. The study constructed based on secondary data as well as primary data. The primary data has been collected by administering the questionnaire through snow ball technique. The primary data has been analyzed using the SPSS. The primary data is found to be good and acceptable as the value of Cronbach's alpha is being more than 0.70. The calculated t-value is more than $t_{critical}$ value as well as F value is more than $F_{critical}$. Considering the results, it is concluded that the statements of psychological empowerment meaning/ful, competencies very strongly determine the organization commitment; self-determination, impact strongly determines the organization commitment whereas the psychological empowerment variable strongly determines the organization commitment. The regression models are generated and incorporated in the study. The study results are in line with Bhatnagar 2007; Joo & Shim 2010; Chen and Chen 2008; Hashmi and Naqvi 2012; Huang, Shi, Zhang, & Cheung, 2006 conclusion. The findings of Laschinger, Finegan, Shamian, and Wilk (2001) provide some corroboration of Chan's (2003) findings about the connection between employee empowerment and ongoing commitment. They discovered that it was feeble. The study reveals that psychological empowerment is predicted by an emotive, normative, and continuous participation in our Indian sample.

Key Words: Civil engineers, Psychological empowerment, Affective commitment, Continuance commitment, Normative commitment

Introduction:

The process of turning around an individual's sense of self-sufficiency is called empowerment. The talent turnout is observed due to employee's perception (Er.B. Ravinder and Dr. A.B. Saraswathi, (2020), MVS Giridhar 2013;). The employee, if provide a clarity at work/ enthusiasm / motivation, may not consider himself for job burnout (Ravinder, 2024). Job burnout is an outcome of either exhaustion and or mental distance and or emotional impairment and or cognitive impairment (Ravinder.B, 2024). It gives people the confidence to demonstrate their interest out of a sense of duty and to finish their work independently. It boosts people's self-esteem, gets them ready to take on difficulties, and improves their ability to make decisions. When a person feels emotionally empowered, they are aware of their responsibilities, capabilities, and abilities that support their advancement both personally and professionally. This is known as psychological empowerment. Past study on organizational commitment shows that it has been studied in a variety of ways and that it may be impacted by a number of factors, including employee empowerment. The term "organizational commitment" refers to a person's values that are shared by the whole organization. Employees have an emotional bond with the companies they work for (Mowday & Porter, 1982).

Literature view

A literature review is an extensive analysis of previous research on the topic. Scholarly publications, books, and other sources necessary for a study topic used to gather information. Coordination mediates over the relationship of communication as well as supervision (A.B. Saraswathi, Ravinder B, 2022). Value management mediates the relationship between Project design and planning as well as product/building value (Ravinder B, 2024). Risks are part

and parcel of every project and risks prioritization has been important as a part of any project (K.Srinivas, 2014). The following is a review of the literature for this study:

