

# Structural Equation Modeling based SmartPLS 3.0 Software in Measuring Psychological Empowerment and Readiness to Strengthen Structural Transformation

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**Abstract**— This study examines the effect of psychological empowerment as an antecedent factor and readiness to strengthen structural transformation. A total of 213 participants enrolled in higher institutions that have developed to become independent institutions, especially in financial support. The data processing procedure used SmartPLS 3.0 software and structural equation modeling (SEM). The outcomes of using structural equation modeling (SEM) aligned with established metrics, including Cronbach alpha, composite reliability, extracted mean-variance, and assessment standards for both structural models and measurements. This research found that psychological empowerment, encompassing meaning, skills, self-determination, and impact, positively influences lecturers' commitment to structural transformation. This supports previous research indicating that psychological empowerment significantly predicts structural commitment. Furthermore, the study reveals that psychological empowerment also enhances lecturers' willingness to change, which in turn strengthens their commitment to structural transformation. The findings underscore the pivotal role of willingness to transform as a mediator in this relationship, highlighting its importance in fostering structural resilience and adaptability. These insights contribute to understanding the dynamics of structural transformation readiness and commitment among academic staff, emphasizing the multifaceted impact of psychological empowerment in educational contexts and providing practical implications for educational institutions.

**Keywords**— Structural improvement; working environment; structural equation modelling; reduced inequality; equity.

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## I. INTRODUCTION

The transformation will result in workers having many new tasks and responsibilities, thus creating high profits. For this reason, commitment to structural transformation is needed so that workers can remain in the organization. This is also the same as the study by [1] states that workers who feel obligated, are enthusiastic about making transformations, and show behavior that supports transformation will make transformations that can be carried out successfully and reduce the desire to make gains. For this reason, commitment to structural transformation (commitment to transformation) is necessary to achieve structural transformation [2], [3] stated that the failure of transformations carried out by any organization is caused by low employee commitment to transformation. Commitment is an essential factor that makes workers loyal to organizational transformations and adapts to

any transformations. [4] stated that commitment to transformation is a worker's bond with the organization, allowing it to achieve its goals. Currently, more than 70 percent of organizations foster empowerment among workers. Empowerment is part of self-control [5]. [6] focused on psychological empowerment because it relates to workers' willingness to control themselves. Workers who monitor their psychological condition can increase workers' commitment to transformations determined by the organization.

Psychological research explains how the environment (place organization and work environment) influences worker behavior in workers' reactions to the work environment [7]. Workers who have good feelings will influence positive work behavior and support structural transformation [8]. Psychological perception is also closely related to employee attitudes and behavior, which seeks to influence organizational commitment [9]. This also has an

impact on employee commitment to transformation. For an organization, transformation is not an easy thing to accept because it involves many considerations [10]. Various considerations must be considered so that transformations receive support and acceptance from all groups. Therefore, a willingness to face transformation is needed. The results of [11] investigation show that structural transformation can be successful if workers are willing to face transformation.

These commitments and supplies impact transformations to various systems and regulations within IPTA. However, the new system and regulations have not received full support from all parties. The most prominent challenge public structure face in making transformations is the tendency of workers to reject these transformations (resistance to transformation) [12]. This is because most workers are comfortable with the existing situation and consider that transformation is a threat. Therefore, workers often look for insults and complaints so that any transformations do not need to be made [13].

Many researchers have studied the impact of psychological conditioning on willingness to transform. Among these studies are [14], [15], and [16]. Likewise, studies by [17], [18]. However, studies by [19] carried out studies with independent transformation enablers, willingness to transform, and commitment to structural transformation as dependent transformation enablers. Therefore, there is a gap in studies that identify the role of willingness to transformation as a mediator between psychological empowerment, structural justice, acceptance of supervisor support, and commitment to structural transformation.

Mangundjaya [20] shows that psychological empowerment contributes to commitment to structural transformation. Workers who have good feelings influence positive work behavior and support structural transformation. Psychological assessment is closely related to employee attitudes and behavior that seeks to influence structural commitment [9]. This also has an impact on workers' commitment to transformation. also, there is a direct relationship between psychological empowerment and normative commitment [21]. Employees have the psychological power to express emotional attachment to the structure. Workers who have high levels of supervisor empowerment also demonstrate high normative commitment to the institutions where they work. The hypothesis is supported by other studies which state that there is a positive and direct relationship between normative commitment and psychological empowerment. Higher commitment will, in turn, result in lower absenteeism and higher employee retention. In contrast, workers may make more positive contributions to structural success [22], [23]. Therefore, hypothesis H1 is established.

