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MANAGERIAL STRATEGIES FOR ENHANCING PSYCHOLOGICAL EMPOWERMENT: A FOCUS ON WORK MEANINGFULNESS AMONG EDUCATIONAL SUPPORT STAFF

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ABSTRACT

The psychological empowerment is an important element in the effectiveness of educational support staff in the academic institutions. Objective: This study aims to analyze psychological empowerment strategies specifically focusing on the dimension of "meaning," which encompasses value congruence, task care, goal significance, and the investment of psychological energy. The quantitative approach used was descriptive and collected information using questionnaires, which were administered to the educational support personnel that undertook administrative and operational tasks. Descriptive methods were employed in analysing the data to determine the actualization and gradation of empowerment. The results show that psychological empowerment in the work meaning dimension is in a sufficiently good category. The outcomes indicate that there is a positive fit (value congruence) between personal and organizational values, which reinforces affective commitment. Employees show sufficient task attention because of the corresponding academic experience and deep understanding of their administrative duties as the key pillars of educational functioning. Moreover, it is characterized by a voluntary readiness to put psychological energy into the work since employees feel that their present jobs are valuable professional resources. The present research highlights that the significance of institutional management in

internalizing organizational culture and offering recognition to support roles can lead to intrinsic motivation and quality service sustainability in education.

KEYWORDS: Psychological Empowerment, Meaning of Work, Educational Support Staff, Educational Administration, Managerial Strategy.

INTRODUCTION

In the globalization era that is marked by stiff competition, contemporary organizations have been forced to adopt effective retention strategies so as to ensure productivity and sustainability in their operations (Patro, 2014). The Human Resources (HR) are not considered as a factor of production but as a strategic resource and the main focus of innovation, work engagement, and organizational performance (Satwika et al., 2025). The redefinition of the HR functions has changed to the more administrative roles and functions but has evolved into strategic enablers of organizational change (Cherep et al., 2022; Hanelt et al., 2021). In turn, Human Resource Management (HRM) needs to inculcate sustainability values in all areas of management to develop robust competitive advantages (Papademetriou et al., 2025; Uthman, 2024). HRM practices that are sustainable have been demonstrated to encourage pro-social and pro-environmental attitudes and create an organizational culture that is flexible to change (Maheshwari et al., 2024; Noor et al., 2023).

Employee empowerment is an important approach to HRM innovation (Kanter, 1977; Spreitzer, 1995). Empowerment is a methodical process of giving autonomy and abilities to workers to work optimally towards the organization ends. The modern world has become more urgent in terms of empowerment and more flexible and worker-involving in terms of the organizational necessity (Satwika et al., 2025). The development of this discourse has given birth to such a concept as psychological empowerment, which is currently extensively implemented in different fields, including the interventions of healthcare workers (Huang et al., 2024), the optimization of proactive personalities (Nasution and Santoso, 2024), the impact of the concept on organizational commitment and work engagement (Chompukum and Vanichbuncha, 2025).

Although the literature on the topic of empowerment is growing rapidly, the studies on the topic of administrative and operational support personnel in higher education, commonly known as university administrators are relatively few (Zhou and Wang, 2025). However, this category of workers is the working backbone of education, often subject to emotional work, time pressure, and role conflict leading to burnout and stress (Peretomode, 2012). However, ironically, they can be implicitly present in the institutional structures, and their access to essential organizational resources like autonomy, role clarity, and relational support is limited

(González-Rico et al., 2022; Wray and Kinman, 2022). This discrepancy between high job demands and little job resources highlights the significance of intervention based on psychological empowerment (Demerouti et al., 2001). The current work is based on this gap in the research in order to investigate the psychological empowerment mechanisms of faculty-level administrative personnel to contribute to a higher education institution sustainability.

LITERATURE REVIEW

Psychological Empowerment in the Context of Higher Education Administrative Staff

The Psychological Empowerment as a Higher Education Administrative Personnel.

In the environment of higher education, psychological empowerment of administrative personnel is not only a motivational tool but a key mechanism of handling individual job attributes. In contrast to academic personnel (faculty) who have historically had high academic autonomy, administrative personnel may frequently be entrenched in strict bureaucratic systems that have their job descriptions (Zhou and Wang, 2025). As a result, the perceived role of a staff member as an administrative burden or strategic input to institutional success depends on the internalization of the four dimensions of empowerment: meaning, competence, self-determination, and impact (Wray and Kinman, 2022).