Empowerment: Diverse frameworks give diverse meanings to the word empowerment. According to Rappaport (1981), community psychology should have empowerment as its main emphasis. In 1990, the concept of charge was developed to address competitive business environments. According to Pastor, J. (1996), empowerment is a process or development that occurs whenever there are two or more persons in a connection, whether it be personal or professional. The idea of empowerment encompasses emergence, competence, self-reliance, control, self-confidence in one's ideas, independence, self-decision, and other qualities. The process of gaining independence and power to enable a person to pursue their goals and control their own destiny is known as empowerment. As stated by Springer (2008), empowerment may also be defined as each employee's own belief in their company. According to Grievies (2003), empowerment is a method that is notable for attempting to address alienation issues while also expanding upon the ideas put out by the Excellence Movement. According to Conger and Kanungo (1988), empowerment is the process of increasing an organization's members' sense of self-efficacy by determining the causes of helplessness and removing them using both official organizational procedures and informal channels for distributing efficacy knowledge. According to Spreitzer and Nathanson (1997) and Thomas and Velthous (1990), the four aspects demonstrate a proactive attitude to each person's position at work, as opposed to an insensitive one. These four aspects are explained as follows: a) competency is the conviction that people are capable of doing their work; b) As the catalyst for empowerment, meaning is a tool that encourages people to be enthusiastic about the work of performing a function (Spreitzer & Nason 1997). The individual will feel inadequate as a result of their incompetence. In a similar vein, individuals will not feel empowered (Conger & Kanungo 1988); (c) The degree of freedom or autonomy necessary to comprehend empowerment is known as self-determination (Wagner 1995); (d) Impact is the conviction that a person's activities affect the organization (Thomas & Velthouse 1990). As a result, all four aspects refer to the concept of empowerment as a whole (Spreitzer & Nathanson 1997). Numerous studies have been conducted to enhance people's psychological empowerment via the use of empowering management techniques (Blau & Alba 1982; Mainiero 1986) and an emphasis on the psychological aspect of empowerment (Conger & Kanungo 1988; Thomas & Velthous 1990). The association between role overload and work satisfaction as well as the relationship between role overload and burnout should be regulated (Andrews and Kacmar's 2014). Imran Amanat, Khurram shahzad Khan, Saba Munir (2018) emphasized the importance of empowerment. All of those definitions of empowerment have one thing in common: they are all based on a process, involve communities (and, I would add, organizations), involve active participation, encourage critical reflection, raise awareness of the impact of influential political and economic structures and interests, and provide access to and control over crucial resources and decision-making power. The sole distinction is that the communities (and, I would add, in organizations) omits talking about fostering an environment of respect and compassion for one another, which may be particularly crucial for civic and political leaders to consider when defining and implementing empowerment (Gutierrez & Ortega, 1991). Engaging in cooperative activities with others may actually empower people and assist them in overcoming feelings of self- or other-loathing, obsessions, and anxiety. Among the many important personal benefits, it provides are improved health, wellbeing, enjoyment, and life satisfaction (Prestby, Wandersman, Florin, Rich & Chavis, 1990; Wallerstein, 1993). Because empowerment is seen to function at several ecological levels, including those of people, groups and organizations, and entire communities, this makes it one of the concept's most significant and distinctive features (Schulz, Israel, Zimmerman & Checkoway, 1995). Individuals and organizations engage in grassroots community groups, gaining control over local politics and civic affairs. This empowers them with resource mobilization skills. Collaborative decision-making leads to network and organizational growth, increased policy power, and improved pluralism and diversity (Table 1).

Table 1: Levels, Processes, and Outcomes of Empowerment

Levels	Process	Outcomes
Individual	Participation in community organization	Perceived control and resource mobilization skills
Organization	Collective decision-making, shared leadership	Organizational development, networks, policy leverage
Community	Collective action to access resources	Pluralism, coalitions, accessible resources

(Source: Adapted from Perkins & Zimmerman, 1995.)

Communal efficacy, or the perceived effectiveness of communal action, is the closest idea to empowerment that is not yet plagued by overuse (Perkins et al., 1996). In the literature, empowerment is too loosely defined and more frequently utilized for nebulous political or practical ends. Those who are interested in empowerment should make sure to study collective efficacy instead, as that is the phrase and idea that has continued to be more thoroughly investigated. Spreitzer (1995) conducted a significant amount of research on the topic of business employee and manager empowerment. The individual found that intrapersonal empowerment—the ability to perceive one's work as meaningful and important, work-related confidence and mastery, autonomy, and a sense of control and impact in one's department—mediates the relationship between behavioral innovation and the social structural context (role ambiguity, sociopolitical support, access to strategic information and resources, work unit culture). Additionally, empowerment was found to be positively correlated with effectiveness as judged by subordinates by Spreitzer (1995). Therefore, while environmental limitations, opportunities, and supports are crucial, psychological empowerment has the capacity to foster or inhibit creativity and effectiveness on an individual, group, and eventually organizational level.

