Age and Educational Level on Psychological Empowerment and Affective Commitment to Change

Wustari L. Mangundjaya
Faculty of Psychology, Universitas Bhayangkara Jakarta Raya, Bekasi, Jawa Barat, 17143, Indonesia, wustari.larasati@dsn.ubharajaya.ac.id

Corresponding Author: Wustari L. Mangundjaya

Abstract: People cannot be separated from their characteristics, including age and education, as they are embedded in the person. These characteristics impact their personalities includinh their psychological empowerment, and attitudes toward change of the people in the organization. This research aims to identify the impact of age and educational level on affective commitment and psychological empowerment. The data were collected from 4 (four) local NGOs in Jakarta, with 113 respondents. The findings of the study revealed that age and educational level positively correlate with affective commitment to change, means that the older the people the higher their score on affective commitment. Further, the higher the level of education of people, the higher score of their affective commitment to change. Meanwhile, there is no significant relationship found between age and education with psychological empowerment. Results can be used for change management, especially in terms of choosing a change leader, which showed that the higher level of education and the older/senior people are more suitable to become the change leader, as they have higher score on affective commitment to change. However, this result cannot be generalized to all types of organizations as the results in various types of organizations were not consistent, and this result based on NGO organizations.

Keyword: Affective commitment to change, Psychological empowerment, Age, Educational level, NGO.

INTRODUCTION

Organizations have to face changes. Given its critical role in the change process, it is critical to understand the factors that influence change acceptance. Organizations must consider the impact of change on employees and how employees react to change during change processes (Balogun, Hope-Hailey, Johnson, & Scholes, 2008). In this regard, affective commitment to change is needed to achieve organizational change, as people in the organization are the key players in achieving this success. In the meantime, organisations are becoming more diverse, employing a wider range of people based on gender, race, ethnicity, age, educational background, and other factors (Robbins & Judge, 2013). These diverse

characteristics also affected the climate and effectiveness of the organization, including the climate and culture during the organizational changes.

Many studies about the employees' attitudes toward change were conducted. However, only limited studies were conducted in Non-profit organizations or so called NGOs. This study was conducted at some NGOs to identify whether employees who worked in NGOs have the same profile as employees who worked in profit companies in terms of their affective commitment to change. The objective of this study is to explore the demographic profiles especially in terms of age and eduactional level and their relationship with affective commitment to change and their psychological empowerment. The affective commitment to change is needed to make organizational change succes, and psychological empowerment is also need as during organizational change, people need to be empowered to face the challenges caused by organizational changes. This study aims to explore the relationship between internal influencing factors, such as age and educational level, on affective commitment to change and employee psychological empowerment.

Herscovitch and Meyer (2002) mentioned that commitment to change is a state of mind that binds an individual to actions deemed necessary for the successful implementation of change initiatives. Commitment to change is reflected in three dimensions: (a) the affective commitment to change, (b) the continuance commitment to change, and (c) the normative commitment to change. This study focuses on affective commitment to change, which is the desire to provide support for change based on the belief in the benefits inherent in it. In this regard, affective commitment to change is predicted to be the most effective supportive behaviour during organisational change, with the greatest impact on the person's positive attitudes and behaviours when compared to the other two dimensions. (Herscovitch & Meyer, 2002).

Age is assumed to make people wiser, and elderly people usually have more attachment to the organization than younger ones. The previous study by Susilo and Mangundjaya (2019) on 334 airport operators showed that age correlates positively with affective commitment to change. Similar results also were found in Primawidi and Mangundjaya's (2020) studies of 42 employees working in the head office of a multi-financial service company. Also, the same results were found in Mangundjaya and Wicaksana (2021) studies from 534 employees who work at financial state-owned organizations. Moreover, many previous research have discovered that a positive correlation between age and organizational commitment was found (Affum-Osei et al., 2015; Amangala, 2013; Elkhdr & Kanbur, 2018; Nifadkar & Dongre, 2014). Although those research were about organizational commitment, but since affective commitment to change was derived from the concept of organizational commitment, thus it can besaid that this kind of attachment and commitment also includes in the commitment to change. Possible explanations for these results are that older employees have better positions and higher satisfaction with their jobs (Khan & Zafar, 2013). They also have lower number of available employment options which makes them realize that they have to loose an ample of money if ther are leaving the companies. Furthermore, older people usually have lower expectation and tend to be more realistic, then they will adjust themselves better to their work situations (Newstrom, 2007) including has commitment on organizational change. Based on those, the following hypothesis was proposed as follows:

Hypothesis 1: Age correlates positively with affective commitment to change.

Meanwhile, in terms of educational level and affective commitment to change. It is assumed that the educational level makes people become more intelligent and have sharper critical thinking, which then also has the ability to analyse the importance of change for the organization. As a result, it was assumed that educational level has correlated with affective commitment to change. Previous research has also found a link between level of education and affective commitment to change (Susilo & Mangundjaya, 2019; Primawidi &

Mangundjaya, 2020;). Moreover, studies also showed that there is a positive connection between education and organizational commitment. Research studies have found a positive correlation between level of education and organizational commitment (Akintayo et al., 2010; Amangala, 2013). In this regard, although Akintayo et al (2010) and Amangla (2013) studies a about organizational commtment not commitment to change, however as the concept of commitment to change derived from the concept organizational change, so it was also assumed that educational level has positively correlated with affective commitment. The second hypothesis was:

Hypothesis 2: Educational level has a significant correlation with affective commitment to change.

Psychological empowerment refers to a set of psychological states required for an individual to feel in control of their work (Spreitzer, 2007). According to Spreitzer (2007), there are four dimensions of psychological empowerment, which are as follows: a) *Meaning*, this dimension involves the fit between the needs of the job and the individual's beliefs, values, and behaviours. Spritzer (2007) also mentions that the *dimension of meaning* speaks of the conformity between the terms of work and the beliefs, values, and behaviour of the individual; b) *Competence*, this dimension refers to one's job-specific self-efficacy or belief in one's ability to do work with skills (Spreitzer, 2007). The *competence* dimension includes individual beliefs where individuals have the ability and technical competence needed to complete the tasks needed in the absence of resistance from the organization (O'Brien, 2010); c) *Self-determination,* reflects a sense of autonomy or choice over the initiation and maintenance of work behaviours and processes (Spreitzer, 2007). This refers to how far a person has the will of his work or is free to determine how to complete the work; d) Impact. This dimension describes the extent to which a person can exert influence on strategic, administrative, or operational outcomes in the place where he works (Spreitzer, 2007). Age makes people more competent and confident. By that time, people will be getting more competent and confident in themselves and be able to make their own discussions and have some impact on the environment. These characteristics belong to psychological empowerment (Spreitzer, 2007). A previous study by Mangundjaya (2019) from 534 employees of financial state-owned organizations. also showed that there is a positively correlated between age and psychological empowerment. Based on this discussion, the hypothesis as follows:

Hypothesis 3: Age has positively correlated with psychological empowerment**.** Educational level and its relationship with psychological empowerment**.**

The educational level also makes some differences in psychological empowerment. Spreitzer (2007) mentioned that several factors, such as the participant's level of education, length of time worked, and higher position will give participants higher psychological empowerment. A research by Lizar et al. (2015) also showed that employees with a higher level of education have a higher mean of psychological empowerment. Similar results also shown from the study of Muzdalipah and Mangundjaya (2019) from 116 employees who work at television companies. Further, Mangundjaya (2019b) results from 539 employees working in two financial state-owned organizations in Indonesia showed that there was positive correlation between educational level and psychological empowermrnt. Following the discussion, the following proposed hypothesis was:

Hypothesis 4: Educational level has positively correlated with psychological empowerment**.**

METHODS

Study design

This study used a quantitative with a cross-sectional approach. Data were collected by online questionnaires of head offices employees of 4 (four) NGOs in Jakarta, Indonesia, even their operations were through out Indonesia.

