
LINKING PSYCHOLOGICAL EMPOWERMENT TO INNOVATIVE WORK BEHAVIOR IN HOTELS

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ABSTRACT

This study empirically examined the relationships between psychological empowerment and innovative work behavior in the hotels. Specifically, this study, using multiple linear regressions coefficients analyses, a total of 360 questionnaire forms were distributed to employees in four-star and five star hotels in Luxor and Aswan only 250 questionnaires were valid and complete. This study showed that the sense of meaning, competence, impact, and self-determination is able to increase innovative work behavior. Further, to empower the employees, managers must pay more attention to employees' ideas and nurture the realization of their ideas. Finally, when recruiting and selecting employees, managers should search for candidates high in psychological empowerment because they may have a significant advantage in motivation.

KEYWORDS: Empowerment, Food Quality, Service Quality, Tangibles, Behavioral Intentions, and Customer Satisfaction.

INTRODUCTION

Innovative Work Behaviour (IWB) of employees is defined as the voluntary extra effort that employees take on outside of their regular responsibilities in order to benefit their employer in the long run (Eid & Agag, 2020; Zhang, Liu, & Yang, 2021). However, business leaders should support and encourage employees' innovative work behaviors in order for them to be successful. When workers feel psychologically empowered through relationships of mutually advantageous exchange with their work leaders, they are more likely to consider that they are included in their work duties (Ghosh, et al., 2019). However, few studies have looked at the impact of psychological empowerment on workers' IWB. In order to better understand the relationship between inclusive innovative work behaviors and psychological empowerment and exchange, this study looked into those two concepts.

Seibert, Wang, and Courtright (2011) assert that empowerment improves people's capacity to put their ideas into practice, leading to a higher degree of innovation at work. Similarly, Amabile (2016) proposed that employees will be more creative as a result of empowerment. Numerous empirical studies have confirmed a favorable association between each empowerment dimension and creative behavior. People will feel more impactful, for instance, if they think they can influence organizational decisions and bring about the desired change. According to Dedahanov, Kim, and Rhee (2015), this capacity to influence the workplace will lead to the display of innovative behavior (Knol & Van Linge 2009). In addition, according to self-determination theory, autonomy at work is crucial for pinpointing elements that foster an employee's creativity (Deci & Ryan, 2000; Ahmad et al., 2020). Because an autonomous workplace environment will take into account employees' perspectives and feelings and give them the choice and information by removing pressure (Deci & Ryan, 2008; Mahmood & Mubarik, 2020). The self-determination aspect of empowerment and inventive behavior may be favorably correlated (Bass, 2009). Additionally, self-efficacy, which is interpreted as competence, encourages innovation in workers (Redmond, Mumford, & Teach, 2010). Employees have a tendency to be creative, which enhances inventive behavior, when they feel as though they have attained sufficient competence (Dweck & Leggett, 2011). Additionally, Redmond et al. (2010) argued that high levels of intrinsic motivation lead to employees being more innovative, representing the meaning dimension of empowerment according to Dedahanov et al. (2016). Similar to Spreitzer, Janasz, & Quinn (1999), Humborstad, & Dysvik (2016) concurred that an employee's innovative actions are influenced by the meaning of their work.

Previous studies (Seibert et al., 2011; Singh & Sarkar, 2012; Marane, 2012) came to the conclusion that psychological empowerment is crucial in fostering workers' innovative work behavior. According to Chang et al. (2017), Spreitzer (1995), Thomas & Velthouse (1990), psychological empowerment is an individual cognitive state characterized by a sense of authority, strong drive, and a high ability to meet expectations at work. Employees that feel more empowered will act more creatively and complete tasks more effectively (Afsar et al., 2018). Kmiecik, et al., (2012) found no evidence of a substantial association between psychological empowerment and innovative behavior in SMEs, in contrast to earlier research others concurred with Jung, Chow, and Wu (2003) that empowerment has a negative or minor impact on innovation, including Chege and Wang in the year 2020. Due to the cultural makeup of the research sample, fresh information is required to pinpoint a factor that could mitigate or temper the link between psychological empowerment and

creative workplace behavior. Finally, in light of the foregoing explanation, this research was planned to expand on prior research in a number of ways. This study clarifies the relationship between psychological empowerment components (meaning, competence, self-determination, and influence) and workers' innovative work behavior in hotels.