Psychological Empowerment: Prior research has demonstrated the impact of psychological empowerment on employee behavior outcomes, including work-life quality and burnout experiences among nursing staff in the healthcare industry (Permarupan et al., 2020). Empowerment is one of the tools that organizations need to use to improve organizational or employee results (Yin, Wang & Lu, 2018). Based on the self-determination theory (Ryan, Kuhl, & L. Deci, 1997), this study investigates the relationship between psychological empowerment variables and employee performance. Research indicates that psychological empowerment is crucial for both people and organizations. For instance, it has been shown to impact employee engagement (Shakirah & Shah Rollah, 2020) and decrease employee burnout (Permarupan et al., 2020). Psychological empowerment is a multifaceted and multilayered characteristic, according to the research (Spreitzer 1995). The self-determination theory (SDT) developed by Deci, Olafsen, and Ryan (2008) is now one of the psychological theories that is studied and used the most. According to Landry and Whillans (2019), empirical research supported by the SDT paradigm effectively impacted employees' core psychological requirements for relatedness, autonomy, and competence as well as their intrinsic motivation. Undoubtedly, an excessive amount of empowerment research has concentrated on the psychological level of the individual. Psychologists have distinguished between intrapersonal (perceived control, motivation to control, perceived competence, self-efficacy, and mastery particular to a domain), interactional, and behavioral aspects of psychological empowerment (actions taken to directly influence outcomes; Speer, 2000). However, behavioral aspects have typically been assessed and examined independently as social capital, civic engagement, or citizen involvement. Individual psychological factors connected to control, such as internal locus of control, self-efficacy, social learning expectations, hardy personality, problem-focused (as opposed to emotion-focused) coping style, mastery, or acquired hopefulness, must be distinguished from empowerment. Distinguishing between individual psychological characteristics associated with control and empowerment is necessary. Examples of these elements include internal locus of control, self-efficacy, social learning expectations, hardy personality, problem-focused (as opposed to emotion-focused) coping style, mastery, or acquired hopefulness. Empowerment pertains to both procedures and results, much as those intrapsychic notions (Fawcett et al., 1995; Pigg, 2002). According to Andrews and Kacmar (2014), empowerment controls the association between role overload and work satisfaction as well as the relationship between role overload and burnout.

Meaning is the worth of a task evaluated in light of an employee's personal values and standards. (Thomas & Velthouse, 1990; Spreitzer, 1995). Employees who feel valued and empowered are more likely to make discretionary efforts that are consistent with their own beliefs and to perform well at work (Singh & Sarkar, 2012; Degago, 2014). Meaning helps workers strengthen their psychological bond with the company (Permarupan et al., 2020). Meaning is the awareness of the significance of workers' responsibilities as a crucial part of the services offered to clients (Al-Makhadmah, Al Najdawi & Al-Muala 2020). Past studies have also shown that meaning is strongly correlated with workers' inventive behavior, clearly relates to their devotion, and performs well when it comes to small and medium-sized business employee performance (Singh & Sarkar, 2012; Ibrahim, 2020; Degago, 2014). Workers view the service they give to clients as significant and are confident in their ability to do their jobs (Guerrero et al., 2018).

Competence, also known as self-efficacy, is the conviction that one can carry out tasks competently (Gist, 1987) and the term competence coined by Spreitzer (1995). Competence enables workers to use their abilities, knowledge, and skills to complete tasks and cultivates the conviction that their work is their duty (Permarupan et al, 2020). Motivating staff

members to approach challenging assignments with a strong sense of confidence in order to successfully complete the work assigned (Al-Makhadmah et al., 2020). The impact of exceptionally skilled staff on service quality is noteworthy, since they are inclined to experiment with novel approaches (Singh & Sarkar, 2012).

Self-determination is linked to the freedom to make decisions at work (Permarupan et al., 2020) and the word self-determination coined by Spreitzer (1995). Workers are competent at their jobs and capable of coming up with creative solutions for challenging problems at work. However, workers believed they could take the lead in completing the assignment and were confident enough to look into further prospects and novel concepts (Singh & Sarkar, 2012). Research has also shown a strong correlation between self-determination and employee performance in the hospitality sector (Al-Makhadmah et al., 2020), organizational commitment in the lodging industry (Ibrahim, 2020), and job satisfaction and job performance of tour guides (Tetik, 2016). The more recent research also showed that one of the key predictors of employee success and the most influential component is self-determination.

Impact refers to the extent to which a worker may affect the result at work (Spreitzer, 1995; Ashforth, 1989) and the term Impact coined by (Spreitzer, 1995). Numerous empirical studies have demonstrated the strong relationship between impact and employee performance (Tetik, 2016; Degago, 2014), as well as the fact that workers feel engaged in and a part of the business's operations (Ibrahim, 2020). On the other hand, Al-Makhadmah et Al. (2020) discovered that impact had no bearing on hotel staff performance and neither a direct nor indirect effect on instructors' creative behavior (Singh & Sarkar, 2012).