According to many researchers [24], [25] that psychological empowerment is a motivational construct that support the willingness to transform. According to studies, psychological capital has a higher score for influencing workers' willingness to face transformation compared to psychological capital [26]. A study by [27] found a positive and significant relationship between psychological feelings among primary healthcare workers in Iran and workers' willingness to transform. This suggests that improving the psychology of employee self-esteem can increase the success

of structural transformation projects designed to enhance structural performance. Thus, Hypothesis H2 is revealed.

A study by [20] describe that commitment to transformation has a fundamental role in achieving structural transformation. This is because commitment to transformation is one of the most critical factors influencing worker behavior to support transformation [19]. Employees confident in their ability to understand and improve can view structural transformation as an opportunity to enhance their capabilities. In contrast, workers who are uncertain about their ability to learn and enhance may perceive structural transformation as a threat. Understanding the willingness to transform motivates workers and its relationship to structural transformation. This structural behavior approach considers the motivation of workers to carry out specific tasks in the context of mutual obligations between workers and the structure. Therefore, hypothesis H3 is established.

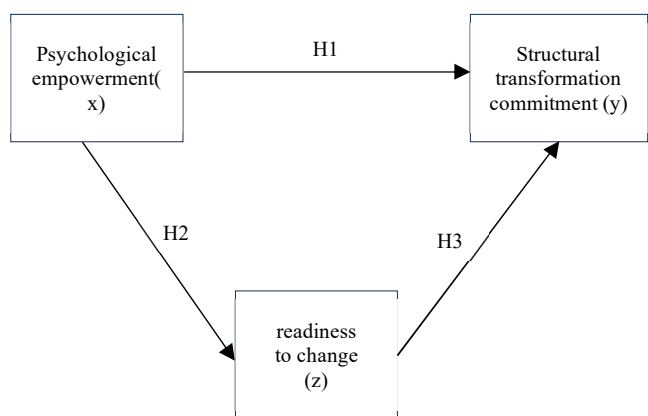


Fig. 1 Theoretical framework

## II. MATERIALS AND METHOD

### A. Research Design

The study uses a cause-and-effect study approach where the study aims to find the causes and effects between variables or to reveal the causes and effects of the relationship between two or more variables or how variations in independent variables affect dependent variables [28]. The psychological analysis in this study refers to [29] which includes four dimensions: efficiency, self-awareness, meaning, and impact. Deficiency refers to an individual's belief regarding the capacity or ability to do a job that requires specific skills. Self-control refers to the extent to which an individual has control over his work and how that individual completes his work. Meaning refers to the extent to which an individual cares about the task given and is related to the individual's values, targets, or skills. Impact refers to an individual's belief that he or she influences in determining the results of his or her work.

### B. Participants

Participants in this study were lecturers at universities where the universities were universities that were changing status. Participants were selected using purposive sampling because they needed to meet the specified criteria and requirements, namely having a service period of more than five years and having experience holding the position of at

least a study program coordinator. The sample size is 213 people selected proportionally from each faculty.

### C. Instrument

This study comprises one set of questionnaires to determine psychological empowerment (x), readiness to transformation (z), and structural transformation commitment (y). The questionnaire on psychological empowerment is a modified questionnaire from the Psychological Empowerment Questionnaire (PEQ) built by [29] with slight modifications in terms of language to meet the specific needs of the current study. In the context of this study, psychological empowerment is measured through meaning, skill, self-determination, and impact. The structural transformation commitment was measured from 3 aspects: affective, continuance, and normative. All items are measured in Likert 6 points, 1) Strongly disagree; 2) disagree; 3) Slightly disagree; 4) Slightly agree; 5) Agree; 6) Strongly agree.

### D. Data Analysis

A questionnaire was used to collect the information needed for this study. The data were analyzed using the SmartPLS 3.0 software for various reasons. First and foremost, measurement models with prediction capabilities can be built. Next, the researchers collected many samples rather than assuming the data would follow a normal distribution. Third, SmartPLS 3.0's structural equation modeling (SEM) analysis uses mediating elements to investigate empirical data, providing a causal explanation for the model.