EMPOWERMENT THEORY

Li (2016) argued that people's behaviors are influenced by the interaction of internal beliefs, perceptions, and attitudes with external environmental circumstances. The definition of empowerment in the literature is an enabling process, according to which "enabling implies creating conditions for heightening motivation for task accomplishment through the development of a strong sense of personal efficacy" (Bloom, 2012). Additionally, according to researchers, empowerment can increase a person's self-efficacy (Kurikko & Tuominen 2012). Research in the past characterised empowerment as an improved intrinsic drive towards work orientation, which is grounded on organisational disciplines (Scott et al., 2011). According to Spreitzer (1995), empowerment is a multifaceted concept with four dimensions. Meaning describes the scenario where an individual's aims and values align with the work. Competence, which is akin to personal mastery, is defined by one's perceived self-efficacy to perform work-related skills and activities. Self-determination refers to one's capacity for choice and decision-making (Ford & Fottler 1995). Self-determination also highlights people's freedom in deciding on their own methods and strategies for completing tasks. Impact suggests that people can influence others in the workplace by using their influence, effect, and impact (Spreitzer, 1995; Cattaneo & Chapman, 2010; Kang, Lee, & Kim, 2017). As a result, the idea of psychological empowerment embodied by these four cognitive dimensions depicts an energetic psychological state towards one's task role, indicating that an individual not only exhibits greater autonomy in his or her own tasks but is also able to express a greater extent of "voice" in influencing activities and exert an impact on the environment (Kong, Sun, & Yan, 2016).

PSYCHOLOGICAL EMPOWERMENT AND INNOVATIVE WORK BEHAVIOR

Innovative Work behavior (IWB) is a type of individual innovation that is crucial to enhancing competitive advantage. People need to be able to work outside of their typical tasks, for instance by utilizing new technology, applying new work practices, and performing research to put new concepts into practice (Javed, et al., 2019). In other words, IWB is not just an individual's purpose to come up with new ideas; it also introduces

and uses these ideas to solve problems efficiently and effectively (Zhang et al., 2021). Idea generating, idea promotion, and idea realization are the three steps of the IWB (Javed et al., 2020). Idea generation is the process through which people employ their imagination to produce something fresh and advantageous to the development of a business or organization. The process of locating and assembling partners, sponsors, or supporters for previously created ideas is known as idea promotion. Idea realization, which includes putting ideas into practice or making them a reality in the workplace, comes after idea promotion.

The role of psychological empowerment characteristics in enhancing IWB was the study's primary area of focus. (Knol & Van Linge, 2009; Seibert et al., 2011) The empowerment notion was divided into two approaches: structural empowerment and psychological empowerment. According to Banay et al., (2020), structural empowerment placed more of an emphasis on enhancing the power of individual decision-making through access to opportunities, knowledge, resources, support, and power (both official and informal). While psychological empowerment focuses more on people's cognitive perceptions or motivational states with regard to power in organizations (Spreitzer, 1995; Seibert et al., 2011; Ghosh et al., 2019), it is different from this approach. Meaning, competence, effect, and self-determination are the four dimensions of psychological empowerment, a motivational concept with regard to individual orientation and their function at work (Spreitzer, 1995; Bibi & Afsar, 2018). This study looked at how each dimension related to an employee's IWB in SMEs.