Organizational Commitment: Organizational commitment refers to an employee's relationship with the organization for which they work. It indicates the degree of dedication and has an impact on both the worker's and the company's production. According to Becker (1960), commitment arises when an individual associate's external interests with a consistent course of action through a side bet. One typical definition of organizational commitment is the degree to which a person identifies with and participates in a certain organization (Steers, 1977). However, like with other challenges in the realm of organizational behavior, there are a number of theories and indicators related to organizational involvement (Becker, Bert, Bouchon, Dupouey, Picard & Ulrich, 1995). The concept of organizational commitment pertains to an individual's psychological bond with an organization. The likelihood of remaining with an organization, behavioral investments in the organization, and objective and value congruence are all related to organizational commitment (Mowday & Porter, 1982). The three distinct characteristics of organizational commitment are emotional, normative, and continuity commitment (Allen and Meyer 1987, 1991, 1997). These characters shall be treated as attitudinal commitment and also empirically and theoretically different. The desire of an employee to be emotionally committed to empathy and involvement in the organization is known as affective commitment. The normative commitment stems from a worker's sense of duty to remain with the company based on personal ethics and norms. Employee understanding of the benefits of sticking with their current employer is known as the continuation commitment.

Relationship between Psychological Empowerment and Organizational Commitment: Empowerment is likely to improve a number of attitudinal aspects, most notably work performance, dedication, and employee happiness (Liden & Sparrow 2000). Because empowered individuals are more driven, gregarious, and in charge of their work, they exhibit a higher level of corporate commitment. (Avolio et al. 2004; Spreitzer 1995; Thomas & Velthouse 1990). Employee empowerment and business commitment are positively correlated. (Kebriaei & Mohseni 2014; Chan 2003). Workers that get psychological empowerment from their superiors are dedicated to the company and believe they have a duty to stick around. On the other hand, workers who feel highly psychologically empowered have a strong normative commitment to the company. The reason for this is that psychologically empowered workers typically engage with the company with greater zeal and a sense of duty to stay on board. However, Chan (2003) also asserts a contrary to what has been written above, that employees' commitment to sticking with a project declines as psychological empowerment rises.

Research objectives: The objectives of the study is:

- 1) To study the association between psychological empowerment of civil engineers in the construction industry and their organizational commitment.

- 2) To study the impact of civil engineers' meaningful (i.e. meaningful work) in the construction industry and their organizational commitment.
- 3) To study the impact of civil engineers' competencies in the construction industry and their organizational commitment.
- 4) To study the impact of civil engineers' self-determination in the construction industry and their organizational commitment.
- 5) To study the impact of civil engineers' impact in the construction industry and their organizational commitment.
- 6) To study the impact of civil engineers' psychological empowerment in the construction industry and their organizational commitment.

Research Hypothesis: Based on the literature review the following hypothesis are constructed

Hypothesis-1

(H1₀): Meaning (i.e. Meaningful work) is significantly does not determine the Organizational Commitment.

(H1₁): Meaning (i.e. Meaningful work) is significantly does determine the Organizational Commitment.

Hypothesis-2

(H2₀): Competencies is significantly does not determine the Organizational Commitment.

(H2₁): Competencies significantly does determine the Organizational Commitment.

Hypothesis-3

(H3₀): Self-determination is significantly does not determine the Organizational Commitment.

(H3₁): Self-determination significantly does determine the Organizational Commitment.

Hypothesis-4

(H4₀): Impact is significantly does not determine the Organizational Commitment.

(H4₁): Impact significantly does determine the Organizational Commitment.

Hypothesis-5

(H5₀): Psychological empowerment is significantly does not determine the Organizational Commitment.

(H5₁): Psychological empowerment is significantly does determine the Organizational Commitment.

