

The Impact of Psychological Empowerment on Organizational Learning at The University of Laghouat

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Abstract: In this study, we will conduct a theoretical and then a field study to measure the impact of psychological empowerment and its dimensions on organizational learning. We chose the questionnaire as a tool for collecting data and then analyzing it in the Smartpls 4, where the sample studied reached 35 employees out of 45. We found that there is a positive impact of psychological empowerment and two of its dimensions (meaning and self-determination) on organizational learning among the employees of administration, finance, university activities and library at the Institute of Science and Techniques of Physical and Sports Activities of the University of Laghouat.

Keywords: Psychological Empowerment; Organizational Learning; ISTPSAL.

1. Introduction

Many countries are moving towards spreading a culture of learning among their citizens and institutions by developing educational curricula and enacting regulations that regulate them in order to improve the quality of learning services in the country.

Organizational learning is considered one of the most important and indispensable trends in the organization in order to quickly achieve its goals. Therefore, we find that most studies recommend organizations to pay attention to learning and encourage its dissemination in flexible ways that are compatible with the psychological aspect of employees.

Psychological empowerment plays a major role in the success of organizational learning within organizations, but we find many studies that attempt to explain and analyze psychological empowerment and organizational learning separately. In contrast, we find very few studies that attempt to link the two variables together and find a relationship between

them. Therefore, we will conduct a theoretical analysis of the two variables and conduct a field study through which we will attempt to analyze the relationship between psychological empowerment and its dimensions with organizational learning from the point of view of employees in administration, finance, university activities and library at the ISTPSA of the University of Laghouat.

1.1. Research Problematic

This study seeks to reveal the impact of psychological empowerment and its dimensions on the organizational learning of employees in (administration, finance, university activities and library) at the ISTPSA of the University of Laghouat.

Main question:

Is there a positive impact of psychological empowerment on organizational learning?

Sub-questions:

- Is there an impact of competence on organizational learning?
- Is there an impact of impact on organizational learning?
- Is there an impact of meaning on organizational learning?
- Is there an impact of self-determination on organizational learning?

1.2. Research Hypotheses

The following main hypothesis and sub-hypotheses will be tested:

H1. There is a statistically significant impact at 0.05 level of psychological empowerment on organizational learning among the institute employees.

Sub-hypotheses of H1:

- H11. There is a statistically significant impact at 0.05 level of competence on organizational learning among the institute employees.
- H12. There is a statistically significant impact at 0.05 level of impact on organizational learning among the institute employees.
- H13. There is a statistically significant impact at 0.05 level of meaning on organizational learning among the institute employees.
- H14. There is a statistically significant impact at 0.05 level of Self-determination on organizational learning among the institute employees.

2. Literature Review

2.1. Psychological Empowerment

According to the study of (Zimmerman, 1995), psychological empowerment is a dynamic variable that may fluctuate over time (Knol & Van Linge, 2009). For Spreitzer, psychological empowerment reflects an individual's active orientation to his or her work role (Stander & Rothmann, 2009). psychological empowerment is a process aimed at increasing internal motivation for a job (Ahmadi et al., 2018).

Dimensions of psychological empowerment include: **Competence**– individual's confidence; **Meaning**– fit between beliefs and job demands; **Self-determination**– a sense of choice; **impact**– feeling of being able to influence (Wagner et al., 2010). We conclude that most of the previous literature agreed on identifying these dimensions of psychological empowerment.

2.2. Organizational Learning

From individual learning to organizational learning essentially this would mean to be able to create new learning objects flexibly, adapted to the knowledge of the learner and individual experience (Tavangarian et al., 2004). Therefore Organizational learning is a field of academic research and professional practice with a relatively recent development (Castaneda & Rios, 2007). We conclude that organizational learning at the present time depends on flexible, updated and specialized learning systems at the same time in order to contribute to the development of individual learning within the organization.

Organizational Learning is extremely important within organizations, as it makes the organization appear as a learning unit with a common vision, creates opportunities for sustainable competitive advantage, and contributes to personality development by helping the individual achieve self-actualization and understand others, It is also an urgent strategic necessity for the progress and survival of organizations (Djoual et al., 2021).