MEANING

According to Zayed et al. (2022), meaning is the perception of compatibility between an employee's professional role and their personal values, beliefs, attitudes, and behaviors. According to Brief & Nord (1990), meaning is the sense of an individual's compliance to both personal and professional goals. If individual values are compatible with organizational values, working will be more fulfilling, according to Nwachukwu et al. (2022), who concur with Spreitzer et al., (1999). According to Seibert, et al., (2011) and Farzaneh et al., (2014), the meaningfulness of work demonstrates a strong bond between employees and their work that inspires them to act outside of their formal roles. If workers believe their work is vital, a sense of purpose will develop and motivate them to take initiative and more innovative at work (Chiang & Hsieh, 2012). Therefore, the following hypothesis is proposed:

H1: Meaning has a positive effect on innovative work behavior.

COMPETENCE

According to Chen and Kao (2011), competence is the belief that one has in one's ability to carry out duties and obligations successfully. According to Widodo et al., (2023) and Zhou (1998), people tend to be more creative when they feel confident in their capacity to complete their tasks and solve difficulties at work. Perceived competence promotes more inventive behavior, according to the self-determination theory (Ryan & Deci, 2000). This is true for two basic reasons. First, people with high levels of competence have faith in their ability to think of new ideas and put them into practice in the job. They take more time to pinpoint and come up with solutions to problems (Hsu et al., 2011). Second, the worker feels more equipped to deal with the difficulties and uncertainties encountered at work (Lopez-Morales et al., 2023; Richter et al., 2012). Accordingly, the second hypothesis of the present study was formulated:

H2: Competence has a positive effect on innovative work behavior.

SELF-DETERMINATION

According to Sunrowiyati et al., (2021), self-determination is the ability to take charge of one's own behavior and decision-making at work. Employees who feel more in charge of their work believe they have more creative freedom in their employment. According to Ohly et al., (2006), perceived autonomy gives workers more possibilities to test out their original concepts and is favorably associated with innovative behavior (De Jong & Den Hartog, 2007). According to certain studies, employees who are autonomous at work are more likely to innovate (Huang, 2009). In order to encourage employees' sentiments of self-determination and personal initiative at work, the organization should uphold employees' senses of autonomy and control (De Jong & Kemp, 2003). This will increase levels of interest in work activities and foster innovative behaviour. Due to this theoretical background, the third hypothesis of the present study was developed:

H3: Competence has a positive effect on innovative work behavior.

IMPACT

Impact is the degree to which a person may affect the outcomes of an organization (Kurikko & Tuominen, 2012). Impact is the ability to influence the working environment or the conviction that one's efforts have an impact on the system (Piperopoulos, 2007). Individuals and teams operate in a relatively, feel a sense of ownership and control over their work ideas and methods, and this fosters creativity. According to Rodriguez-López's findings from 2021, employees will act more creatively

when they believe their work has a positive impact on other people's lives. According to Janssen (2005) and Jacobsen et al (2019), they were more likely to attempt to generate, market, and realize innovative ideas. According to this theoretical background, the fourth hypothesis of the present study was developed:

H4: Impact has a positive effect on innovative work behavior.

In light of the preceding research and the justification provided, we aim to use the conceptual model of the interaction between the psychological empowerment dimension (competence, meaning, impact, and self-determination) and innovative work behavior as a determinant of such behavior.

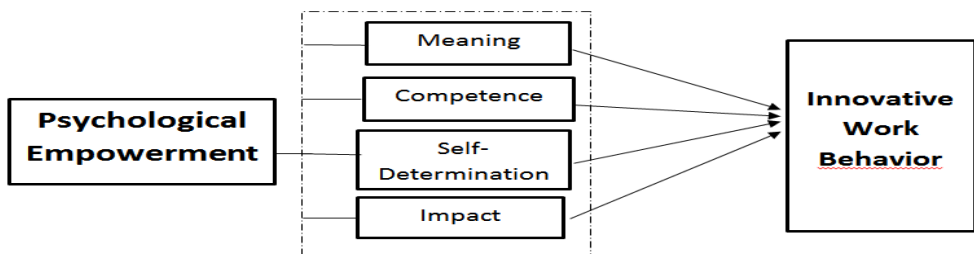


Figure 1: The proposed research model (Research framework)

METHODOLOGY

SAMPLE

The target population for this study was all front-office employees in four-star and five-star hotels in Luxor and Aswan. Three hundred and forty eight questionnaire forms were distributed to a convenience sample of front office employees in the participated hotels, out of them 250 forms were completed and valid for analysis with a response rate of 69.4%. Cronbach's α values of all variables of the study exceeds 0.70, supporting sufficient measurement reliability suggested, so that the study measurements were acceptable and reliable.