Proposed Conceptual Framework

Considering the claims made and the analysis of the literature, the influence that psychological empowerment has on workers' organizational commitment, and the suggested conceptual framework shown in Figure 1:

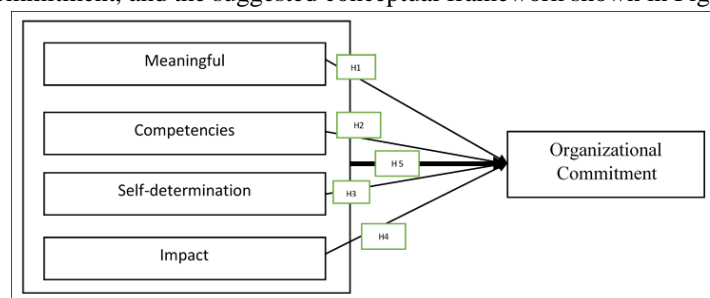


Fig.1: Conceptual framework

Research Methodology: The precise steps taken to carry out the research are described in the research methodology. The steps involved in carrying out this study are listed below:

Research design: The research is conducted using the study's descriptive design. It is predicated on the analysis's cross-sectional design. Studies are being conducted to determine how psychological empowerment affects organizational engagement in the construction industry.

Data Collection method: The data for this study is collected from secondary as well as primary sources. The data collected from journals, articles, publication/s, books shall be treated as secondary data. The primary data is collected from civil engineers engaged in construction industry in Telangana using snow ball technique during the period of April 2024 to June 2024. The collected data is treated as Quantitative data.

Instrument Used: The Likert-5-point scale is used to collect data via a structured questionnaire. The Meyer and Allen (1997) 18-item organizational commitment test was used as the measurement tool. There are three dimensions to the instrument: i) commitment to feelings, ii) commitment to norms, and iii) commitment to continuation. "I can decide on my own how to do my work" is one of the six statements for each dimension. The instruments include four negative assertions. Four aspects make up the instrument: meaning, competence, self-determination, and effect. There are three sentences for each dimension, such as "My job activities hold personal significance for me." On a 5-point Likert scale, each respondent is asked to score their answer. A scale of 1 to 5 was used to count the replies, with 5 denoting "Strongly Agree" and 1 denoting "Strongly Disagree."

Reliability: The Cronbach's Alpha (Saraswathi A.B, Ravinder B 2020) reliability (Er. B. Ravinder, Dr. A.B. Saraswathi 2020) statistics for psychological empowerment and organizational commitment is presented in Table 2. According to Pallant and Manual (2010), the values of Alpha for organizational commitment and psychological empowerment are 0.793 and 0.710, respectively, indicating excellent data reliability. More than 0.7 should be the dependability (A.B. Saraswathi, B.Ravinder).

Table 2: Reliability test

Variable	Cronbach's Alpha	N of Items
Psychological Empowerment	0.711	4
Organizational commitment	0.793	3

Validity: The correlation between the variables was determined using Pearson's correlation coefficient. The use of basic linear regression was part of the investigation of the connection between psychological empowerment and organizational engagement. In this context, the independent variable was psychological empowerment, while the dependent variable was organizational involvement. The research was conducted with SPSS.

Correlation: Pearson correlation has been tested on SPSS through regression analysis.

Regression: Regression analysis may be used to examine the connection between variables. A common term for the variables is independent or dependent. Sample size, missing data, and sample type are the three main parameters that impact both linear and multiple regression studies. In order to create a linear model and a model summary, regression testing has been done. Regression analysis has been used to do a hypothesis test.

Regression Model-I: The model developed among Impact (independent variable) and organizational commitment (dependent variable), as well as the model summary (Table 3), the Anova results (Table 4), Coefficients (Table 5) and model-I furnished as below.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.314 ^a	0.098	0.094	0.83788

a. Predictors: (Constant), Impact

Table 4: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	15.182	1	15.182	21.625	0.000 ^b
Residual	139.006	198	0.702		
Total	154.187	199			

a. Dependent Variable: Organizational Commitment (DV)

b. Predictors: (Constant), Impact (IV)

Table 5: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.959	0.200		19.745	0.000
	Impact	-.247	0.053	-.314	-4.650	0.000

a. Dependent Variable: Organizational Commitment (DV)

