

Psychological Empowerment, Employee Engagement and Organizational Commitment of the
Employees of CBM

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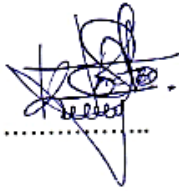
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A Research Dissertation Submitted to the school of Psychology in partial fulfilment for the
award of a Bachelors of Industrial and Organizational Psychology of Makerere University

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Declaration

I, Solomon Sekyanzi, hereby declare that this is my work and it has never been submitted to any university for the award of a degree in Industrial and Organizational psychology.

Signature



Date 24th February 2021

Solomon Sekyanzi

14/U/14563/EVE

Approval

I certify that the candidate has been under my supervision. The research work presented is original and is for his award of a bachelor of Industrial and Organizational Psychology.

Signature 

Date 24.02.2021

Dr. Baluku Martin

Supervisor

Dedication

I dedicate this work to my Mother and Rennae, my dearest circle for all the support, encouragement, thoughtfulness and support during this period.

Acknowledgement

I wish to acknowledge and extend my sincere thanks to Rennae, YouTube, my supervisors Eria and lastly my overall Dr. Baluku Martin for the assistance and guidance given to me while writing this proposal to its completion.

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Abstract

The study examined the relationship between psychological empowerment, employee engagement and organizational commitment among employees of CBM. The objectives of the study were; to examine the relationship between psychological empowerment and employee engagement among the employees of CBM. To examine the relationship between employee engagement and organizational commitment among the employees of CBM and to examine the relationship between psychological empowerment and organizational commitment among the employees of CBM. Results in table 2 above showed that there is a negative significant relationship between psychological empowerment and employee engagement ($p=.402$, $r=-.106$). Findings from table 4 above show that there is a positive significant relationship between employee engagement and organizational commitment since $p=.007$, $r=.335^{**}$. Results showed that there is no significant relationship between psychological empowerment and organizational commitment $p=.432$, $r=.099$. Therefore, $p>0.05$. it was recommended that, the company should provide of chances to the work force to vent out their personal suggestions and opinions, creating opportunities for employees to come up with decisions to empower them. The company can assign employees tasks that are of more importance to the organization and giving the workers more responsibilities.

Chapter One

Introduction

Background

Human resources are considered as the principal component of any business and a key factor to achieving the marketplace successfulness and excellence (Obeidat et al., 2012; Muda et al., 2014). When an employee happens to make statements like, "I am sorry but it's not me who set the rule" or "I must consult my manager but I can't find him" this is a clear sign of the absence of empowerment in the organization or disempowered at their workplace (Pelit et al., 2011, p. 796). In the compact Oxford dictionary (2018), the term "empowerment" refers to "providing power to someone to do something". However, power has several meanings: it is used to mean authorization. Only a few organizational employees are psychologically empowered at the workplace (Yaghoobi et al., 2011; Rana & Singh, Rana & Singh, 2016).

Employee engagement is essential because it creates a positive emotional connection towards the work & towards the organization's goals and its values (Anitha, 2014; Dajani, 2015; Al-dalahmeh et al., 2018). So, managers strive to maximize their goals and its values (Anitha, 2014; Dajani, 2015; Al-dalahmeh et al., 2018). therefore, organizations strive to maximize their human capitals through improving the engagement level of the workers so as to achieve their engagement commitment (Al Azmi et al., 2012; Han, 2015; Abualoush et al., 2018a).

Saks (2006) defines engagement as the degree of an individual's attentiveness and absorption to role performance.

According to Meyer et al., (2002) organizational commitment involves the values, norms and aims of the organization, loyalty with organization, obligations and having sense to remain with the organization. It also introduces that organizational commitment. In addition, the Allen

and Meyer (1984) model consists of three main components called affective, normative and continuous commitment.

With respect to the consequences of engagement, all of the consequences examined by Saks (2006) (job satisfaction, organizational commitment, OCB and intention to quit) have been found to be predicted by engagement (Bailey et al., 2017; Halbesleben, 2010).

Farndale et al. (2014) measured organization engagement using three items from Saks (2006) and two additional items. They investigated the extent to which organization engagement predict work outcomes and perceived organizational performance. They found that both work and organization engagement were significantly related to affective commitment.

Problem Statement

The Christoffel-Blindenmission (CBM) foundation an International Christian Development organization, committed to improving the quality of life of people with disabilities in the poorest communities of the world, one would say is in the lead when it comes to promoting inclusivity thus engagement of marginalized communities across the world thus is a great case study on how it's able to promote the psychological empowerment, engagement and commitment of its staff as they carry on their mission since 1908 when they were founded. Carrying their mission for such a long period shows evidence of psychological empowerment, engagement and commitment among its employees and the lack thereof of those variables would suggest the close of the organization's mission and existence.

Purpose of the Study

The study examined the relationship between psychological empowerment, employee engagement and organizational commitment among employees of CBM.

Objectives of the study

1. To examine the relationship between psychological empowerment and employee engagement among the employees of CBM.
2. To examine the relationship between employee engagement and organizational commitment among the employees of CBM.
3. To examine the relationship between psychological empowerment and organizational commitment among the employees of CBM.