SURVEY INSTRUMENT

The final version of the questionnaire was divided into two sections. In the first section, customers were asked to rate 18 items on a five-point Likert type scale ranging from strongly disagree (1) to strongly agree (5). The 18 items are divided into five variables: meaning (3 items), competence (3 items), impact (3 items), Self-determination (3 items), and innovative work behavior (6 items), the second section asked customers for profiling

information (e.g., gender, age, educational, years in service, and current position).

FINDINGS

QUESTIONNAIRE RELIABILITY MEASUREMENT

Table (1) Cronbach's Alpha reliability coefficient and Shapiro-Wilk normality test

Elements Of Study	No.	Reliability Coefficient	Reliability Ratio	Shapiro-Wilk (Sig.)	Kolmogorov-Smirnov (Sig.)
Meaning	3	0.866	87%	0.000	0.000
Competence	3	0.863	86%	0.000	0.000
Self-Determination	3	0.748	75%	0.000	0.000
Impact	3	0.864	86%	0.000	0.000
Innovative Work Behavior	6	0.875	88%	0.000	0.000
All Questionnaire	18	0.843	84%	0.000	0.000

The reliability of the scales was tested by calculating their coefficient alpha (Cronbach's alpha) to determine the degree of internal consistency between the measurements used in the study. Cronbach's alpha should meet the recommended significance of 0.70 or higher. The value of Cronbach's Alpha reliability coefficient was high for all the questionnaire elements, which the reliability Ratio was 84%. While the average value of Cronbach's Alpha for all the questionnaire elements (0.843), which is acceptable value and this, means that the coefficient of reliability of the questionnaire indicates the compatibility of the paragraphs of the questionnaire. Conducting a Shapiro-Wilk and Kolmogorov-Smirnov Normality Test: The Shapiro-Wilk normality test and Kolmogorov-Smirnov normality test for all the questionnaire elements, show (sig. = < 0.05), indicating that the distribution is abnormal.

SAMPLE CHARACTERISTIC

Table (2) demographic data analysis

Demographic data		Freq.	%
Gender	Male	168	67.2%
	Female	82	32.8%
Age	Less than 20 years	13	5.2%
	From 20 to 30 years	25	10.0%

	From 31 to 40 years	43	17.2%
	From 41 to 50 years	118	47.2%
	More than 50 years	51	20.4%
Educational background	University	155	62.0%
	High school	58	23.2%
	Postgraduate	37	14.8%
Years in service	Less than 5 year	165	66.0%
	From 5 to 10 years	53	21.2%
	More than 10 years	32	12.8%
Current position level	Front Desk Agent	35	14.0%
	Operator	63	25.2%
	Reservation clerk	45	18.0%
	Front Desk Assistant Manager	28	11.2%
	FrontDesk Manager	15	6.0%
	Reservation Manager	13	5.2%
	Reservation Assistant Manager	15	6.0%
	Guest Relation	15	6.0%
	Bell Captain	15	6.0%
	Concierge	6	2.4%

Table (2) clearly reflects the demographic profile of respondents. The results of descriptive analysis for demographic information indicated that among the analyzed samples (n = 250), (67.2%) of the respondents were male, with (32.8%) being In terms of respondents' age group, the ages of the respondents ranged from 41 to 50 years. (47.2%), followed by the respondents whose age of more than 50 years with a percentage of (20.4%). On the other hand, (5.2%) of them were at the age of under 20 years. With regard to respondents' educational background, the highest percent (62.0%) of university, 23.2% of all respondents were high school, 14.8% of them were postgraduate. In terms of years in service, less than 5 year was the highest percentage (66.0%), followed by from 5 to 10 years (21.2%), more than 10 years had 12.8%, With reference to current position level, (25.2%) of all the respondents are Operator; while (18.0%) of them Reservation clerk. on the other hand, (2.4%) of them Concierge.