Organizational Commitment (DV) = (3.959 – 0.247 * Impact) Model-I

Regression Model-II: The model developed among Self-determination (independent variable) and organizational commitment (dependent variable), as well as the model summary (Table 6), the Anova results (Table 7), Coefficients (Table 8) and model-II furnished as below.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.402 ^a	0.161	0.157	0.80812

a. Predictors: (Constant), Self determination

Table 7: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.883	1	24.883	38.103	0.000 ^b
	Residual	129.304	198	0.653		
	Total	154.187	199			

a. Dependent Variable: Organizational Commitment (DV)

b. Predictors: (Constant), Self determination

Table 8: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.700	0.229		7.428	0.000
	Self determination	0.360	0.058	0.402	6.173	0.000

a. Dependent Variable: Organizational Commitment (DV)

Organizational Commitment (DV) = (1.70 + 0.360 * Self-determination) Model-II

Regression Model-III: The model developed among Competencies (independent variable) and organizational commitment (dependent variable), as well as the model summary (Table 9), the Anova results (Table 10), Coefficients (Table 11) and model-III furnished as below.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.531 ^a	0.282	0.278	0.74791

a. Predictors: (Constant), Competencies

Table 10: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.431	1	43.431	77.643	0.000 ^b
	Residual	110.756	198	0.559		
	Total	154.187	199			

a. Dependent Variable: Organizational Commitment (DV)

Table 11: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.117	0.339		0.344	0.731
	Competencies	0.777	0.088	0.531	8.812	0.000

a. Dependent Variable: Organizational Commitment (DV)

Organizational Commitment (DV) = (0.117 + 0.777* Competencies) Model-III

Regression Model-IV: The model developed among Meaningful (independent variable) and organizational commitment (dependent variable), as well as the model summary (Table 12), the Anova results (Table 13), Coefficients (Table 14) and model-IV furnished as below.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.196 ^a	0.038	0.033	0.86542

a. Predictors: (Constant), Meaningful (IV)

Table 13: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.896	1	5.896	7.873	0.006 ^b
	Residual	148.291	198	0.749		
	Total	154.187	199			

a. Dependent Variable: Organizational Commitment (DV)

b. Predictors: (Constant), Meaningful

Table 14: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.181	0.322		6.777	0.000
	Meaningful	0.222	0.079	0.196	2.806	0.006

a. Dependent Variable: Organizational Commitment (DV)

Organizational Commitment (DV)= (2.181 + 0.222* Meaningful) Model-IV

Regression Model-V: The model developed among independent variable (meaningful, competencies, Self-determination and Impact together) and organizational commitment (dependent variable), as well as the model summary (Table 15), the Anova results (Table 16), Coefficients (Table 17) and model-V furnished as below.

Table 15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.198 ^a	0.039	0.034	0.86503

a. Predictors: (Constant), IV

Table 16: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.028	1	6.028	8.056	0.005 ^b
	Residual	148.159	198	0.748		
	Total	154.187	199			

a. Dependent Variable: Organizational Commitment (DV)

b. Predictors: (Constant), Psychological Empowerment (IV)

Table 17: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.053	0.363		5.659	0.000
	IV	0.267	0.094	0.198	2.838	0.005

a. Dependent Variable: Organizational Commitment (DV)

Organizational Commitment (DV) = (2.053 + 0.267 * IV) Model-V

Findings:

Association among the variables: In the construction sector, there is a correlation between the psychological empowerment of civil engineers and their organizational commitment.

Research Hypothesis: The hypothesis output (Table 18) compiled and it is as follows:

Hypothesis-1:

The F-Value is being more than $F_{critical}$ Value and also p-value is being less than 0.05, we are unable accept the null hypothesis, hence alternate hypotheses is accepted (Very Strong evidence against H_0).

Hence, meaning (i.e. Meaningful work) is significantly does determine the Organizational Commitment.

The correlation between Impact and Organizational Commitment is 0.314.

Change in Impact may determine 9.8% change in organizational commitment.

$F(1,198)=21.625$, $p<0.001$, which indicates the IV determines the DV.

t-value is greater than $t_{critical}$ value.

$F_{critical}=3.89$; T-Value (two-tailed): +/- 1.971957

Hypothesis-2

The F-Value is being more than $F_{critical}$ Value and also p-value is being less than 0.05, we are unable accept the null hypothesis, hence alternate hypotheses is accepted (Very Strong evidence against H_0).

Hence, Competencies is significantly does determine the Organizational Commitment.

The relationship between Organizational Commitment and Self-Determination is 0.402

Change in Impact may determine 16.1% change in organizational commitment.