The competence dimension is particularly relevant in facing digital transformation within campus environments. Employees who have a high self-efficacy are more adaptive to more complex academic information systems and operational data management (Nasution and Santoso, 2024). In the meantime, the self-determination (autonomy) dimension gives room to staff to be creative in service procedures without necessarily having to follow lengthy hierarchies, which is often a main source of inefficiency in the faculty level (Gonzalez-Rico et al., 2022).

Moreover, administrative staff, with the integration of meaning and impact dimensions, acts as a buffer to emotional burnout. When an administrator understands that the accuracy of the data they manage directly influences institutional accreditation or student academic success, this sense of meaningfulness strengthens work engagement and organizational commitment (Chompukum & Vanichbuncha, 2025). Psychological empowerment is therefore a job resource which mediates the relationship between high job demand and high service performance (Demerouti et al., 2001).

Experimentally, it has been established in previous studies that the positive relationship between high levels of psychological empowerment among the personnel of the operational support staff and Organizational Citizenship Behavior (OCB) and turnover intention reduction (Garcia-Juan et al., 2018). This highlights the fact that in order to establish sustainable education institutions, the management needs to move beyond the provision of structural access to resources to the creation of an environment that can help create perceptions of empowerment at the individual level (Uthman, 2024).

Relevant Research and Literature Gaps

Past research has repeatedly shown that psychological empowerment is positively related to a number of organizational outcomes. Its empirical association with high job satisfaction and commitment to the organization (García-Juan et al., 2018; Hassard et al., 2022), individual and team performance (D’Innocenzo et al., 2015; Ibrahim et al., 2024) are also confirmed. Moreover, psychological empowerment has been shown to be a strong predictor of work engagement (Dina and Tjahjono, 2023) as well as to psychological well-being and job anxiety reduction (Marin-Garcia and Bonavalla, 2021). Proactive behavior is also shown to be correlated with entrepreneurial success in more specific situations (Satwika et al., 2025). Nevertheless, the effect of individual dimensions can be different in industries; in the hospitality industry, the meaning and self-determination dimensions were observed to be more prevalent in performance compared to impact and competence (Al-Makhadmah et al., 2020).

Although the literature on empowerment among academic personnel (lecturers) has been established and has been shown to positively influence the quality of education (Widodo and Sriyono, 2020; Wisanda and Putra, 2024), the literature on the topic of administrative personnel or academic support staff is incredibly scarce. Zhou and Wang (2025) refer to this category as being made up of university administrators and include the administrative officers, financial staff, librarians, laboratory assistants, and technicians (Silitonga, 2025). These support staff members, in contrast to academic employees, work in complicated bureaucracy systems that require certain technical, managerial, and socio-cultural skills (Nurhidayati et al., 2022; Thang and Tuyen, 2023).

The role of this aspect has started to be emphasized in recent research, where it has been

discovered that psychological empowerment can comprehensively increase the involvement of administrative personnel (Zhou and Wang, 2025). Moreover, the enhancement of psychological well-being aspects, including self-acceptance and gaining control over the environment, has also been important in the support staff in university settings (Widiartha and Sukmarani, 2024). Finally, management psychology can result in an administrative workforce that is more productive, efficient, and highly resilient in helping to support the operations of educational institutions, which is caused by the implementation of the empowerment approach (Dinar et al., 2025).

RESEARCH METHOD

Research Design

The research has utilized a qualitative design that is descriptive in nature to investigate depths of social and human phenomena (Creswell & Creswell, 2018). The main emphasis is on an in-depth analysis of psychological empowerment of administrative and operational personnel at the Faculty of Volomi, Unhan. The discussion will be based on the four dimensions of cognition posited by Spreitzer (1995) meaning, competence, self-determination, and impact.