This study used path analysis to evaluate hypotheses and uncover unmediated and mediated linkages between exogenous and endogenous components. Two-tailed, 5% were utilized. The mediating impact was assessed using  $p < 0.05$  ( $p < 0.05$ ). In the first part, we investigated whether the indirect impacts were significant, and in the second phase, we studied the function of mediation in the relationship. The indirect effect must have a considerable influence to validate the mediating effect.

Mediating effects can significantly influence when the indirect effect has no impact or has an impact equivalent to or greater than the direct effect. The indirect effect is significant if the mediation is successful, even if the direct benefit is small. This is because direct effects are more easily quantified than indirect effects. Partial mediation occurs when both direct and indirect effects are significant. Mediation can lead to a resolution that is either constructive (unidirectional) or detrimental.

## III. RESULTS AND DISCUSSIONS

The main focus of the Measurement Model Assessment, or MMA, is on analyzing indicators or statement items concerning latent variables that correspond to those variables. This study included four latent variables, which were assessed using twenty-two indicators. There were forty-two signs in total. Convergent and discriminant validity tests were performed to ascertain whether these latent variables are consistent and possess an independent identity. The word "convergent validity" refers to evaluating the degree of agreement between two data sets. It is determined by determining if the measurement items for specific variables meet the four established criteria. The item's validity is

established when the external loading is more significant than 0.7. The data are credible if the Average Variance Extracted (AVE) is more significant than 0.5 and the Cronbach's alpha value is more important than 0.7. The results of the investigation into convergent validity are provided in Table I and Figure 2, both of which demonstrate the investigation's success.

TABLE I  
VALIDITY TEST

Predictor	Indicator	Outer Loading >0.7	Cronbach alpha	CR	AVE
Psychological empowerment (X)	X1	0.841	0.947	0.954	0.632
	X2	0.767			
	X3	0.773			
	X4	0.869			
Readiness to transformation (Z)	Z1.1	0.802	0.954	0.959	0.627
	Z1.2	0.904			
	Z1.3	0.716			
	Z1.4	0.799			
	Z1.5	0.800			
	Z1.6	0.762			
	Z1.7	0.870			
	Z1.8	0.848			
	Z1.9	0.705			
	Z1.10	0.818			
	Z1.11	0.792			
	Z1.12	0.721			
	Z1.13	0.754			
	Z1.14	0.765			
Structural transformation Commitment (Y)	Y1.1	0.758	0.958	0.962	0.586
	Y1.2	0.815			
	Y1.3	0.840			
	Y1.4	0.797			
	Y1.5	0.758			
	Y1.6	0.719			
	Y1.7	0.715			
	Y1.8	0.763			
	Y1.9	0.745			
	Y1.10	0.855			
	Y1.11	0.776			
	Y1.12	0.736			
	Y1.13	0.729			
	Y1.14	0.707			
Y1.15	0.719				
Y1.16	0.773				
Y1.17	0.777				
Y1.18	0.779				

The findings of the convergent validity test, which are presented in Table 1, indicate that the predictors of psychological empowerment (X), readiness to transformation (Z), and structural transformation commitment (Y) meet the validity. Values of 0.7 or higher for outer loading, 0.7 or higher for Cronbach's alpha, 0.7 or higher for composite reliability, and 0.5 or higher for Average Variance Extracted

(AVE) all demonstrate this. Other results for validity are presented in Table 2.

TABLE II  
HETEROTRAIT-MONOTRAIT RATIO OF CORRELATIONS (HTMT)

	X	Z	Y
X			
Z	0.593		
Y	0.505	0.525	

Table 3 presents the outcomes of the correlation between the variables.

TABLE III  
SUMMARY OF STRUCTURAL MODEL

(H1) X > Y	0.284	2.183	0.015	Accepted
(H2) X > Z	0.521	5.293	0.000	Accepted
(H3) Z > Y	0.285	2.883	0.002	Accepted
X > Z > Y	0.151	2.343	0.010	Accepted

The findings of the study show that psychological empowerment has a direct positive influence on commitment to structural transformation. Thus, hypothesis H1 is accepted. This finding means that psychological empowerment through meaning, skills, self-determination, and impact directly affects public university lecturers' structural transformation commitment. The more positive the lecturer's psychological empowerment, the higher the lecturer's commitment to structural transformation. The findings of this study support the study of [30] and [31] found that psychological empowerment proved to be the highest predictor of structural commitment. This is also supported by a study by [32] who reported that psychological empowerment was a strong predictor of overall structural commitment.