Scope of the Study

This study took place at CBM located in Kampala. The study explored psychological empowerment, employee engagement and organizational commitment. Employees / Individuals are the worthiest assets that differentiate two businesses (Arunkumar & Renugadevi, 2013); according to Tetik (2016) they are sources of knowledge and abilities, which cannot be imitated by competitors if they engaged properly. Contrariwise of the technology, products and processes are easily followed by competitors (Elnaga & Imran, 2014).

Psychological empowerment is a set of measures designed to increase the degree of autonomy and self-determination in people and in communities in order to enable them to represent their interests in a responsible and self-determined way, acting on their own authority.

Employee engagement is not just an attitude; it is the degree of attachment, individual attentiveness in work and absorbed in the performance of their role. (Saks, 2006).

Organizational commitment according to Meyer et al., (2002) is defined as to believe the values and aims of the organization, loyalty with organization, obligations and having sense to remain with the organization.

Significance of study

Human Resource Managers at CBM might use the findings to assess the effectiveness of his / her strategies/ practices to bring about an effective and committed workforce.

The study might help the Human Resource fraternity in future research and help increase clarity on PE, EE and OC of employees.

The study might help to increase and improve managers understanding of empowerment in order to burst the myths about all these employee initiatives.

The study might also contribute towards expressing my competence for my achievement of the bachelor's degree of industrial and organizational psychology

Conceptual Frame work

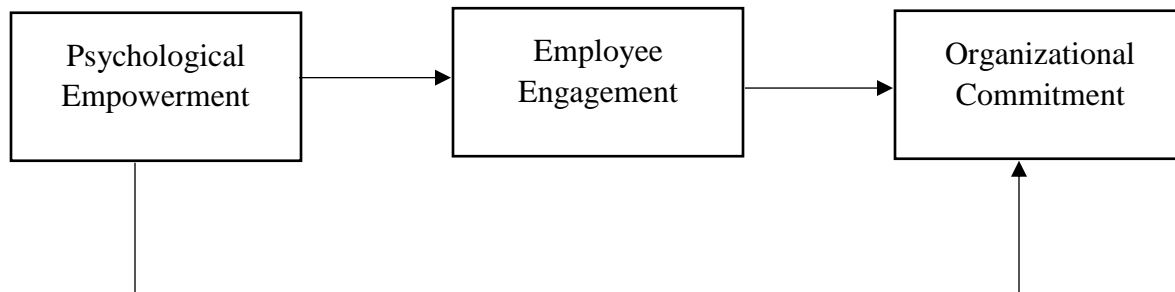


Figure 1: Conceptual Framework showing the relationship between Psychological Empowerment, Employee Engagement and Organization Commitment.

Psychological empowerment influences employee engagement which also leads to organizational commitment. And furthermore, psychological empowerment leads to organizational commitment. Psychological empowerment acts as a strategy for better business outcomes as it engages employees to be more enthusiastic, energetic and positive, feel better about

their work and workplace, and have better physical health as this leads to organizational commitment. With engagement and psychological empowerment, leaders to dole out, it's a way leaders can improve key performance indicators as Gallup (2020) research shows, when employees are engaged their performance soars: Highly engaged workplaces can claim lower absenteeism, fewer quality defects and higher profitability.

Chapter Two

Literature Review

Introduction

This chapter is concerned with reviewing the literature on empowerment, engagement and organizational commitment. A historical overview, where various scholars stand in accordance to their understanding of the concepts, mostly the relevance of empowerment as the first fundamental block to make proper engagement and lasting organizational commitment among the employees. It also studies the relationships between the variables that firmly link these variables to each other.

Psychological Empowerment

The beginnings of the concept of employee empowerment can be found in several places. The socio-technical approach (Lewin, 1951) combined two aspects of work in a systemic manner. The idea of job enrichment (Herzberg, Mausner et al., 1959; Herzberg, 1968) work was focused on increasing control and decision-making in one's work. The literature on job autonomy, (Herzberg, Mausner et al., 1959; Herzberg, 1968; Hackman and Oldham, 1976; Hackman and Oldham, 1980; Menon, 1995) addresses another component of what is today referred to employee empowerment.

Sullivan (1994) indicates that prior to 1990 empowerment could only be accessed through articles that discussed topics such as participative management, total quality control, individual development, quality circles, and strategic planning.

Various researchers have looked at the dimensions of empowerment through different lenses. Control of one's own work, autonomy on the job, variations of teamwork, and pay system that link pay with performance are all called empowerment. As this variety is examined, it becomes clear that some of them focus on an individual's ability and desire to be empowered. Menon (1995)

terms this the “empowered state”. Alternatively, some of the items addressed, for instance: teams, job enrichment, pay for performance, employee stock ownership, are clearly not merely from the individual perspective. They are techniques that management uses to create an environment that allows for, and even facilitates, employees opting for an empowered state. Individuals must choose to take self-power or not. Leaders create an environment where individuals are able to make that choice. The approach to leadership that empowers subordinates as a primary component of managerial and organizational effectiveness is also called employee empowerment (Bennis, 1989; Block, 1987; Kanter, 1977; Kanter, 1979; Kanter, 1989; McClelland, 1975).