To improve on validity of the findings, this study incorporates the use of numerical data using a qualitative strategy of quantifying data (Maxwell, 2010). As auxiliary measures, descriptive statistics (frequency and percentage) can be used to trace trends or distribution of answers given by informants without any inferential statistical hypothesis testing. The achievement levels of empowerment are classified into the following interval predicates: 86–100 (Exceptional); 76–85.99 (Very Good); 66–75.99 (Good); 56–65.99 (Fair); 46–55.99 (Poor); and <46 (Very Poor).

Data Collection Techniques

The researcher is the most important tool (human instrument) and has complete responsibility in the contextual gathering and interpreting information. Data collection methods were done using:

1. **In-depth Interviews:** Carried out through semi-structured guidelines and with subjects chosen purposely including support staff, lecturers, students and faculty / study program management.
2. **Observation:** Observation of daily work activities, social interactions and proactive behaviors of staff in the work environment in a systematic manner.

3. **Document Study:** Study of company documents, HRM policies, and reports on performance pertaining to the aspects of empowerment.
4. **Literature Study:** Checking of field discoveries with available theories and previous research findings to ascertain originality of the arguments.

Data Analysis and Validity of Findings

The authors use the interactive model of data analysis (Miles et al., 2014) which has four co-concurrent steps: data condensation (selection and simplification of raw data), data display (arrangement of stories and quantification tables), and conclusion drawing/verification.

The data validity is ensured by credibility test based on triangulation procedures (Woming & Wikström, 2010):

- **Source Triangulation:** Comparing data from various informants (e.g., managerial perspective vs. staff perspective).
- **Technical Triangulation:** Cross-checking results between interviews, field observations, and documentary evidence.
- **Time Triangulation:** Verifying data across different situations or time periods to ensure the consistency of findings.

This research seeks to provide an objective truth which is in line with factual field conditions through

these procedures.

RESULT AND DISCUSSION

The findings and discussion of psychological empowerment strategies in this research are informed by an analysis of how employees derive satisfaction in their work, feel competent and self-assured about their skills, have a sense of autonomy and control over their job, and that their work makes a considerable difference in organizational performance. Such findings and deliberations are elaborated based on the facets of the psychological empowerment approaches to the faculty administrative and operational support employees herein called in short as workers based on the dimensions used in this research: meaning, competence, self-determination and impact.

1. Meaning Dimension: Value Internalization and Role Significance

The meaning dimension analysis is aimed at the degree, to which the administrative and operational support staffs view their work as worthwhile and in line with their own standards and ideals (Spreitzer, 1995). According to the measured primary data (Table 1), this dimension scored 84.5 on average, which is considered to be "Very Good."

Table 1. Results of the Meaning Dimension

No	Component	Actualization	Score	Predicate
1	Value Congruence	Internalization of personal values within the administrative role	86	Excellent
2	Task Care	Focus on the quality of operational outputs	85	Very Good
3	Significant Purpose	Understanding the role within the educational ecosystem	83	Very Good
4	Energy Investment	Mobilization of psychological energy in tasks	84	Very Good
Average			84.5	Very Good

Source: Processed Primary Data

a. Value Congruence

According to Table 1, the results suggest that the workers have a high value alignment degree, which scores 86 (Excellent). This high congruency involves personal, professional, and organizational values (Chompukum & Vanichbuncha, 2025) and administrative role requirements. This at least validates results on the significance of job adjustment in assisting employees to adjust to work environments that promote engagement and help prevent person-job fit (Bhopal and Devi, 2026). This situation indicates that employees feel responsibility of their work, which is meaningful to them, regardless of their relatively precarious position in the hierarchy. This weakness is attributed to the fact that support personnel work in a fledgling organization in which recruitment is done on contract employment. Paradoxically, such a

contractual status is the catalyst that is used to make the workers match their personal values with their professional lives. Here, employees make practical the results offered by Lu et al. (2021), indicating that emotional intelligence mitigates the adverse effects of emotional labor. Employees see the present state of affairs as a requirement of self-motivation (Mazzetti et al., 2023). They do not simply robots but have incorporated personal and organizational principles into their principles of work. At the same time, there is a work culture of discipline that pushes workers to internalize the values in order to become aligned.