The findings of this study also support the study of [6] who found that meaning is the dimension that has the highest impact on structural transformation commitment (11.9%) followed by skills (9.3%). However, this study found that self-determination has a higher effect than impact, while the study found that impact has a higher effect than self-determination. The difference in the findings of this study is due to the difference in respondents. This study involves respondents from lecturers who have better self-determination than the impact because they are aware that the profession of lecturer is part of immortality in science. The respondents were financial company employees who prioritized impact more than self-determination.

Several other past studies that also involve lecturers as research respondents have supported the findings of this study, such as [32], [33]. [33] involving 409 lecturers from Germany, Croatia, Austria, and Slovenia, while [32]. This involved 225 lecturers from the Peninsula, Sabah, and Sarawak. Previous studies have all stated that psychological empowerment, including meaning, skills, self-determination, and impact, directly affects structural commitment.

Research findings show that psychological empowerment has a direct positive influence on willingness to transform. Thus, hypothesis H2 is accepted. This can mean that psychological empowerment through meaning, skills, self-determination, and impact influences public university lecturers' willingness to transform. The more positive the psychological empowerment received by the lecturer, the

more willing the lecturer is to transform. This significant direct effect is also because all dimensions of psychological empowerment are high, and all sizes of willingness to transform are high. This supports the study [26] which found that psychological empowerment contributes 41% to the willingness to transform, which is higher than psychological capital, which contributes only 34.1%.

A study supports the findings of this study [34] which suggests that psychologically empowered lecturers feel responsible for their work physically and emotionally so that they grow a willingness to transform by what is happening in the structure. The findings of this study are also in line with the findings of the [35] study that psychological empowerment significantly affects an individual's willingness to transform. Research findings that show that psychological empowerment has a direct positive effect on willingness to transform also support the results of [36]. The study reported that psychological empowerment can foster employee trust in the structure. This belief gives employees a positive view of any transformation carried out by the structure.

This study found that willingness to transform positively affects commitment to structural transformation until Hypothesis H3 is accepted. This finding means that the higher the desire to transformation among lecturers, the higher their commitment to structural transformation. The findings of this study support the study of [37] and [38] who stated that readiness to transformation is the first stage of the three stages of commitment: readiness (how employees are exposed to transformation and their level of awareness), acceptance (employees' understanding and perception of transformation), and commitment (integration of transformation).

The study's findings show that psychological empowerment affects commitment to structural transformation with a willingness to transform as a mediator. The findings of this study show that the strength of the relationship between psychological empowerment and commitment to structural transformation for lecturers at public universities will increase with the willingness to transform. This study found that structural transformation commitment for lecturers at public universities is highly dependent on psychological empowerment through meaning, competence, self-determination, and impact, with the role of willingness to transform as a mediator to strengthen. The findings of this study confirm the role of the desire for transformation as a mediator in the relationship between psychological empowerment and commitment to transformation. The readiness to transform will further support structural transformation commitment's psychological empowerment. The findings of this study correlate with the study of [24] [14] and [39] who found that psychological empowerment has a positive and significant effect on willingness to transform with the study group [40], [41], [19], [20] who found that willingness to transform positively affects commitment to structural transformation.

#### IV. CONCLUSION

In conclusion, this study underscores the significant role of psychological empowerment in shaping lecturers' commitment to structural transformation at public universities. The findings confirm that psychological empowerment, encompassing dimensions like meaning,

skills, self-determination, and impact, directly enhances lecturers' commitment to structural transformation. Specifically, the higher the levels of psychological empowerment experienced by lecturers, the stronger their commitment to embracing structural transformations. This aligns with prior research highlighting psychological empowerment as a pivotal predictor of structural commitment across various contexts.

Moreover, the study identifies willingness to transform as a crucial mediator between psychological empowerment and commitment to structural transformation. Lecturers who exhibit a greater readiness to adapt and endorse structural transformations demonstrate a higher commitment to implementing those transformations. This mediation effect emphasizes the importance of fostering psychological empowerment and cultivating a supportive environment that encourages openness to transformation among academic staff.

These findings contribute to the existing body of knowledge by illustrating how psychological empowerment and willingness to transformation synergistically influence lecturers' commitment to structural transformation in educational settings. This underscores the significance of empowering educators through skill enhancement and fostering a sense of purpose and autonomy, thereby promoting structural resilience and adaptability in the face of evolving educational landscapes.

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