Another definition of employee empowerment from this perspective is “a cognitive state of perceived control, perceived competence and goal internalization” (Menon, 1995, p. 30). Some who operate from the individual perspective equate empowerment with a process. For them empowerment refers to “the process of gaining influence over events and outcomes of importance to an individual or group” (Foster-Fishman and Keys, 1995).

Another dimension has its beginnings in the analysis of internal organization power and control (Kanter, 1979; Tannenbaum, 1968) which showed that the sharing of power and control increases organizational effectiveness.

According to a leader’s role in creating an empowering context. The earliest perspective on employee empowerment is derived from the dictionary definition of bestowing power upon others but it changes over time to focus on how the leader alters the context of the workplace to allow employees to take power. Honold (1997)

Kanter (1977) defines empowerment as giving power to people who are at a disadvantaged spot in the organization. She sees a continuum of power from powerlessness to empowered.

Continuing in this tradition (Block 1987), Sullivan (1994) and Sullivan and Howell (1996) also focus on the role of the manager in empowering employees.

The individual perspective of the empowered state If power is not taken by those it is bestowed upon, there is no empowerment. Murrell (Vogt and Murrell, 1990) defines empowerment as an act of building, developing and increasing power by working with others, which he terms “interactive empowerment”, and of having the ability to influence one’s own behavior, which he calls “self-empowerment”.

Providing for the development of self-worth by negotiating for latitude in decision making and changing aspects of the employee’s job leads to increased levels of perceived self-control and hence empowerment (Vogt and Murrell 1990; Keller and Dansereau 1995; Menon 1995).

Malone posits that as these costs have continued to fall and independent agents can be connected through relatively inexpensive communications channels, decision making should once again be decentralized allowing for more resolutions to be made at a local level.

They believe that empowerment should be integrated into an organization’s culture in a progressive manner. That is, initially one follows another’s lead, then that person models his/her behavior after that of the leader, next he/she begins to develop an understanding of empowerment themselves and act accordingly, and finally the individual becomes a leader and model for others. Management’s role in empowerment then, is to understand that this is a gradual process and to assist individuals as they move through the four developmental phases. Honold, (1997).

According to the literature, only when a multi-dimensional approach is taken will the organization become empowering. The multi-dimensional constructs that appear repeatedly in the literature are: Leadership focused on the development of the individuals throughout the

organization, creating a vision and developing common goals, and continually scanning the environment and adapting to it;

Teams and collaborative working arrangements; Personal responsibility for performance exemplified in job autonomy, control over decisions directly relating to one's work, job enrichment through multi-skilling and cross training, access to information to measure one's own performance and make good decisions, and allowance of risk taking;

Structure that is decentralized, has controls based on checks and balances, and is flexible allowing for development over time; Contingent reward system with such components as employee stock option programs, pay for performance, and win-win strategies.

In summary, writers on empowerment view it from several perspectives. The one-dimensional approach is that managers delegate power to subordinates. Research suggests that employee empowerment is multi-dimensional. It involves how leaders lead, how individuals react, how peers interact, and how work related processes are structured. Honold (1997).

The procedure of enabling individuals to think, behave, and act to make decisions about their work independently is called the empowerment (Han, 2015), and feel that they are part of an institution and valuable not just follower (Kok et al, 2011). Employee Empowerment is replacing the concurrent control by managers as the holder of power (bureaucratic/classical management); via the direct supervision of self-employee control (Guzel et al., 2008). With empowerment power is shared, all employees participate in the decision-making process, and not punished for their mistakes but rewarded for trying (Abraiz et al., 2012). Leaders who empower process, and not punished for their mistakes but rewarded for trying (Abraiz et al., 2012). Leaders who empower

their individuals enable organizations to deal successfully with market turbulence, challenges and foreseen demands of the outlook (Abdissa&Fitwi, 2016).

Due to globalization, there is a dire need for empowerment that makes employees in a position of making accurate and quick decisions and takes the initiative for reacting speedily and timely to the job environment pressures (Orgambídez-Ramos & Berrego-Alés, 2014; AlHarrasi& AL-Lozi, 2015; AlHrassi et al., 2016; Obeidat et al., 2017)

In other hand, the employee must not only be empowered to make appropriate decisions but be accountable for the consequences of their decisions for the empowered to make appropriate decisions but be accountable for the consequences of their decisions for the reduction of irresponsible behavior at work (Scarnati&Scarnati, 2002). This can be done through decentralizing the decision-making process, where the staff makes timely decisions (Akhtar et al., 2016).

By delegating of power to subordinates, organizations avoid time-consuming for superiors to make decisions that are less important or routine ones, and let them concentrate more on strategic organizational issues that are crucial for organization's competitiveness (Ayupp & Chung 2010; Hee et al, 2014)

Psychological Empowerment and Employee Engagement

The positive alliance in implementing the employee empowerment program on work engagement in different segments was highlighted by previous researchers (Laschinger et al., 2004; Stander & Rothmann, 2010; Çağlar, segments was highlighted by previous researchers (Laschinger et al., 2004; Stander & Rothmann, 2010; Çağlar, 2012; Nawaz et al., 2014; Ugwu et al., 2014; Nawrin, 2016). Research on alienation (Seeman, 1959) and discussion of employee participation (Lawler, 1992) are also precursors of the idea of employee empowerment [1].