PART TWO: PSYCHOLOGICAL EMPOWERMENT:

Table (3) respondents' answers regarding Psychological Empowerment

Psychological Empowerment dimensions	1	2	3	4	5	Mean	Std. Deviation
	Totally disagree	Disagree	Relatively agree	Agree	Strongly agree		
Meaning							
The work I do is very important to me	5	12	21	70	142	4.32	0.95
	2.0%	4.8%	8.4%	28.0%	56.8%		
My job activities are personally meaningful to me.	3	22	40	100	85	3.96	0.98
	1.2%	8.8%	16.0%	40.0%	34.0%		
I am confident about my ability to do my job.	7	20	35	65	123	4.10	1.09
	2.8%	8.0%	14.0%	26.0%	49.0%		
Mean of Meaning						4.13	
Competence							
I am confident about my ability to do my job.	3	8	15	88	136	4.38	0.83
	1.2%	3.2%	6.0%	35.2%	54.4%		
I am self-assured about my capabilities to form my work activities.	5	11	28	89	117	4.20	0.94
	2.0%	4.4%	11.2%	35.6%	46.8%		
I have mastered the skills necessary for my job.	9	17	31	101	92	4.00	1.04
	3.6%	6.8%	12.4%	40.4%	36.8%		
Mean of Competence						4.19	
Self- Determination							
I have significant autonomy in determining how I do my job.	3	6	12	60	169	4.54	0.79
	1.2%	2.4%	4.8%	24.0%	67.6%		

I can decide on my own how to go about doing my work.	4	8	15	98	125	4.32	0.85
	1.6%	3.2%	6.0%	39.2%	50.0%		
I have considerable opportunity for independence and freedom in how I do my job.	10	14	25	118	83	4.00	1.09
	4.0%	5.6%	10.0%	47.2%	33.2%		
Mean of Self- Determination						4.29	
Impact							
My impact on what happens in my department is large.	7	10	20	97	116	4.22	0.95
	2.8%	4.0%	8.0%	38.8%	46.4%		
I have a great deal of control over what happens in my organization.	4	10	32	113	91	4.10	0.88
	1.6%	4.0%	12.8%	45.2%	36.4%		
I have significant influence over what happens in my organization	8	12	46	114	70	3.90	0.96
	3.2%	4.8%	18.4%	45.6%	28.0%		
Mean of Impact						4.07	

From the data illustrated in table (3), it can be illustrated in the following findings:

1- MEANING

In first element "The work I do is very important to me", the mean is 4.32, suggesting strongly agreeing response, and in the second element "I am confident about my ability to do my job", the mean is 4.10, suggesting agreeing response, and in the third element "My job activities are personally meaningful to me", the mean is 3.96, suggesting agreeing response. The mean of elements is 4.13, suggesting agreeing response

2- COMPETENCE

In first element "I am confident about my ability to do my job", the mean is 4.38, suggesting strongly agreeing response, and in the second element " I am self-assured about my capabilities to form my work activities", the mean is 4.20, suggesting agreeing response and in the third element "I have mastered the skills necessary for my job", the mean is 4.00, suggesting agreeing response. The mean of elements is 4.19, suggesting agreeing response.

3- SELF- DETERMINATION

In first element " I have significant autonomy in determining how I do my job", the mean is 4.54, suggesting strongly agreeing response, and in the second element " I can decide on my own how to go about doing my work", the mean is 4.32, suggesting strongly agreeing response, and in the third element " I have considerable opportunity for independence and freedom in how I do my job", the mean is 4.00, suggesting agreeing response. The mean of elements is 4.29, suggesting relatively strongly agreeing response.