Sampling, sample and data collection

The sample was chosen using non-probability sampling or convenience sampling (Gravetter & Foranzo, 2016) with the following criteria, employees in the NGO have been working for at least one year and have experienced organizational changes. The number of respondents were calculated based on the *G-Power* statistical application using α 0.05, *power* of 0.95, from the two questionnaires, which stated that the minimum number of respondents was 107. The profile of respondents shows the majority gender is female (59.3%), who were in the age range of 25-44 years (54%), university graduates (60.2%), had been working at NGO (92.9%) for 2-10 years, mostly staff (46.9%) who has been working in 3 various types of NGOs, namely 2 (two) local NGOs in environmental issues and local NGOs in the field of charity.

Table 1. Demographic data of respondents

Characteristics of Respondents	Frequency	Percentage (%)
Gender		
• Male	46	40.7
• Female	67	59.3
Age		
• < 25 years old	34	30.1
• 25-44 years old	61	54.0
• > 44 years old	18	15.9
Education		
• Senior High School	13	11.5
• Diploma 3	10	8.8
• Bachelor Degree	68	60.2
• Master Degree	22	19.5
Lengths of Work		
• 2-10 years	105	92.9
• >10 years	8	7.1
Position		
• Non-staff	10	8.8
• Staff	53	46.9
• Section head/supervisor/officer	18	15.9
• Division head/group head	14	12.4
• Manager/Department head	18	15.9

Table 1 shows that the majority of the repondents fall between the range of age of 25-44 years old, so called the young age. With their young age and good educational level, they become a potential group to become the long-term participants in a state's workforce with high credentials.

Data Collection

The survey instruments consist of two questionnaires. The first was affective commitment to change, which derived from commitment to change inventory by Herscovitch and Meyer (2002). The questionnaires have been translated into Bahasa Indonesia by Mangundjaya (2013). This questionnaire consists of 6 items using a Likert scale of 1 to 6. The point 1 of the scale refers to strongly disagree answers to point 6 which refers to intensely

friendly answers. The second questionnaire was psychological empowerment, it was based on the concept of Spreitzer (2007). The questionnaires consisted of 4 dimensions, those were meaning, competence, self-determination and impact, with have 4 items in every dimension which using the same Likert scale of 1 to 6. In this questionnaire, the point 1 of Likert scale refers to strongly disagree answers to point 6 which refers to strongly agree.

The two questionnaires in this study have been used many times previously in many other studies. However, for this research the questionnaires were tested its reliability and validity as the respondents were different from the previous research, which are employees of the NGOs. The results of the reliability and validity were as follows: a) The results of affective commitment to change showed that the validity test with CrIT of this measuring instrument have a range of 0.40 to 0.64, and based on references from Nunnally and Bernstein (1994), CrIT coefficients above 0.2 are considered a good score for discriminating items, thus affective commitment to change has a good item discrimination value. Reliability analysis on the data collection results with 113 valid data resulted in a Cronbach Alpha value of 0.86 with a CrIT range of 0.57 to 0.79. According to Kaplan and Saccuzzo (2008), the value of the coefficient of reliability of an excellent measuring instrument is 0.70, which it can be said that this measuring instrument showed good reliability. Meanwhile, the results of Psychological empowerment showed that the reliability test resulted in a value of 0.94, with the range of each dimension from 0.84 up to 0.93, and the validity test results with CrIT showed a range of 0.50 to 0.81, which showed that the instruments were valid and reliable (Nunnally & Bernstein, 1994; Kaplan & Saccuzzo, 2008).

Data were collected anonymously, and the respondents have been asked their consent to fill the questionnaires, and the majority of questionnaires were sent through G-form by email or WhatsApp.

RESULTS AND DISCUSSION

To determine the impact of age and education on affective commitment to change and psychological empowerment, data were analyzed using both descriptive and correlation analysis.