In a similar study surveying 393 middle managers of Fortune 500 corporations, Spreitzer (1996) found that employees who are empowered have low ambiguity about their role in organizations. The leaders in empowered organizations have a wide span of control which leads to more autonomy for the employee. Empowered employees feel that their organization provides them sociopolitical support, that they have greater access to information and resources than in traditional organizations, and that their work climate is participatory.

Mallak and Kurstedt (1996) write of empowerment as having expanded upon the concept of participative management. Their model of empowerment includes four concepts; Intrinsically motivated behavior leading to, Internal justification for actions taken whereby, Management releases some of its authority and responsibility to other levels in the organization that deal directly with the product. Service integrating coworkers for problem solving.

The literature on employee empowerment can be divided into five groupings: leadership, the individual empowered state, collaborative work, structural or procedural change, and the multi-dimensional perspective which encompasses most of the four previously stated categories.

Others identify the team dimension of empowerment (Beckhard, 1969; Neilsen, 1986).

Simply providing opportunities for employees to take power is not enough. Employees must also choose to be engaged in those options.

Interventions provided by leaders to achieve empowerment deal with systemic, structural, and programmatic issues as well as individual and managerial responsibilities. Examples include creating a shared vision; providing clear top-management support; the use of team and temporary group models of organization; responding to external circumstances and developing a strategy for continually scanning the environment; redesigning work to reflect collaborative norms; the use of job-enrichment; creative use of sponsorships, role models, peer alliances, coaching, and mentoring; the development of reward systems that build “win-win” rather than “win-lose” attitudes; and identification and clarification of common goals (Vogt and Murrell 1990).

This perspective suggests that an empowered organization is one where managers supervise more people than in a traditional hierarchy and delegate more decisions to their subordinates (Malone, 1997). Also, empowered people have a positive sense of purpose in their task, and self-motivated to involve in continuous improvement at the workplace (Rehman et al., 2015; Songan et al., 2016).

Engagement is not an exercise in making employees feel happy, it's a strategy for better business outcomes. It is true that engaged employees are more enthusiastic, energetic and positive, feel better about their work and workplace, and have better physical health, but engagement isn't a perk for leaders to dole out, it's a way leaders can improve KPIs. As decades of Gallup research shows, when employees are engaged their performance soars: Highly engaged workplaces can claim 41% lower absenteeism, 40% fewer quality defects, and 21% higher profitability. Gallup discovered that engagement climbs when employees spend some time working remotely and some

time working in a location with their coworkers. Weekly face time with coworkers and managers seems to affect engagement: the optimal engagement boost occurs when employees spend 60% to 80% of their time working off-site -- or three to four days in a five-day workweek. It's worth noting that five years earlier, in 2012, the optimal engagement boost was experienced by workers who spent less than 20% of their time working remotely. Gallup finds that this group those who work remotely 60% to 80% of the time -- is also the most likely of all employees to strongly agree that their engagement needs related to development and relationships are being met. Perhaps counterintuitively, they're also the most likely of all employees to strongly agree that someone at work cares about them as a person, encourages their development and has talked to them about their progress. This group is also the most likely of all employees to strongly agree they have a best friend at work and opportunities to learn and grow. Gallup (2020)

In 2006, the Conference Board published an article 'Employee Engagement—A Review of Current Research and Its Implication' on the basis of 12 major studies conducted by research firms and consultancies, such as Gallup, Towers Perrin, Blessing White, The Corporate Leadership Council and others. They came out with eight most important factors as the drivers of employee engagement. Trust and integrity it is important for managers to effectively communicate and stick to their words. Nature of the job employees should motivate themselves by adopting the challenges of job. Line of sight between employee performance and company performance employees should be aware about their role in organization performance. Career growth opportunities employees should have a well-defined career path and growth opportunities in the company. Pride about the company employees should feel proud to be part of the organization. Co-workers/team members' relationship with co-workers significantly enhance the level of employee engagement. Employee development employers have to take requisite steps for the development of knowledge,

competence and attitude formation. Relationship with the manager should maintain comfortable and value relationship with their employees.

Development Dimensions International (2005) states that urbanizations drive engagement by proactively leveraging three sources of influence for change: employees (attachment to the job, Employee empowerment is considered as part of a broader concept named "employee involvement" which also includes "participative management", "job enrichment" and named "employee involvement" which also includes "participative management", "job enrichment" and "industrial democracy" (Shahril et al., 2013; Ameer et al., 2014). Encouraging employees' participation goes back to the 1960s when the manager understood the benefits that can be obtained from sharing power with their back to the 1960s when the manager understood the benefits that can be obtained from sharing power with their subordinates and gives them the authority and freedom to control their work –related activity (Cacioppe, 1998).