2.3. Organizational Learning and Psychological Empowerment

Psychological empowerment has a mediating effect between subsequent behaviors and the organizational environment, it is likely that the more employees believe that an Organization provides opportunities for continuous learning, empowerment, system connection, and strategic leadership, the more likely they are to become psychologically attached to their organization (Safari et al., 2011).

Despite the scarcity of research papers on this topic, by analyzing the content of some of them, we conclude that there is a positive relationship between psychological empowerment and organizational learning.

3. Research Method

3.1. Population and Sample

The study examined the impact of psychological empowerment and its dimensions on Organizational Learning among employees in (administration, finance, university activities and library) at the ISTPSA of Laghouat, where the sample studied reached 35 employees out of 45. (38 questionnaires were distributed and all of them were returned, including 35 valid questionnaires).

Table 1. Characteristics of The Study Sample

Variables	Category	%
Gender	Male	51.4
	Female	48.6
Experience	1 to 5 years	34.3
	6 to 10 years	25.7
	More than 10 years	40
Academic	Master	57.1
	Bachelor	8.6
	Secondary	20
	Other	14.3

Source: SmartPls 4 outputs

3.2. Research Structure

To answer the research questions and try to prove whether the adopted hypotheses are correct or not, we will rely on:

3.2.1. Theoretical Backgrounds

The descriptive analytical approach, as we will use it in the theoretical part to cover the theoretical frameworks and dimensions related to PE and OL.

3.2.2. Results and Analysis

As for this part, we will conduct a field study on employees in administration, finance, university activities and library at the ISTPSA of Laghouat, with the aim of knowing the level of PE and OL prevailing there, in addition to analyzing the correlation between PE and OL from the point of view of the employees.

3.3. Data Collection and Analysis Instruments

Information was collected through a questionnaire, pasted into Excel, and analyzed by SmartPls 4.

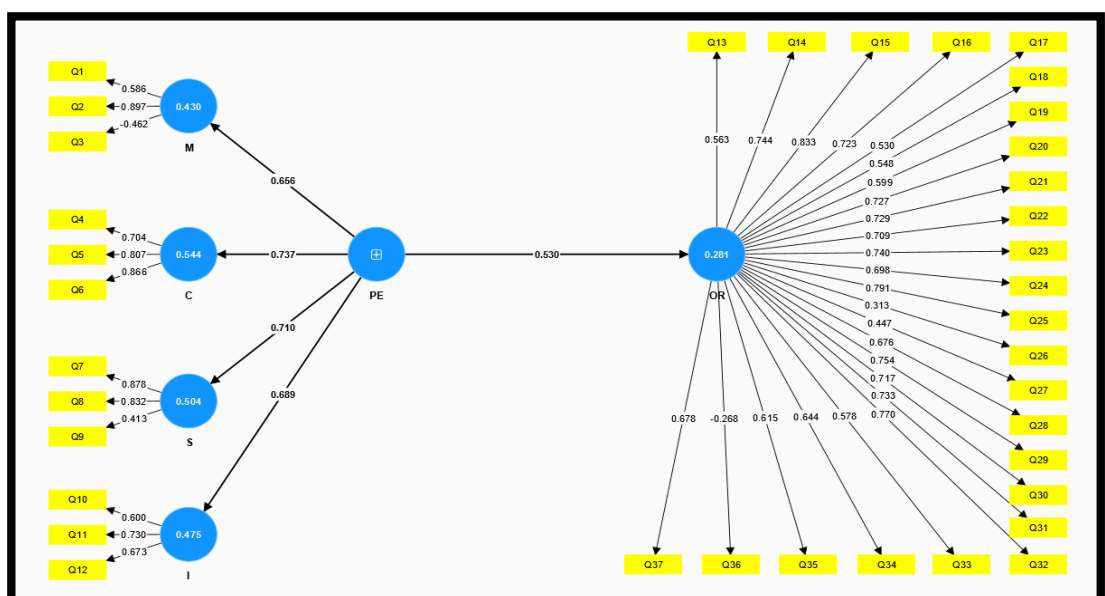
Questionnaire is divided into two parts:

The first part contains 12 items for PE, based on a (Spreitzer, 1995) model, (Djoual, 2015). The second part contains 25 OL items based on the (Neeffe, n.d.) model, (Allahyari et al., 2011; Tuncali Yaman, 2020). where some items were excluded.