4- IMPACT

In first element "My impact on what happens in my department is large", the mean is 4.22, suggesting strongly agreeing response, and in the second element " I have a great deal of control over what happens in my organization", the mean is 4.10, suggesting agreeing response, and in the third element " I have significant influence over what happens in my organization", the mean is 3.90, suggesting agreeing response. The mean of elements is 4.07, suggesting agree response.

PART THREE: INNOVATIVE WORK BEHAVIOR:

Table (4) respondents' answers regarding Innovative Work Behavior

	1	2	3	4	5	Mean	Std. Deviation
	Totally disagree	Disagree	Relatively agree	Agree	Strongly agree		
I search out new technologies, processes, techniques, and/or product ideas.	4 1.6%	4 1.6%	10 4.0%	77 30.8%	155 62.0%	4.50	0.78
I generate creative ideas.	5 2.0%	8 3.2%	12 4.8%	95 38.0%	130 52.0%	4.34	0.87
I promote and	2	4	9	55	180	4.62	0.70

champions ideas to others.	0.8%	1.6%	3.6%	22.0%	72.0%		
I investigate and secure funds needed to implement new ideas.	10	15	25	130	70	3.94	0.99
	4.0%	6.0%	10.0%	52.0%	28.0%		
I develop adequate plans and schedules for the implementation of new ideas	5	10	16	100	119	4.27	0.89
	2.0%	4.0%	6.4%	40.0%	47.6%		
I am innovative.	7	14	20	110	99	4.12	0.97
	2.8%	5.6%	8.0%	44.0%	39.6%		
Mean of Innovative Work Behavior						4.30	

As shown in table (4), In first element " I promote and champions ideas to others ", the mean is 4.62, suggesting strongly agreeing response, and in the second element "I search out new technologies, processes, techniques, and/or product ideas", the mean is 4.50, suggesting strongly agreeing response, and in the third element "I generate creative ideas", the mean is 4.34, suggesting strongly agreeing response, and in the fourth element "I develop adequate plans and schedules for the implementation of new ideas", the mean is 4.27, suggesting strongly agreeing response, and in the fifth element "I am innovative", the mean is 4.12, suggesting agreeing response, and in the sixth element "I investigate and secures funds needed to implement new ideas", the mean is 3.94, suggesting agreeing response. The mean of elements is 4.30, suggesting strongly agreeing response.

HYPOTHESIS TESTING

Table (5): Pearson Correlation Matrix for relationship between study variables

Variables	Meaning	Competence	Self-Determination	Impact	Innovative Work Behavior
Meaning	1	.983**	.972**	.971**	.973**
Competence		1	.982**	.980**	.985**
Self-Determination			1	.972**	.990**
Impact				1	.979**
Innovative Work Behavior					1

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

From the data illustrated in table (5) it can be seen that there is a significant positive relationship between Psychological Empowerment dimensions and employees' innovative work behavior; (Meaning) is .973, (Competence) is .985, (Self- Determination) is .990, and (Impact) is .979, Where that sig. = 0.000 < 0.01, there is a significant positive relationship between Psychological Empowerment dimensions and employees' innovative work behavior.

Table (6): Multiple Linear Regressions model for dependent and independent variables

Variables	Model	B	Std. Error
Dependent Variable	Innovative Work Behavior	*0.287	0.036
Independent Variables	Meaning	0.023	0.034
	Competence	0.217	0.049
	Self- Determination	0.569	0.039
	Impact	0.186	0.035
Statistical Values	F Value	4669.723	
	Sig.	0.000	
	R	0.994	
	R ²	0.987	
	Std. Error of the Estimate	0.095	

*Constant

The multiple linear regressions between independent variables and dependent variable were as follows:

$$Y = 0.287 + 0.023x_1 + 0.217x_2 + 0.569x_3 - 0.186x_4.$$

Where the Y = Innovative Work Behavior, x1 = Meaning, x2 = Competence, x3 = Self- Determination, x4 = Impact.