For the employees, they can consider empowerment as an intrinsic reward from their job, and proud of their work activities which gave them the opportunity to pursue creativity, flexibility, and autonomy at work (Cacioppe, 1998). Furthermore, with empowerment conflicts in the creativity, flexibility, and autonomy at work (Cacioppe, 1998). Furthermore, with empowerment conflicts in the workplace become less, because the worker is involved in the decision-making role and participate their opinions with the managers (Elnaga& Imran, 2014), which in result break the barriers and foster the trust among members with the managers (Elnaga & Imr an, 2014), which in result break the barriers and foster the trust among members and management (Tajuddin, 2013). Table (1) shows the empowerment benefits and problems that can occur in and management (Tajuddin, 2013).

Employee Engagement and Organizational Commitment

Saks (2006) argues that the organizational commitment also differs from engagement in that it refers to a person's attitude and attachment towards their organization, while it could be debated that engagement is not just an attitude; it is the degree of attachment, individual attentiveness in work and absorbed in the performance of their role.

Saks (2006, p. 602) later summarized by stating, although the definition and meaning of engagement in the practitioner literature often overlaps with other constructs, in the academic literature it has been defined as a 'distinct' and unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual role performance. Furthermore, engagement is distinguishable from several related constructs, most notably organizational commitment, organizational citizenship behavior, and job involvement.

From the above definitions, it is clear that the concept of employee engagement is an integration of different behavioral components like commitment (cognitive, affective and behavioral), involvement, attachment (rational and emotional), discretionary effort, profound connection, energy, positive attitude and psychological presence (attention and absorption), which leads the employee potential into employee performance and that is positively linked with organization success.

Nowadays, many organizations are adopting several techniques and change in the way of running their individuals, to enhance their staff engagement level. In general, employee engagement is an emotional individual, to enhance their staff engagement level. In general, employee engagement is an emotional connection and positive attitude that one's feel toward his/her work, organizations and its value, and has passion connection and positive attitude that

one's feel toward his/her work, organizations and its value, and has passion about its goals (Anitha, 2014; Dajani, 2015).

In accordance with Saks (2006) and Arunkumar & Renugadevi (2013): job characteristics, perceived organizational & supervisor support, rewards & recognitions, procedural justices and distributive justices are the key antecedents of improving the level of recognitions, procedural justices and distributive justices are the key antecedents of improving the level of engagement. High degree of individuals engagement in any company can create several benefits for the two; organizations and individuals like: attract the skilled and talented workforce, foster customer loyalty, enhance organizational profitability and performance, stakeholder value (Arunkumar & Renugadevi, 2013), as well as increasing the level of job satisfaction, organizational attachment and commitment, reduces the intention to resign, and organizational citizenship behavior, because engaged employees don't frequently quit the job (Saks, resign, and organizational citizenship behavior, because engaged employees don't frequently quit the job (Saks, 2006; Arunkumar & Renugadevi, 2013).

As leaders uncover the business benefit of engagement, the cost savings of remote work will only pile up: Higher employee productivity, lower environmental impact, better employee branding, lower turnover -- it all translates to lower costs. So as leaders consider the demands of the job and how remote work positively or negatively impacts financial outcomes and customer needs, they should know that the best financial results come from engaged employees, whether remote or in-house. Hickman and Robison (2020).

Conclusion

The following conclusions have been drawn basing on the study objectives;

The first objective, intended to examine the relationship between Empowerment and Engagement. The results of the study revealed that there is a positive significant relationship between Empowerment and Engagement of employees

The second objective intended to examine the relationship between Engagement and Organizational Commitment of employees. The results of the study revealed that there is a positive significant relationship between Engagement and Organizational Commitment.

The third objective intended to examine the relationship between Empowerment and Organizational Commitment of employees. The results of the study revealed that there is a positive relationship between Empowerment and Organizational Commitment of employees.

Hypotheses

To guide the study, the following hypotheses were developed:

- i. Psychological Empowerment is significantly related to Employee Engagement.
- ii. Employee Engagement is significantly related to Organizational Commitment.
- iii. Psychological Empowerment is significantly related to Organizational Commitment.

Chapter Three

Methodology

Introduction

This chapter presents the methodology which covers the research design, population, sample, instruments, measures, procedures, quality control, data management and data analysis, limitations and references that was used in the study.

Research Design

The study used a correlational design to examine the relationship between Psychological Empowerment, Engagement and Organizational Commitment of employees. This is because the study intended to determine the relationship between the three quantifiable variables.

Population

The population was employees of CBM in Kampala district. It consisted of employees of up to 80 people both men and women.

Sample

A systematic random sampling was used to determine the sample which was easy to construct, execute, compare, and understand. The sample constituted of respondents being workers. These were aged both female and male from all religions, working tenure and educational levels.

Sample participants were obtained through using Krejcie and Morgan sample table (1970) where 80 people give a sample of 65 respondents. these were selected and simple random sampling method was used.

Instruments and Measurement

The researcher used a questionnaire. This was an adopted questionnaire. The items in this questionnaire were selected in relation to the purpose and objectives of the study as well as the nature of data collected. The questionnaire enabled the researcher to collect data from a large population in the shortest time possible.

A self-administered questionnaire had close ended questions focusing on biodata psychological empowerment, employee engagement and organizational commitment.