3.4. Research Model

The following figure shows the initial study model.

Fig. 1. Research Model



Source: PLS-Model Specification (developed by the authors)

4. Results and Discussion

4.1. Measurement Model Evaluation

Table 2. Results of Measurement Model

Dimensions	Items	FL	CR	AVE
Meaning	Q1	0.586	0.775	0.639
	Q2	0.897		
	Q3	-0.462		
Competence	Q4	0.704	0.838	0.633
	Q5	0.807		
	Q6	0.866		
Self-determination	Q7	0.878	0.874	0.776
	Q8	0.832		
	Q9	0.413		
Impact	Q10	0.600	0.717	0.559
	Q11	0.730		
	Q12	0.673		
OL	Q13	0.563	0.952	0.511
	Q14	0.744		
	Q15	0.833		
	Q16	0.723		
	Q17	0.530		
	Q18	0.548		
	Q19	0.599		
	Q20	0.727		
	Q21	0.729		
	Q22	0.709		
	Q23	0.740		
	Q24	0.698		
	Q25	0.791		
	Q26	0.313		
	Q27	0.447		
	Q28	0.676		
	Q29	0.754		
	Q30	0.717		
	Q31	0.733		
	Q32	0.770		
	Q33	0.578		
	Q34	0.644		
	Q35	0.615		
	Q36	-0.268		
	Q37	0.678		

Source: SmartPls 4 outputs

We notice from the results of Table 2 that the indicators of items 3,9,10,13,17,18,26,27 and 36 have Factor Loadings coefficients less than 0.7. These items should be deleted because they are not saturated (Hamyeme & Belagra, 2023). Every time we delete an item whose factor loading is less than 0.7, then we recalculate until we obtain a positive result “within the limits of 20 percent of the total items” (C V D P S S R, 2021). In this study, about 24 % of the total items were deleted. Therefore, the deletion was done taking into account from the smallest value of the Factor Loadings coefficients to the largest value. CR

was assessed to validate the construct reliability and AVE has been utilized to evaluate the convergent validity. According to (Jr. Hair Joe F. et al., 2016), The outcome indicated that every value was greater than 0.7, As for AVE, the AVE result is greater than 0.5 (Rabhi et al., n.d.). When all values are within the acceptable range, we conclude that the latent variables have very good internal consistency and convergent validity (Someia et al., 2023).

Table 3. Cross-Loading Results

Items	M	C	S	I	OL
Q01	0.654	0.083	0.118	0.150	0.226
Q02	0.922	0.305	0.346	0.277	0.504
Q04	0.168	0.730	0.124	0.429	0.059
Q05	0.278	0.801	0.100	0.216	-0.075
Q06	0.220	0.852	0.395	0.390	0.128
Q07	0.228	0.299	0.890	0.279	0.550
Q08	0.346	0.192	0.871	0.191	0.449
Q11	0.228	0.205	0.261	0.725	0.452
Q12	0.194	0.442	0.145	0.771	0.147
Q14	0.373	0.290	0.254	0.492	0.733
Q15	0.589	0.245	0.576	0.317	0.832
Q16	0.583	0.208	0.356	0.447	0.729
Q19	0.402	-0.172	0.346	0.031	0.616
Q20	0.368	-0.071	0.368	0.343	0.721
Q21	0.312	-0.297	0.454	0.113	0.749
Q22	0.290	-0.086	0.267	-0.145	0.684
Q23	0.107	0.058	0.558	0.213	0.750
Q24	0.175	-0.035	0.590	0.175	0.720
Q25	0.416	-0.123	0.423	0.182	0.819
Q28	0.367	0.020	0.427	0.447	0.694
Q29	0.406	-0.039	0.640	0.424	0.787
Q30	0.228	0.121	0.409	0.256	0.697
Q31	0.255	-0.111	0.253	0.217	0.728
Q32	0.229	-0.114	0.348	0.067	0.763
Q33	-0.011	-0.261	0.191	0.027	0.588
Q34	0.051	-0.039	0.147	0.266	0.650
Q35	0.331	0.038	0.205	0.169	0.588
Q37	0.267	-0.100	0.213	0.064	0.675