Descriptive analysis

Table 2. The profile, mean and standard deviations of age and education on affective commitment to change, and psychological empowerment

Characteristics of Respondents	Affective Commitment to Change			Psychological Empowerment		
	Mean	SD	Sign	Mean	SD	Sign
Age			0.00**			0.30
<25 years old	4.67	0.89		4.93	0.67	
25-44 years old	4.93	0.90		4.95	0.68	
>44 years old	5.52	0.45		4.97	0..63	
Education			0.00**			0.42
Sr. high school	4.62	0.95		4.92	0.65	
Diploma	4.67	1.26		4.94	0.64	
Bachelor degree	4.97	0.79		4.96	0.67	
Masters' degree	5.20	0.88		4.98	0.68	

According to the results from the calculation with Anova that showed in Table 2, there are significant differences between *mean* values both for age and education in terms of affective commitment to change. The results showed that the older the person the higher the score of affective commitment to change, also the higher their educational level the higher score of affective commitment to change. Meanwhile, there was no significant differences between age and education in terms of psychological empowerment.

Further, it showed that employee with the age more than 44 years old had the highest score compared to the employees who were younger than that. Moreover, it showed that masters' degree have the highest score compare to others who have lower educational level.

Intercorrelation analysis

Researchers also conducted a correlation analysis between demographic variables and main variables to see if there was demographic data in this regard age and education related to the main variables of the study using Pearson Correlation analysis.

Table 3. Intercorrelation Analysis

	Mean	SD	AC2C	PE	Age	Edu
AC2C	4.95	0.88	1			
PE	4.92	0.63	.59**	1		
Age	-	-	.29**	.129	1	
Edu	-	-	.20*	-.029	.52**	1

N=113; **Significant at *p<.01;* *Significant at *p<.05,* SD: Standard Deviation;
AC2C: Affective Commitment to Change, PE: Psychological Empowerment, Edu: Education

Table 3 shows that age and education have positive correlation with affective commitment to change. Meanwhile, age and education did not have any significant correlation with psychological empowerment.

The correlation of age with affective commitment to change and psychological empowerment

Both the results of significances differences between age on affective commitment to change, and Pearson correlation showed that age is positively correlated with affective commitment to change ($r = .29$, p<.01). Thus, the older of a person is the higher the score of affective commitment to change. As a result, Hypothesis 1 was supported. This finding could be attributed to the fact that older workers lower their expectations in order to be more realistic and better adjust to their work situations (Newstrom, 2007), including adjusting to organizational change.

Meanwhile, the results showed that age did not have any significant correlation with psychological empowerment, as the score of mean between age in terms of psychological empowerment did not show any significant differences, thus Hypothesis 2 was not supported.

The correlation of educational level with affective commitment to change and psychological empowerment

Educational level was found to be significantly positive correlated with affective commitment to change ($r = .20$, p<.05), this is also supported by the significant mean diffrences between educational level on affective commitment to change, as showed in Table 2. The results showed that it can be concluded that the higher the employee's level of education, the higher the employee's level of affective commitment to change. Hypothesis 3 was supported.

Meanwhile, the level of education was found to have no significant correlation with psychological empowerment. As a result, whatever level of education the people have, this has no significant correlation with the sense of psychological empowerment that people have, thus Hypothesis 4 was not supported.

Discussion

Based on the results of the research, age is positively correlated with affective commitment to change. As the age increases, it was assumed that they would be more mature and have more wisdom than the younger. They will think that organizational change is needed and beneficial for the organization to develop the organisation effectiveness and sustainability. As a result, the elder the person is, then they will have the higher score on affective commitment to change.