Section A captured the background information or bio-data of the respondents that was age, gender, marital status, work experience for example Sex: Male=1 and Female=2, religion: Catholic=1, Protestant=2, Muslim=3, Age: 20-30=1, 30-40=2, 40-50=3, 50-60=4, marital status: married=1, single=2.

In section B which was about job satisfaction and Section C which was about organisational commitment the answers were in likert format for example; strongly disagree=1, Disagree=2, Not sure=3, Agree=4, Strongly agree=5.

Section B captured items about psychological empowerment, Section B captured employee engagement and Section C captured organizational commitment. The responses were filled using a 1-5 Likert scale

Procedure

The researcher obtained an introductory letter from the head of department school of psychology to help her in accessing the respondents. The researcher gave instructions to the selected participants for the study and there after the respondents were given the questionnaires to

fill in and complete. After the completion of the exercise, the questionnaires were gathered back for data analysis and interpretation.

Quality Control

The researcher ensured the quality control by ensuring the reliability and validity of the instrument to be used.

Validity: The researcher used already constructed instruments and consult his research supervisor to verify them so as to ensure their validity.

Reliability: Analysis using the Cronbach Alpha's coefficient was calculated to determine the reliability of the instruments and those that scored Cronbach's Alpha = 0.70 were considered reliable. A large sampling size fifty was equally reduced on sampling errors in the study.

Data Management

The researcher planned during data collection to check for non-responses, after which the questionnaires were coded, sorted for consistence, accuracy, and completeness.

Nominal scales were used for bio data for example Gender (Male, Female), Age. The responses of psychological empowerment, employee engagement and organizational commitment shall be measured on a 1-5 Likert scale. (strongly disagree = 1, disagree=2 , not sure = 3, agree = 4 and strongly agree = 5)

Data Analysis

The data was analyzed using a descriptive method of data analysis and it was convert the raw data gathered from the field into codes. The data coded was transformed and generated tables of frequencies and percentages showing the respondents data. Relations between variables were

tested using the Pearson's Product Moment Correlation Coefficient. A relationship was determined of $P \leq 0.05$.

Anticipation Problems/ Limitations

The accuracy of the results was influenced by biases caused by haste for reading much notes and some respondents hesitated to give the correct information.

Chapter Four

Results

Introduction

This chapter consists of the results of the study findings. Findings are presented in terms of descriptive statistics which include frequency and percentages and inferential statistics which include Pearson correlation.

Bio data

This showed the demographic attributes of the respondents based on sex, education level, and age and years in service.

Table 1: Background of the Respondents

		Frequency	Percentage
Sex	Male	32	48.5
	Female	34	51.5
Age	32-35yrs	52	78.8
	36-45yrs	8	12.1
	46 and above	6	9.1
Level of education	Certificate	6	9.1
	Diploma	8	12.1
	Degree	45	68.2
	Master	7	10.6
Years in service	0-4yrs	37	56.1
	5-10yrs	17	25.8
	11-15yrs	12	18.2

Results from the above table show that most of the respondents were female 34(51.5%) and the male were 32(48.5%). Findings show that most of the respondents were between the age of 32-35yrs 52(78.8%) meaning the company employees majorly the youths.

Findings show that majority of the respondents' level of education is a Degree 45(68.2%) followed by a Masters 7(10.6%), diploma 8(12.1%) and the least was certificate 6(9.1%). Most respondents had worked for the company for not more than 4 years and this explains the age group,

followed by those that have worked between 5-10years 17(25.8%) and the least were 11-15years 12(18.2%).

Inferential statistics

Pearson Correlational Coefficient were used to analyse the relationship between psychological empowerment, employee engagement and organizational commitment in CBM.

Table 2: Correlations between Psychological empowerment and employee engagement

		Psychological Empowerment	Employee Engagement
Psychological Empowerment	Pearson Correlation	1	-.106
	Sig. (2-tailed)		.402
	N	66	65
Employee Engagement	Pearson Correlation	-.106	1
	Sig. (2-tailed)	.402	
	N	65	65

Results in table 2 above showed that there is a negative significant relationship between psychological empowerment and employee engagement ($p=.402$, $r=-.106$). Therefore, $p>0.05$. The alternative hypothesis is rejected and it is concluded that there is no significant relationship between psychological empowerment and employee engagement in CBM which implies that psychological empowerment does not influence employee engagement any that company

Table 3: Correlation between Employee Engagement and Organizational Commitment

		Employee Engagement	Organizational Commitment
Employee engagement	Pearson Correlation	1	.335**
	Sig. (2-tailed)		.007
	N	65	64
Organizational Commitment	Pearson Correlation	.335**	1
	Sig. (2-tailed)	.007	
	N	64	65

** . Correlation is significant at the 0.01 level (2-tailed).

Findings from table 4 above show that there is a positive significant relationship between employee engagement and organizational commitment since $p=.007$, $r=.335^{**}$. Therefore, $P<0.05$. The alternative hypothesis is retained and it is concluded that there is a significant relationship between employee engagement and organizational commitment which implies that employee engagement influences organizational commitment of employees in CBM.