Source: SmartPls 4 outputs

For The Cross Loadings:

- This means verifying that there is no interference between the questions in interpreting other variables;
- That is, questions that measure one latent variable do not measure another latent variable;
- That is, the value of the relationship between the question and its latent variable is greater than the value of its relationship with another latent variable (Benamor & Benzouai, 2021).

This is what we notice in Table 3.

Table 4. Fornell-Lurker Criterion Analysis for Discriminant Validity

Dimensions	C	I	M	OL	S
C	0.796				
I	0.438	0.748			
M	0.277	0.281	0.800		
OL	0.058	0.392	0.493	0.715	
S	0.281	0.269	0.323	0.569	0.881

Source: SmartPls 4 outputs

From Table 4, we note that all HTMT values are less than the threshold level 0.9, According to (J. F. Hair et al., 2022), this indicates that there is justification for saying that the dimensions enjoy discriminant validity in the study’s measurement model (Hamyeme & Belagra, 2024). There is no intersection between the study variables, each variable represents itself (Attallah & Benhabib, 2021). From the above, it is clear to us that the evaluation of the study model was good.

Table 5. Heterotrait-monotrait ratio (HTMT) Matrix

Dimensions	C	I	M	OL	S
C					
I	1.120				
M	0.418	0.922			
OL	0.264	0.943	0.619		
S	0.361	0.694	0.498	0.617	

Source: SmartPls 4 outputs

If the values of the HTMT criterion for the variables are less than the threshold level of 0.9, this indicates that the condition of the validity of the differentiation between the model variables and that each variable and its phrases are different from another variable in the model (Sakhraoui & Larab, 2021). From Table 5 we notice that most of the values are below the threshold of 0.9, While we find that the impact values with meaning and with OL exceed the threshold of 0.9, which does not greatly impact the validity of the differentiation between the model variables.

4.2 The Evaluation of the Structural Model

Table 6. R-square & f-square

Indicator	Result		Decision
(R²)	OL	0.270	Accepted
(F²)	PE → OL	0.371	Substantial effect

Source: SmartPls 4 outputs

For (R²), According to (J. F. Hair et al., 2011; Henseler et al., 2009; Shmueli & Koppius, 2011) The values of 0.75 can be considered substantial, 0.50 moderate and 0.25 weak (Rabhi et al., 2023). Based on (Hamyeme & Belagra, 2023) it is acceptable. we conclude from Table 6, the independent variables explain 27% of the dependent variable. As for (F²) It measures the strength of the relationship between latent variables, meaning it helps evaluate the overall contribution of the study (Someia et al., 2023). Through Table 6, Based on the above, we conclude that there is a substantial effect of PE on OL and the study model is of high quality and capable of testing hypotheses in the best conditions.