This study is in line with the research in Mangundjaya and Gandakusuma (2013), and research by Mangundjaya (2019a) which conducted at 539 employees of the state-owned company in financial sector. It demonstrated that age has a significant positive relationship with commitment to change. This indicated that older employees in the maintenance stage of their careers were more likely to contribute through a commitment to the organization and showed that they aim was to serve their community or organization more than their younger counterparts who were more involved in the exploration stage (Pettit, Donohue & De Cieri, 2004). In addition, the previous studied about the correlation between age and organizational commitment also showed that there is a positive and significant correlation between these two variables (Affum-Osel et al., 2015; Amangala, 2013; Elkhdr & Kanbur, 2018; Nifadkar & Dongre, 2014). Although the correlation was between age and correlation commitment, but as commitment to change derived from organizational commitment so the phenomenon can also be used. In this regard, Khan and Zhafar (2013) mentioned that this might have some connection with the attitude of people who are reluctant to leave the organization as the elderly people usually have hold a good position in the organization, so they support the organization and have a commitment to change.

However, this research was not supported the previous study conducted at 5 organizations in finance sector which conducted by Giovanita & Mangundjaya (2017), also the study conducted by Guamaradewi and Mangundjaya (2018) at 107 employees who worked at private oil company, and the study by Susilo and Mangundjaya (2020) at 198 operational employees at international airport showed that age had no significant correlation with the affective commitment to change. Also, the study conducted by Puspitasari and Mangundjaya (2020) with 612 participants from state-owned government which focus on social security, that showed no significant correlation between age and affective commitment to change. Further, a study by Mahendrati and Mangundjaya (2020), with 178 respondents of government agencies in various regions in Indonesia, showed that there was no significant correlation between age and affective commitment to change. Moreover, a study of Radian and Mangundjaya (2019) with 177 civil servants who work at the Ministry of Public Works and Public Housing showed that there was no significant correlation between age and affective commitment to change. Beside that, previous several researches also showed contradicting results for the age and organizational commitment connection. It showed that they have not discovered a significant correlation (Akinyemi, 2014; Booth-Kewley et al., 2017). In this regard, although these researches were between age and organizational commitment, however as commitment to change were derived from organizational it was assumed that these researches were similar.

In terms of the correlation between level of education and affective commitment to change, it showed that there was a positively correlated with affective commitment to change. As the level of education increased, it was assumed that they would be more knowledgeable and consequently will support the management policy in conducting the organizational change. The research was supported the previous study by Guamaradewi & Mangundjaya (2018).

However, this current research was not in line with the previous studies in relation with these (Mangundjaya and Gandakusuma, 2013; Giovanita & Mangundjaya, 2017). Study

conducted by Santoso and Mangundjaya (2018), at a state-owned organization showed that educational level had no significant correlation with affective commitment to change. The other study conducted by Susilo and Mangundjaya (2020) who studied at operational employee in international airport also showed that there was no significant correlation between educational level on affective commitment to change. In addition, the previous research (Booth-Kewley et al., 2017) showed that they have not found any correlation between employees' education and organizational commitment. In this regard, Khan et al. (2013) also stated that usually people with low educational qualifications will find more difficulties in finding new jobs, conseuently people with low educational level have higher commitment to their organizations, including their commitment to the organizational changes.

Meanwhile, there was no significant correlation between educational level and psychological empowerment in terms of psychological empowerment. In this regard, the psychological empowerment that people develop within themselves is not related to their educational level. However, this study was not supported by the previous studies conducted by Spreitzer (2007) which revealed that there was a positive relationship between age and educational background with affective commitment to change. Moreover, Spreitzer's (2007) studies also resulted in the finding that individuals with higher self-confidence scores would feel more psychologically empowered. It was assumed that people who had higher educational levels and were older would have higher self-confidence than people who were younger and had lower educational levels. This condition is supported by Champoux (2011), who stated that several factors might affect a person's self-concept, including the person's observations and perception of themselves, her/his past significant experiences, and the effect of the surrounding social context (Champoux, 2011). In this regard, being in an organizational change might also be impact people self-concept and psychological empowerment. However, in this study, the hypothesis was not supported. Many variables might cause this finding, such as the research being conducted in the NGOs, which might have different organizational climates and cultures. Based on this, the next research should be conducted in various type of organizations is recommended to get a consistent result.