Table 4: Correlation between psychological empowerment and organizational commitment

		Psychological Empowerment	Organizational Commitment
Psychological Empowerment	Pearson Correlation	1	.099
	Sig. (2-tailed)		.432
	N	66	65
Organizational Commitment	Pearson Correlation	.099	1
	Sig. (2-tailed)	.432	
	N	65	65

Results showed that there is no significant relationship between psychological empowerment and organizational commitment $p=.432$, $r=.099$. Therefore, $p>0.05$. The alternative hypothesis is rejected and the null hypothesis accepted that there is no significant relationship

between psychological empowerment and organizational commitment which implies that psychological empowerment does not influence organizational commitment.

Chapter Five

Discussions, Conclusion and Recommendations

Introduction

This research study was aimed at establishing the relationship between psychological empowerment, employee engagement and organizational commitment. This Chapter is divided into three sections. The first section is the discussion. This presents explanations of the results that were got from the study. Section two gives the conclusions and three the recommendations that suggests areas for further research.

Psychological empowerment and employee engagement

First objective stated that, to examine the relationship between psychological empowerment and employee engagement among the employees of CBM. Results showed that there is a negative significant relationship between psychological wellbeing and employee engagement.

Therefore, psychological empowerment does not influence employee engagement. Stairs, and Galpin, (2010). They came out with eight most important factors as the drivers of employee engagement. Trust and integrity it is important for managers to effectively communicate and stick to their words. Nature of the job employees should motivate themselves by adopting the challenges of job. Line of sight between employee performance and company performance employees should be aware about their role in organization performance. Career growth opportunities employees should have a well-defined career path and growth opportunities in the company. Pride about the company employees should feel proud to be part of the organization. Co-workers/team members' relationship with co-workers significantly enhance the level of employee engagement. Employee

development employers have to take requisite steps for the development of knowledge, competence and attitude formation.

Employee Engagement and Organizational Commitment

Second objective stated, to examine the relationship between employee engagement and organizational commitment among the employees of CBM. Findings from table 4 above show that there is a positive significant relationship between employee engagement and organizational commitment.

Therefore, employee engagement has an impact on organizational commitment as Employee engagement and employee-organizational commitments are critical organizational requirements as organizations face globalization and recovering from the global recession. Engagements at work, employee and organizational commitment have been areas of interest among many researchers and they have received huge recognitions among scholars and studies. Many researchers in their studies support the relationship between organizational performance and employees' engagement, for example, Simpson (2009) and Andrew and Sofian (2012).

However, according to Saks (2006) most of what has been found about employee engagement was found in practitioner journals; it has its basis in practice rather than theoretical and empirical research. Consequently, there is real need for more studies on employee engagement literature (Saks 2006). In addition, several studies in western developed economies show that there is a affirmative relationship between employee engagement and affective emotional commitment (Richardson et al., 2006; Llorens et al., 2006; Hakanen et al., 2006; Saks, 2006; Demerouti et al., 2001; Maslach et al., 2001; Brown and Leigh, 1996), but none has looked at engagement's impact on the two other measurements of commitment: continuance and normative. Moreover, to date researchers have not yet studied the relationship between employee engagement

and organizational commitment in the banking sector in Jordan. Furthermore, very few commitment studies were conducted in Jordan. Supporting this argument, Suliman and Iles (2000) argue that research in commitment in Arab literature has been somewhat ignored

Psychological Empowerment and Organizational Commitment

Third objective stated, to examine the relationship between psychological empowerment and organizational commitment among the employees of CBM. Results showed that there is no significant relationship between psychological empowerment and organizational commitment

Therefore, psychological empowerment does not have an impact on organizational commitment. A psychological perspective focuses more on how personnel experiences their responsibilities in the organization rather than focusing on managerial activities which distribute power to all human resource at all ranks. This perspective, therefore, implies that the personal belief that human resource has regarding the organization they are employed in is <http://wje.sciedupress.com> World Journal of Education Vol. 7, No. 1; 2017 Published by Sciedu Press 86 ISSN 1925-0746 E-ISSN 1925-0754 directly linked to employee empowerment (Spreitzer, 2007). Asiah (2006) discussed various types of structures, concepts and meanings of PE, which have been derived and explored from previous practitioners' researches and past scholars like Menon (2001) who defined empowerment as a state of psychology that is manifested in goal, competence and control and Konczak et.al (2000) who referred to empowerment as a positive behavior by a superior to the juniors. Studies by Dewettinck et al. (2003), Holdsworth and Cartwright (2003) Laschinger et al. (2002), Savery and Luks (2001), Liden et al. (2000), Davis and Wilson (2000) discovered that there is a positive relationship between PE and job satisfaction. Liden and colleague researchers (2000) argued that among the four dimensions of empowerment, meaningfulness was the robust theoretical argument pertaining to a positive relationship with

regard to satisfaction at work. When human resource believes that they are always executing the orders from their leaders as opposed to their own actions that they deem relevant, they will feel denied freedom and autonomy and thereby, they will tend to feel less empowered.