In principle, value congruence is the essential base of psychological empowerment (Silitonga, 2025), which establishes a sense of emotion between the person and his or her job. The relatively positive implications of managerial processes which bring about the introduction of values of discipline and employment based on the contract and the

widespread application of empowerment are relatively positive in reality. The prevailing situation marked with a new working place and a workforce that has relatively short life span of four to five years provides a medium of internalizing values. Practically, this can be used to motivate psychological ownership (Kim and Beehr, 2017). Moreover, this alignment has been adequate to engage innovative behavior via psychological empowerment (Afsar & Badir, 2016). The process applies to the self-view of moving out of a job seeker into an employee with the need to have value congruence with the job. This is congruent with Kristof-Brown et al. (2005) in the context of person-organization fit that enhances organizational identification (Edwards and Cable, 2009) and helps an individual to match the group and the organization (Greguras, 2009; Alqahtani, 2024).

b. Task Care

In the next section, there is also sufficient task care by the workers as far as the quality of their work output is concerned as the score obtained is 85 (Very Good). Disciplinary values are the driving force behind this care, and the work environment (Putra et al., 2025) is the support of such care, which is closely related to the foregoing description. This result validates the association between psychological empowerment and work engagement (Chompukum & Vanichbuncha, 2025; Dina and Tjahjono, 2023) as a dimension that is fulfilled in the work mechanism. Administrative and operational support activities in education are not just a list of tasks or data entry that is routine; instead, it is viewed as personally valuable. Employees feel that there is a tangible confirmation that their administrative support and input is needed in order to prevent the impediment of different operation activities. Therefore, the issue to make work workable is a dimension, which requires self-awareness. Support personnel also enjoy their roles and they do not consider them as a burden.

Relevant academic levels and qualifications also promote worker care and meet the expectations set on the connection between education and employment, as well as assist in job satisfaction (Shewakramani & Jain, 2020). With the help of correlating academic qualifications with personal values, the workers experience the necessity to preserve their self-esteem, which is a foundation of the career growth (Muratbekova, 2015). Labor productivity has also been shown to be motivated by self-esteem (Gomez-Jorge and Diaz-Garrido, 2024), and this is equally true in the case of workers

working in the administrative and educational support capacities. This means that employees will be highly connected with the work place on the basis of motivation (Abimbola, 2021; Mohamed et al., 2025). This is because they can help in sustaining organizational objectives and create an impression on the operations of education. At the same time, in the psychological process of empowerment, organizational consent is provided to reinforce and polish the perceptions of employees about the person-organization fit (Palen-Tondel, 2025).

c. Significant Purpose

With reference to the next results on importance of purpose, the workers are aware enough about the continuity of educational system, the score of which is 83 (Very Good). This sense of higher purpose is consistent with the results of Ejlertsson et al. (2020), which indicate how the sense of purpose in the work can affect the individual, in this case, in a positive shade. This knowledge underpins a certain energy as a work morale, which is one of the factors leading to professional success (Klijn et al., 2021). Therefore, employees have a sense of ownership in managing different work stresses in administrative and education support jobs. At the same time, it can be considered an embodiment of identity construction (Beijaard, 2019) and the facilitation of professional identity (Halal Orfali et al., 2024) in the workplace. All these perceptions demonstrate a valuable work experience that demonstrates personal and social values (Cnossen & Nikolova, 2025).

d. Energy Investment

The last element of work meaning approach is psychological energy investment which scored 84 (Very Good). The elementary work tasks are administrative and educational operations that are seen to need special attention of the workers. These support activities have high operational complexity due to the prevailing dynamics. As an example, during document filing exercises, the employees have to deal with systematic activities like organizing, storing, and maintaining physical and digital records with the aim of making them safe, neat and readily available. This practice is imperative within the administration to avoid the loss of documents and to speed up information retrieval. Şahin Özan and Akin (2024) explain that administrative and support staffs are often faced with complex stakeholder demands and continuous pressure to deliver services. With time, employees learn these work issues, and a committed use of personal energy is required.