$F(1,198)=38.103$, $p<0.001$, which indicates the IV determines the DV.

t-value is greater than $t_{critical}$ value.

$F_{critical}=3.89$; T-Value (two-tailed): +/- 1.971957.

Hypothesis-3

The F-Value is being more than $F_{critical}$ Value and also p-value is being less than 0.05, we are unable accept the null hypothesis, hence alternate hypotheses is accepted (Strong evidence against H_0).

Hence, Self-determination significantly does determine the Organizational Commitment.

The correlation between Competencies and Organizational Commitment is 0.531.

Change in Impact may determine 28.2% change in organizational commitment.

$F(1,198)=77.643$, $p<0.01$, which indicates the IV determines the DV.

t-value is greater than $t_{critical}$ value.

$F_{critical}=3.89$; T-Value (two-tailed): +/- 1.971957

Hypothesis-4

The F-Value is being more than $F_{critical}$ Value and also p-value is being less than 0.05, we are unable accept the null hypothesis, hence alternate hypotheses is accepted (Strong evidence against H_0).

Hence, Impact significantly does determine the Organizational Commitment.

The correlation between Meaningful and Organizational Commitment is 0.196.

Change in Impact may determine 3.8 % change in organizational commitment.

$F(1,198) = 7.873$, $p < 0.01$, which indicates the IV determines the DV.

t-value is greater than $t_{critical}$ value.

$F_{critical} = 3.89$; T-Value (two-tailed): ± 1.971957 .

Hypothesis-5

The F-Value is being more than $F_{critical}$ Value and also p-value is being less than 0.05, we are unable accept the null hypothesis, hence alternate hypotheses is accepted (Strong evidence against H_0).

Hence, Psychological empowerment is significantly does determine the Organizational Commitment.

Organizational commitment and psychological empowerment's relationship is 0.198.

Change in Impact may determine 3.9 % change in organizational commitment.

$F(1,198) = 8.056$, $p < 0.01$, which indicates the IV determines the DV.

t-value is greater than $t_{critical}$ value.

$F_{critical} = 3.89$; T-Value (two-tailed): ± 1.971957 .

Table 18: Table of Hypotheses

Hypothesis	Regression Weights	Beta Coefficient	R ²	F	t-Value	P-Value	Hypothesis supported
H1 ₁	Impact → O.C	-0.247	0.098	21.625	-4.650	0.000	Yes (Very Strong Evidence against H0)
H2 ₁	S.D → O.C.	0.36	0.161	38.103	6.173	0.000	Yes (Very Strong Evidence against H0)
H3 ₁	Meaningful → O.C.	0.777	0.282	77.643	8.812	0.006	Yes (Very Strong Evidence against H0)
H4 ₁	Competencies → O.C.	0.222	0.038	7.873	2.806	0.005	Yes (Very Strong Evidence against H0)
H5 ₁	P.E → O.C.	0.267	0.039	8.056	2.838	0.005	Yes (Very Strong Evidence against H0)

Conclusions and future implications

Finally, among civil engineers, it is discovered a favorable correlation between psychological empowerment and organizational commitment. Second, civil engineers' organizational commitment (Ravinder.B) is significantly impacted by psychological empowerment it is line with Bhatnagar 2007; Joo & Shim 2010; Chen and Chen 2008; Hashmi and Naqvi 2012; Huang, Shi, Zhang, & Cheung, 2006 conclusion. The study reveals that psychological empowerment was predicted by an emotive, normative, and continuous participation in our Indian sample.

Although workers may be eager to continue working for the company, this might be due to their inability to find a more fulfilling job than their present one. An employee decides to quit the company, they would often experience greater hardship. Consequently, there is a bad correlation between psychological empowerment and ongoing commitment. The findings of Laschinger, Finegan, Shamian, and Wilk (2001) provide some corroboration of Chan's (2003) findings about the connection between employee empowerment and ongoing commitment. They discovered that it was feeble.

Limitations

Information was gathered from the Telangana region's private construction sector. As a result, results should not be blindly applied to other states. For this study, just two variables IV and DV are considered. Other factors that influence commitment could also be considered.

Conflict of Interest

The author endorses that there is no conflict of interest in any manner.

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