Conclusion

The study examined the relationship between psychological empowerment, employee engagement and organizational commitment among employees of CBM. Results showed that there is a negative significant relationship between psychological empowerment and employee engagement. Findings from table 4 above show that there is a positive significant relationship between employee engagement and organizational commitment. Results showed that there is no significant relationship between psychological empowerment and organizational commitment.

Recommendations

The company should provide of chances to the work force to vent out their personal suggestions and opinions, creating opportunities for employees to come up with decisions to empower them.

The company can assign employees tasks that are of more importance to the organization and giving the workers more responsibilities

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Appendices

Appendix 1: Questionnaires

Dear respondent,

My name is Sekyanzi Solomon, an undergraduate student at Makerere University. For my thesis, Psychological Empowerment, Employee Engagement and Organizational Commitment of the Employees of CBM. I am inviting you to participate in this research study by completing the attached questionnaires.

Section A: Background Information

Please tick the blank spaces provided below;

1) Sex

a) Male b) Female

2) Age of the respondents

a) 25-35 years b) 36-45 years c) 46 and above

3) Level of education

a) Certificate b) Diploma c) Degree d) Masters e) PHD

4) Years in service

a) 0-5 years b) 5-10 years c) 10-15 years

Section B: Psychological Empowerment

Please follow the scale below and respond as honestly and spontaneously as possible by ticking the correct answer.

Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1	2	3	4	5

	Statements Of Employee Empowerment	Responses				
1.	I have the authority to correct problems when they occur	1	2	3	4	5
2.	The organization has policy for enhancing employees' professional capacity	1	2	3	4	5
3.	The organization has equipment which employees can use to enrich their ability to perform assigned work	1	2	3	4	5
4.	The Organization has a system of increasing the non-work related workload assigned to employees	1	2	3	4	5
5.	The Organization gives employees the autonomy that is commensurate to the work assigned to them	1	2	3	4	5
6.	The Organization remunerates employees for doing assigned work	1	2	3	4	5
7.	The Organization extends non-financial rewards to employees for purposes of encouraging them to feel motivated to do assigned work	1	2	3	4	5
8.	The Organization organizes capacity enhancement workshops for its employees.	1	2	3	4	5
9.	The Organization organizes capacity enhancement seminars for its employees .	1	2	3	4	5
10.	The Organization organizes talks for shaping employees' professional attitude	1	2	3	4	5
11.	The Organization sponsors employees interested in pursuing further professional training	1	2	3	4	5
12.	The Organization has a system of using long-time serving employees to mentor less experienced employees	1	2	3	4	5
13.	The Organization evaluates employees for purposes of identifying how to help them improve their competency	1	2	3	4	5
14.	The Organization gives employees feedback on how they can perform better	1	2	3	4	5
15.	The Organization's timetable allows employees to have time for self-development through individually initiated online or other professional learning activities.	1	2	3	4	5

Section C: Employee Engagement

Note that, strongly disagree-1, disagree-2, not sure-3, agree-4, strongly agree-5. Please tick one of the responses for every statement.

Questions	Responses				
	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I work with intensity on my job	1	2	3	4	5
2. I exert my full effort to my job	1	2	3	4	5
3. I devote a lot of energy to my job	1	2	3	4	5
4. I try my hardest to perform well on my job	1	2	3	4	5
5. I strive as hard as I can to complete my job	1	2	3	4	5
6. I exert a lot of energy on my job	1	2	3	4	5
7. I am enthusiastic about my job	1	2	3	4	5
8. I feel energetic about my job	1	2	3	4	5
9. I am interested in my job	1	2	3	4	5
10. I am proud of my job	1	2	3	4	5
11. I feel positive about my job	1	2	3	4	5
12. I am excited about my job	1	2	3	4	5
13. At work, my mind is focused on my job	1	2	3	4	5
14. At work, I pay a lot of attention to my job	1	2	3	4	5
15. At work, I concentrate on my job	1	2	3	4	5

Section C: Organizational Commitment

Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1	2	3	4	5

1.	I would be happy to spend the rest of my career with this organization	1	2	3	4	5
2.	I enjoy discussing my organization with people outside it	1	2	3	4	5
3.	I really feel as if this organization's problems are my own					
4.	I do feel like part of family of this organisation	1	2	3	4	5
5.	I do feel emotionally attached to this organization	1	2	3	4	5
6.	I am afraid of what might happen if I quit my job without having another one lined up	1	2	3	4	5
7.	Right now, staying with the organisation is a matter of necessity as much as desire	1	2	3	4	5
8.	I feel that I have a few options to consider leaving this organization	1	2	3	4	5
9.	It would be very hard for me to leave this organization right now even if I wanted to	1	2	3	4	5
10.	My life would be disrupted if decide to leave this organization	1	2	3	4	5
11.	I think people, those days move from company too often	1	2	3	4	5
12.	I do believe that a person must always be loyal to his / her organization	1	2	3	4	5
13.	I was taught to believe in this value of remaining loyal to one organization	1	3	3	4	5
14.	Things were better in the days when people stayed with one organization to most their career life	1	2	3	4	5
15.	One of the few serious consequences of leaving this organization would be scarcity of variable alternatives	1	2	3	4	5

Thank you for participating