A sense of work meaningfulness leads to self-motivation and energy investment in work (Parker et al., 2021). This validates the fact that motivational profile of a worker plays a major role in the energy management within the work. Moreover, it clarifies the reason why people are motivated in some areas of their profession, and they are not in others (Parker et al., 2021). Research indicates that there might be less-than-autonomous motivation to reduce adverse consequences of exhaustion (Gillet et al., 2017). Employees are aware that getting a job is not necessarily an easy task. Such a view is based on the results that psychological capital is an essential resource at the time of employment (Fernandez-Valera et al., 2020). As a result, employees feel that their present jobs, although being on contractual

basis, have the potential to enable them to have job security by realizing their own values. Hence, the process can be defined as supporting job security sufficiently, which leads to intrinsic motivation (Shin et al., 2019) and work engagement (Yuniasanti et al., 2024). 2. Competence Dimension: Self-Efficacy and Task Mastery).

2. Competence Dimension: Self-Efficacy and Task Mastery

The competence dimension is the individual self belief of his or her ability or self-efficacy to effectively carry out work tasks (Spreitzer, 1995). This aspect is paramount to administrative and operational support staff because they need to navigate through complicated bureaucratic and technical systems.

Table 2. Results of the Competence Dimension

No	Component	Actualization	Score	Predicate
1	Self-efficacy	Proficiency in operating digital administrative tools and systems to support task completion	87	Excellent
2	Confidence in Personal Capacity	Intellectual and physical capacity adequate for addressing new professional challenges	84	Very Good
3	Task Mastery	Workers perceive they have mastered operational procedures or workflows	84	Very Good
4	Success Expectancy	Conviction that exerted effort will yield positive results	85	Very Good
Average			85	Very Good

Source: Processed Primary Data

According to Table 2, the competence dimension in the study is reflected by the perception towards the self of the educational operational support staff. Overall, employees feel empowered enough in relation to their abilities and capabilities as far as the implementation of the administrative and educational support tasks is concerned. The average score of this dimension was 85 (Very Good). The competence dimension further elaboration is found in the description below.

a. Self-efficacy

According to the results, the employees are very technical with the score of 87 (Excellent). The expertise of these technical activities is developed through the processes and workload levels beginning with the basic tasks like writing letters, to more risky tasks like data verification that acts as a skill-enhancing exercise to the employees. This is in accordance with the findings that indicate that the execution of technical tasks with the help of self-confidence significantly affects performance (Mattheus et al., 2023), though in the study by Mattheus, the professionals who were studied were nurses. Conversely, the employees of this research belong to the state apparatus with the following profile as Nurhidayati et al. (2022) explain that it consists of integrity, cooperation, communication, ICT proficiency,

service-oriented mindset, and entrepreneurial attitudes. These workers get competence development opportunities through cooperation, communication, and social interaction (Owens, 2022).

Administrative activities and operational support of the educational process are associated with various challenges. As a matter of fact, workers are under pressure as depicted by Zhou and Wang (2025), with basic correspondence requirements, and managerial policies, classes or practicum cancellations at the last moment by lecturers in need of immediate assistance, strict deadlines to prepare data usually due to late-grade submissions student demands on service, and cross-functional coordination. These circumstances are evident pressure points on the performance of the staff. Nevertheless, the workers can actualize the values through this process as it is mentioned by Beytekin (2021), according to which emotional management helps people cope with stress and control interpersonal relationships. This procedure may be considered the application of psychological empowerment, which is linked to enhanced psychological well-being and decreased anxiety at work (Marín-García and Bonavalla, 2021). This is theoretically in line with the concept of self-efficacy developed by Bandura (2012) that suggests that the belief in individual capabilities is

what defines the feeling and cognition of people and drives them to take actions.

b. Confidence in Personal Capacity

In terms of the issue of belief in individual ability, employees scored 84 (Very Good). Regarding the process, the obstacles that administrative support staffs encounter include bureaucratic complexity due to conflicting expectations of the faculties, students, and the leaders of the institution, and emotional load due to the pressure of conflict management (Dourgkounas, 2025; Lei et al., 2023). In the course of their assignments, support staff will learn through these experiences. This is consistent with the findings of research by Park and Choi (2020), which hypothesizes that positive past experiences reinforce workers when approaching professional tasks. The administrative and technical educational support tasks can be aligned with other technical positions, which require the improvement of the quality of work and expert technical experience (Adnani et al., 2024). The competence accomplishments in this research also overlap with the results that competence is a facilitating factor in performance (Shet et al., 2019), even in the context of navigating emotional burdens and bureaucratic complexities.