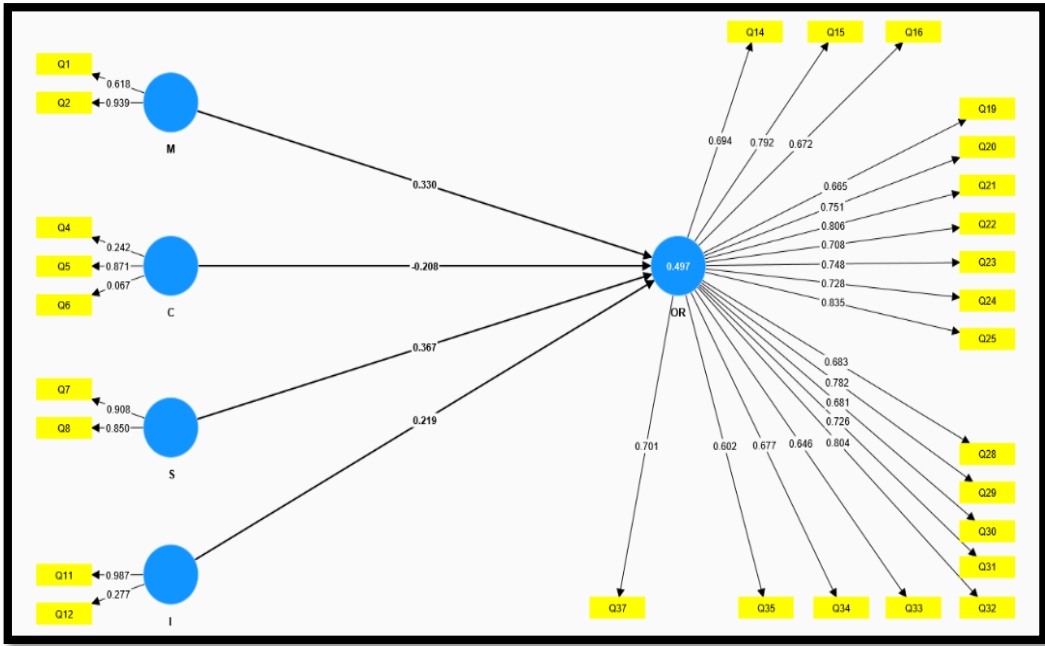
Table 7. Path Coefficient Test & Significance of impact (H1)

Relationship	Original sample	Sample mean	Standard deviation	T statistics	P value	Decision
PE ➡ OL	0.520	0.627	0.097	5.379	0.000	Supported

Source: SmartPls 4 outputs

We note that there is a significant and positive impact of PE on OL based on the p result 0.000 in Table 7. Therefore, we accept the H1 hypothesis.

Fig. 2. Dimensions of Psychological Empowerment on Organizational Learning (SEM)



Source: PLS-Model Specification (developed by the authors)

Table 8. Path Coefficient Test & Significance of impact (H11, H12, H13, H14)

Relationship	Original sample	Sample mean	Standard deviation	T statistics	P value	Decision
C ➡ OL	-0.208	-0.217	0.204	1.020	0.308	Rejected
I ➡ OL	0.219	0.276	0.165	1.323	0.186	Rejected
M ➡ OL	0.330	0.320	0.158	2.090	0.037	Supported
S ➡ OL	0.367	0.388	0.180	2.043	0.041	Supported

Source: SmartPls 4 outputs

We notice that there is an impact of meaning and Self-determination on OL based on the p result of 0.037 and 0.041, respectively, in Table 8. Therefore, we accept H11 and H13 hypotheses. While there is no impact of Competence and Impact on OL, based on the p result of 0.308 and 0.186, respectively, in Table 8. Therefore, we reject H12 and H14 hypotheses.

5. Conclusion

This research was conducted on a sample of employees at the ISTPSA of the University of Laghouat in the first quarter of 2024 by distributing questionnaires, where the sample studied reached 35 employees out of 45.

One of the reasons that encouraged us to research this topic is that when we read many research papers, we notice many recommendations and proposals about the importance of PE and OL in organizations, but there is not much research that has directly addressed the impact of PE on OL. Therefore, we decided to address this topic and study it among the employees in (administration, finance, university activities, and library) at the ISTPSA of Laghouat, where the general result of the study was positive based on:

a significant and positive impact of PE on OL based on the p result 0.000, an impact of meaning and Self-determination on OL based on the p result of 0.037 and 0.041, respectively. While there is no impact of Competence and Impact on OL, based on the p result of 0.308 and 0.186, respectively. the independent variables explain 27% of the dependent variable and that there is a high impact of PE on OL.

In order to try to address the existing shortcomings, we recommend some points:

- Encouraging all employees to undergo internal and external training.
- Preparing thoughtful selection criteria to select candidates to benefit from external training opportunities.
- Developing the institute's learning methods for employees according to digital transformation.
- Empowering employees psychologically in order to encourage them to learn and develop their abilities.
- Organizing sports, cultural and scientific activities for the purpose of entertainment.

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