The results of the multiple linear regressions model showed a strong correlation between independent variables (Psychological Empowerment) and dependent variable (Innovative Work Behavior), where the R value is (0.994), which indicates the strength of the independent variables effect on the dependent variable. There R² value for independent variables is (0.987), indicating that these variables explain 99% changes in Innovative Work Behavior. The F value in the regressions model is (4669.723), and (sig. = 0.000 < 0.01), indicating that significant effect between independent variables (Psychological Empowerment) and dependent variable (Innovative Work Behavior).

RESULTS AND DISCUSSION

The role of psychological empowerment in encouraging innovative work behavior was the main focus of this study. The four elements of psychological empowerment were found to be highly associated to innovative work behavior, which is in line with our assumptions and prior studies.

Meaning and creative work behavior is positively correlated. According to E Turk (2012), meaning is the alignment of an individual's values and beliefs with the values, objectives, and goals of the organization. According to Singh & Sarkar (2012), employees who share their employer's values would become more invested in their work and exhibit more inventive behavior (Afsar et al., 2018). Employees who have a strong passion for the arts perceive their employment in the creative sector as more meaningful, and employers encourage this behavior by rewarding it. They are prepared to put in extra effort to seek out novel concepts from diverse angles and attempt to develop fresh approaches to challenges. Employers can use these results to give their workforces a feeling of purpose, giving them a bigger competitive advantage.

The findings revealed a favorable association between the competence factor and IWB. Employees in SME who feel they have mastered their tasks will experiment with new approaches or methods to address issues. Perceived competence raises knowledge self-efficacy levels and encourages employees to engage in creative work practices. Competence, however, was not a direct result of knowledge exchange. The person who was viewed as having high competence is logically inferred to have knowledge and skills that set them apart from other employees (Helmy, et al. 2019). So they prefer to keep the information secret.

Employees who have self-determination believe they have the power to complete their task however they like. Employees who have a sense of autonomy let go of strict work regulations and pursue novel ideas (Amabile, 2016). Additionally, because innovation in SMEs often involves failures and trials, employees are more willing to try new things when they feel a sense of autonomy. They will also be more proactive in coming up with new ideas for finishing tasks, which can boost creativity and innovative behavior (Zhou, 1998).

THEORETICAL AND MANAGERIAL IMPLICATIONS

This study makes a variety of scholarly and useful contributions. First, this research clarified more information regarding the connection between psychological empowerment dimensions and innovative work behavior at the individual level by separating four levels of psychological empowerment based on earlier research. According to the findings of this study, a sense of purpose, competence, and self-determination can all lead to an increase in innovative work behavior. Second, this research offers recommendations for practitioners, particularly those working in the front office department. Managers need to focus more on employees' ideas and encourage the realization of those ideas if they want to empower their workforce. It may be concluded that this study was successful in highlighting the significance of psychological empowerment among hotel front office department principals. The study's findings showed a substantial positive correlation between the intrinsically inventive work behavior and all four components of psychological empowerment (PE-Meaning, PE-Competence, PE-Self-determination, and PE-Impact). Additionally, the study has added empirical data to the understanding of employee empowerment from a non-Western work environment, helping to further refine the concept of PE (Eylon & Bamberger, 2000; Al-Makhadmah, et al 2020). The principals may maybe experience higher levels of psychological empowerment by including factors supporting intrinsic work motivation into their duties.

Our findings not only have implications for work design but also imply that managers should look for applicants who have a high level of psychological empowerment since they may be significantly more motivated. Finally, dynamic strategic career planning for employees based on their competence development can also be a good way to align psychological and structural empowerment with the competitive advantage of the business and lower the intention to leave of talented employees (Calvo, 2011 ; Rehman, et al 2019).

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