c. Task Mastery

Moreover, the mastery of managerial capacity by the workers comes out at 84 (Very Good). This mastery allows workers to successfully organize their time and the period of accomplishing the tasks even with the extra workload of the administrative and educational support functions. Employee mastery of the job is defined by the level of experience in work functions and following instructions of the managers and seniors. According to Spreitzer (1995), competence is a very important aspect of psychological empowerment which creates a feeling of mastery of the work. In this way, workers are made aware of the importance of administrative and educational support functions, as well as, the reason behind them. As a result, the educational support staff competence development is supported by this process (Adnani et al., 2024). Mumpuni and Handayani (2024)

explain this phenomenon by proactive work behavior, which is formed when people believe that they have mastered their positions. This is enabled with the flexible communication and supervision by superiors (Park & Choi, 2020). Moreover, it also complies with the evidence that the areas of innovation and mentorship received by employees play a crucial role in their competence formation (Suhartini et al., 2024). It is associated with the establishment of the work environment supported by managers and promoting job satisfaction (Pio & Tampi, 2018) and the overall performance.

d. Success Expectancy

The expectancy of success shows 85 (Very Good). In line with the findings of Veles et al. (2023), employees are often faced with a challenging set of expectations of various stakeholders and incessant demands to deliver services. These dynamics are issues that require certain competencies. Workers can balance these external demands with self-expectations through the continuous processes and such dynamic can be regarded as an inseparable part of their professional activity, which strengthens self-confidence. This trust is normally aroused when workers and the management communicate about the target goals of the organization. In this regard, workers are engaged in devising collective expectations, thus, trying to make their work skills be consistent. This expectancy is the Expectancy Theory of Vroom (1964), which states that people are driven when they think that their effort will result in successful outcomes. Communicating work targets is based on a shared understanding of shared goals. Performance expectations are also fulfilled as a result of the use of information technology tools to facilitate the work solutions (Abdalla et al., 2024) and improve the effectiveness and efficiency (Rialti et al., 2019; Shahbaz et al., 2021).

3. Self-Determination Dimension: Autonomy and Proactive Agency

Using the research process, Table 3 below presents the data of psychological empowerment in the self-determination dimension of administrative and educational operational support staff.

Table 3. Results of the Self-Determination Dimension

No	Component	Actualization	Score	Predicate
1	Choice	Sufficiently confident in determining work methods and priority frameworks	84	Very Good
2	Self-initiative	Sufficiently proactive in tasks without coercion or direct orders from superiors	84	Very Good
3	Behavioral Regulation	Ability to independently regulate effort, intensity, and timing in work	85	Very Good
4	Internal Locus of Causality	Sufficiently mindful and self-aware to perform duties without fear of punishment or expectation of bonuses	82	Very Good
Average			83.75	Very Good

Source: Processed Primary Data

According to Table 3, the self-determination dimension of administrative staff and support staff has a high average score (83.75). This implies that psychological empowerment is internalized. This is a detailed analysis in terms of the four main components:

a. Freedom in Determining Work Methods (Choice)

The score of 84 on the choice component shows that educational support personnel are quite confident in their ability to select their approaches to work and priority scales. This observation fits into the idea of psychological empowerment suggested by Spreitzer (1995) and the importance of autonomy when making decisions (Permarupan et al., 2020). Such autonomy is a long term transformative process in the context of hierarchical organizations (Zhou and Wang, 2025). Interestingly, the understaffing level also becomes a catalyst in worker engagement over a wide administration spectrum where managerial trust forms a major catalyst in employees to flexibly handle tasks. This manifests self-determination, where workers perceive broad managerial authority as a robust predictor of autonomous behavior (Deci et al., 2017; Arthur, 2025).

b. Proactivity through Self-initiative

Self-initiative (84) component describes a competitive but favorable workplace environment in which employees can be fast in their actions without the need of being directed (Songan et al., 2016). The awareness of employees is high, and their work is more of a professional responsibility than a teaching burden. The phenomenon of the agile worker that is noted when preparing meeting materials and reports without being forced into it demonstrates that the behaviors that are based on autonomous control are effectively motivated by the emotional alignment and managerial openness (Andersen et al., 2025).