In NGOs, the value of equity and equality is powerful, so regardless of who the person is, they are accepted as long as she/he cannot perform. This study also supported the previous study about how organizational environment (nongovernmental organizations) has an impact on employees' psychological empowerment (Thiranavukkawasa & Velnampy, 2009). Further study needs to be conducted.

In this study, the researcher tried to find out factors that enable to increase the psychological empowerment of the employees. Nongovernmental organizations are primarily staffed by idealistic employees and volunteers who work. Although this study showed that age and educational level had not correlated with psychological empowerment. Psychological empowerment of the employee is needed to be developed, as was found in the research by Millessen and Carman (2019). In order to be effective, NGO boards need to have more employees with high skills and developing their efficacy in facing the organizational changes.

Meanwhile, the study also showed that there was no significant correlation between educational level and psychological empowerment. In this regard, people's psychological empowerment can be developed by itself without related to their educational level. Therefore, it can be understood that there was an argument that the school's empowerment is very high due to the opportunities for teachers to develop their skills (Nora & Bukhari, 2021). Based on this finding, establishing and developing a cohesive organizational culture and climate in the organization with the focus of employee development is also needed.

There were some limitations in the study, those are as the followings: First, this is a cross-sectional study, it only considers respondents' one-time perspectives on the issue.

Second, this study only used questionaries as self-report, which might cause bias. Third, this study only conducted in 5 local NGOs, which located in one city, therefore to gain the better perspective about the profile of NGOs' employees further study with larger population is recommended, and to check whether this phenomenon also happens in other types of organization such as profit companies and state-owned companies. Fourth, the study did not take other dimensions of commitment to change and separately analyse the dimensions (affective, continuance, normative) according to employees' demographic characteristics. Fifth, the study haven't done research the demographic characteristics as moderators between some organizational antecedents and consequences of commitment to change, such as leadership style, employee engagement, compensations, culture, etc.

Based on the study, the correlation analysis between age and education in terms of affective commitment to change and psychological empowerment showed that both age and education had correlated with their affective commitment to organizational change. It can be concluded that the older the individual and the higher their education level makes them more committed to organizational change. However, previous researches showed that various other factors might also contribute on the affective commitment to change. Thus, it is necessary to continue the research, explore more about the impact of other factors on affective commitment to change, not only from the individual factors such as age and the level of education, but also gender, position, and longevity, as those factors might have some impact on the affective commitment to change. In addition to complete the researcher's curiosity, the external factors such as leadership style, organizational climate and culture should also be studied.

CONCLUSION

The findings and the results of previous study about age, level of education on affective commitment were still in consistent, as this research was conducted in various types of organizations. It was assumed that the type of organizations, the climate and the culture of the organization had some impacts on the results. Thus, to get a clearer picture, further studies in various types of organizations is recommended.

The findings also showed that between age and the level education, age had a bigger impact compared to the level of education, which can be concluded that seniority with lots of experience is more important than the level of education. Thus, in practice, the management is recommended to select older people with heavy experience and wisdom especially with high education to lead the organizational changes and act as a role models as they have a higher affective commitment to change compared to the younger and lower educational level. The senior should act as a role model and coach while leading the organizational change, as the coach style is more preferable than the pioneer or implementer style (Mangundjaya, 2022). The organizational change processes has to be planned properly to improve organizational effectiveness and to develop innovative new programs or strategies. This usually involving in making employees aware of the need for change and asking for their commitment (Packard, 2012). In this regard, not every organization have created successful changes, therefore choosing the right change leader might minimize the failures.

Since previous research showed inconsistent results about the relationship between employees' demographic characteristics and commitment to change, the aim of this paper is to clarify the relationship between those variables. The results of the study may contribute to the literature in the area of commitment to change, where there is the lack of research about the relation between employees' demographic characteristics and commitment to change. In addition, findings of this paper could contribute to the organizational practice in the field of human resource management.

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