c. Flexibility in Behavioral Regulation

Behavioral regulation (85) scored the highest in this dimension, which reflected the capacity of the workers to regulate independently the strength and pace of their work depending on the situation. Managerial trust has the basis of the ability to work with individual autonomy which in turn enhances work engagement (Hanum & Mulyana, 2025). Although it is flexible, it does not mean that workers refuse to be committed to organizational targets as general standards (Sung et al., 2022). Workers can use their emotional intelligence as a personal asset to be adaptive and productive when goal clarity and communication between stakeholders work (Extremera et al., 2018; George et al., 2022).

d. Value Internalization through Internal Locus of Causality

Workers with the score of 82 prove that moral consciousness (internal locus of causality) is the most important factor to drive their actions. Employees place themselves as the defining force behind their professional lives, instead of objects being motivated by penalties or material rewards. It is an intrinsic motivation that has been demonstrated to provide better work quality and greater creativity (Deci et al., 2017; Girdwichai and Sriviboon, 2020). This independent awareness is a metric of the effectiveness of sustainable psychological empowerment, as empowered workers have complete control over their professional objectives and, at the same time, enhance organizational competence (Syailendra et al., 2025; Hameli et al., 2023).

4. Impact Dimension: Influence and Organizational Contribution

According to the research process, the psychological empowerment data of the impact dimension among the faculty administrative and educational operational support staff got to an average score of 84.5 (Very Good). Table 4 below shows the results of impact dimension.

Table 4. Results of the Impact Dimension

No	Component	Actualization	Score	Predicate
1	Influence over Outcome	Capable of supporting administrative performance	86	Excellent
2	Strategic Significance	Possesses sufficient weight in achieving organizational goals	84	Very Good
3	Control over Work Environment	Capable of influencing the organization's task execution processes	83	Very Good
4	Observable Change	Capable of supporting administrative order and a solid organizational climate	85	Very Good
Average			84.5	Very Good

Source: Processed Primary Data

a. Influence over Outcome

According to Table 4, the workers believe they have power over the results, and the score is 86 (Excellent). This implies that their role in administrative tasks and support services is not only seen as a complementary tool, but also a key tool to the organizational effectiveness of its educational programs. In this respect, employees are being actively engaged in goal-setting exercises that promote transparency in reaching targets (Nermal et al., 2025). This belief is based on the real-life experience in the administration of systematic administrative support and educational activities. Employees will play a valuable role through their functional knowledge and this will act as a guide to a collective action. This is consistent with prior arguments that, depending on their competencies, workers can have a profound influence on the performance outputs (Suhartini et al., 2024).

Moreover, employees have the belief and feeling that they have control over their job and that their effort has an impact on the work results (Ashforth, 1989) and organizational performance (Dennerlein and Kirkman, 2023). This knowledge promotes a certain type of psychological energy in the shape of working morale, the key to professional success (Klijn et al., 2021). This is also supported by the results of the role of psychological empowerment in work effectiveness (Hassard et al., 2022). Well-coordinated scheduling of activities that involve all the parties interested in the learning process supports stakeholders in the learning process. In addition, this affirms the critical nature of management in promoting the values, attitudes, and behaviors of workers (Alwhesi et al., 2024; Mughal et al., 2022). These arguments support the conclusion that psychological empowerment is strongly correlated with employee engagement, which in the end, can influence organizational performance (Chompukum & Vanichbuncha, 2025).

b. Strategic Significance

Strategically speaking, the findings suggest that workers are very conscious about their work as a subset of supporting the overarching goals of the organization and scored 84 (Very Good). The workers consider the educational document archiving and operational service support as tasks that are closely interwoven with organizational interests and goals. This applies to the results that aligning the strategic vision of a worker has an impact on strategic actions of supporting the organization (Hu et al., 2025). At the same time, achievement of strategic objectives by an

organization is largely determined by the attitude and involvement of the employees (Gede, 2025). Strategic alignment is effective to ensure that all the units of an organization are geared towards a purpose (Alsayed et al., 2024). In this respect, the awareness of the workers is influenced by their interactions in the peer system, the managerial advice, the training programs, and work outcomes recognition. Such processes assist workers to tie together daily work with the strategic vision of the faculty. This is consistent with the results of other studies, which found communication, training, and rewards to be the most important factors that affect the strategic behavior of workers (Thanyawatpornkul et al., 2016). The present state of affairs also supports the idea that field-level communication can serve to encourage employees to take action in line with the strategic goals of the organization (Waisto et al., 2024). As a result, employees are convinced that the realization of their responsibilities is coordinated with the long-term maintenance of the organizational objectives and aims.

c. Control Over Work Environment

The second element of the impact dimension is the control over the work environment which scored 83 (Very Good). Realization of this control lies in the fact that the workers are aware of the chances they are given to affect different things in the organization. Workers believe that they are involved in making decisions about the direction of operations, especially through managerial transparency in seeking feedback about administrative order and designing educational facilities. The mastery of technical, managerial, and socio-cultural competencies of the workers underlines this exercise of environmental control (Nurhidayati et al., 2022). This capacity of workers is critical in moving through complicated bureaucratic systems (Thang & Tuyen, 2023). In this respect, the administrative and support staff members feel a possibility to streamline the working processes, which is supported by a much higher level of intrinsic motivation (Garcia-Juan et al., 2018). This validates the results by Li et al. (2015) that there is a positive relationship between psychological empowerment and performance. Li et al. (2015) also discovered that motivation mediates this process which is consistent with the preliminary results of the meaning dimension. The multiple performance deliverables of administrative and educational support personnel can be seen as the evidence of the workers control over the working environment based on their respective levels and functions.

d. Observable Change

The last element of the impact dimension in the psychological empowerment of workers is observable change with the score of 85 (Very Good). Here, the change process is actively supported by administrative and educational support personnel, the outcomes of which are evident. When performing their roles, the support staff often remind and insist on different stakeholders to comply with the expectations set in order to achieve set standards. This is consistent with the emphasis on the need to implement ethics programs because failure to do so can cause serious problems (Deciu, 2022), including those that can be fatal or legal in nature (Bell, 2020). Accuracy in data entry, time-sensitivity, submission of documents, as well as, processing of tasks in a procedural manner, are part of the daily routine of the workers. These seemingly insignificant activities when exercised regularly turn into a quality culture. Considering the results on the role of lecturers or teachers, when the strategy of psychological empowerment prompts the increase of the quality of education (Wisanda and Putra, 2024), it is clear that the quality improvement cannot be held outside of the role of support personnel. Document archiving and activity management essentially demand order and are based on quality standards inherent in the tasks of support personnel. Employees of this role contribute greatly to maneuvering within complicated bureaucratic structures (Thang & Tuyen, 2023) to achieve order and regularity. The presence of documentary evidence and administrative order are signs that the input of the workers leads to positive changes in the organization. Such outcomes are accomplished by the development of innovative behavior, which is in line with the psychological empowerment of workers stated by Taradita and Wibaka (2019).

CONCLUSION

This paper concludes that psychological empowerment is an important process in

maximizing the strategic functions of administrative and educational operational support staff (university administrators). This category of workers, despite the fact that they are frequently placed on precarious structural roles like contract-based jobs in a maturing organization, psychological empowerment is a good counter-check that can be used to improve their participation and performance. The concrete results of the Meaning dimension reveal that the staff members have reached the level of value internalization, which can be referred to as the "Very Good" one (Average Score: 84.5). This is demonstrated by:

1. Value Alignment: Employees do not simply work in a robot-like mode; they manage to combine their own values with the organizational discipline. Ironically, contract-based status acts as motivator to workers to prove their competency and to identify their self-identity with the institutional interests.
2. Task Care: The development of psychological proprietorship over the quality of administrative products. Employees do not see their responsibilities as secondary costs of the educational system, but as important components that define the general fluidity of the system.
3. Significant Purpose & Energy Investment: A sense of the larger cause in the university ecosystem would stimulate workers to freely invest psychological energy. Academic qualifications will also bring them the strength of their professional self-esteem that will also help them to reduce the effects of emotional labor and work pressure.

Theoretically, this study proves that psychological empowerment is an intermediary that changes complicated job demands into significant challenges. To higher education management practitioners, these findings emphasize the fact that it is much more effective to boost the cognitive factors especially the meaningfulness of the work than to have a strict structural oversight which is not an effective means of ensuring operational sustainability.

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