

application to society, the nation and the State. So we need lecturers who have certification in the health sector, health science colleges have special laboratories for students to apply theory, in this case there are mental health laboratories and others. Existing data shows that in 2021-2022 there will be 766 lecturers at health sciences colleges (bps.go.id/statictabler/2022/03/18/2580).

With the number of universities in Indonesia, of course, many things have been achieved, for example, they contribute at least 50% to the Times Higher Education university ranking methodology (30% for research quality and 20% for published work citations) (Times Higher Education, 2021), and QS World University Rankings (40% for academic reputation, such as research quality, and 30% for citations of published works) (Writer, 2021). Furthermore, lecturers can collaborate with local government agencies to improve the economy (Storai & Rinieri, 2018). Apart from that, lecturers also determine the learning experience and adoption of educational information technology by students (Al-Badi et al, 2010). The discussion above shows that a better understanding of the quality of lecturer performance is essential, quality of job performance refers to the perceived quality of a person's performance in carrying out a task (Smeenk et al, 2008).

Building emotional ties between lecturers and HEIs is also important in managing HEI performance, literature on human resource management shows the need to increase emotional ties between organizations and their employees, not only in educational contexts (Ding, 2021; Rafique et al, 2021; Yao et al, 2020) but also in non-educational context (Daniali et al, 2020). Yao et al (2020) stated that the best way to overcome these emotional ties is through investigating the organization's affective commitment. Affective organizational commitment refers to a person's desire to remain in an organization (Mercurio, 2015). Affective organizational commitment is the core of organizational commitment (Mercurio, 2015), considering that affective organizational commitment shows the compatibility between employee goals and HEI goals (Yao et al, 2020), thus, investigating affective organizational commitment is important.

Another important element in managing HEI performance is psychological empowerment. Psychological empowerment refers to a person's motivation to perform a task that is manifested in four cognitions: competence, meaning, self-determination, and impact (Spreitzer, 1995). Therefore, the psychological environment changes according to the way lecturers view their work environment. They can be more psychologically empowered at one time and less empowered at another. Importantly, Jose and Mampilly (2015) stated that psychological empowerment is an important determinant of organizational success, therefore, a better understanding of the psychological environment is essential.

Currently, the relationship between psychological empowerment, organizational affective commitment, and job performance quality remains unclear. Psychological empowerment has been investigated in several studies (Jose & Mampilly, 2015; Rafique et al, 2021; Spreitzer, 1995), as well as organizational affective commitment (Allen & Meyer, 1990; Mercurio, 2015; Meyer & Allen, 1984; Yao et al, 2020), and quality of job performance (Ab. Aziz et al, 2012; Ding, 2021; Smeenk et al, 2008; Yao et al, 2020). However, the influence of four cognitions regarding psychological empowerment on performance quality through affective organizational commitment has not been the focus of previous research (Ab. Aziz et al, 2012; Ding, 2021; Rafique et al, 2021). The literature on human resource management suggests that further investigation of the

relationship is needed with a greater understanding of how to improve the quality of job performance (Ab. Aziz et al, 2012; Ding, 2021; Yao et al, 2020).

To fill the gap above, this study investigates the influence of four psychological empowerment cognitions on performance quality through affective organizational commitment. This investigation contributes to the literature on determining psychological empowerment cognitions that influence organizational affective commitment, and in turn, the quality of job performance (Smeenk et al, 2008; Spreitzer, 1995; Yogalakshmi & Suganthi, 2018). The remainder of this paper presents the literature review and hypothesis development, followed by methods, results, and discussion, then, the paper shows practical implications, followed by theoretical implications, and finally, limitations and suggestions for future research.

2. THEORETICAL FRAMEWORK AND HYPOTHESIS FORMULATION

2.1 Psychological empowerment

Psychological empowerment is a structure in the form of motivation that focuses on the cognition of individuals who can be empowered, individuals who have authority will definitely perform better than individuals who lack authority (Bartram, Karimi, & Leggat, 2014; Dop et al, 2016). This can also be explained by the perception of empowerment being directly related to behavioral factors, activity, attention, initiative, and flexibility, which can improve personal performance (Humborstad & Dysyik, 2015).

Following Spreitzer (1995), psychological empowerment consists of four cognitions. The first is competence, which refers to the employee's perceived ability to carry out the assigned tasks (Rafique et al, 2021; Spreitzer, 1995). The second is meaning, which refers to the weight that employees give to tasks (Rafique et al, 2021; Spreitzer, 1995). The third is self-determination, which refers to employees' perceived autonomy and versatility in adapting to change (Rafique et al, 2021; Spreitzer, 1995). The last one is impact, which refers to the power that employees feel in carrying out tasks and the consequences it causes (Rafique et al, 2021; Spreitzer, 1995).

Psychological empowerment is a structure in the form of motivation that focuses on the cognition of individuals who can be empowered, individuals who have authority should perform better than individuals who have less authority (Bartram, Karimi, & Leggat, 2014; Dop et al, 2016). This can also be explained that perceptions of empowerment are directly related to behavioral factors, activity, attention, initiative and flexibility, which can improve personal performance (Humborstad & Dysyik, 2015).

Previous research has investigated psychological empowerment, Spreitzer (1995) developed and validated appropriate measures of psychological empowerment. Recently, Rafique et al (2021) investigated the antecedents and consequences of psychological empowerment. Another recent study was conducted by Ding (2021), who investigated its various consequences regarding psychological empowerment. What is missing from previous research is the dynamics of empowerment in the HEI context (Ding, 2021; Rafique et al, 2021; Spreitzer, 1995). To address this issue, this study investigates the consequences of each psychological empowerment cognition.

Psychological empowerment can be understood as an empowerment process or mental state, specifically the meaning refers to a person's belief that their work is important, which refers to self-efficacy, or belief in their ability to successfully complete a task, self-

determination refers to the the issue of freedom in choosing how to initiate and carry out as well as influencing represents the extent to which a person's behavior has an impact on the results of their work tasks (Nassar & Group, 2018; Schermuly & Meyer, 2020).

2.2 Affective organizational commitment

Affective organizational commitment is part of Meyer and Allen's Three Component Model of Commitment. Meyer and Allen (1984) originally proposed that organizational commitment consists of affective and continuity organizational commitment, where the former is associated with the desire to remain in the organization while the latter is associated with the costs of leaving the organization. Furthermore, Allen and Mayer (1990) added a third component, normative commitment, which then formed Meyer & Allen's Three Component Model of Commitment. Normative commitment refers to organizational commitment related to the perceived obligation to remain in the organization (Allen & Meyer, 1990).

Research consistently finds that affective organizational commitment is an important component of organizational commitment. Through an integrative literature review, Mercurio (2015) found that affective organizational commitment is a core component of organizational commitment. Similarly, Meyer et al (2002) in their meta-analysis found that affective organizational commitment had the strongest and most favorable correlation with outcomes, both for outcomes relevant to the organization (e.g. attendance), and aspects relevant to employees (work-family conflict). For the reasons above, this research focuses on affective organizational commitment. Another reason is that high organizational affective commitment helps show how greater attention to organizational sustainability and greater involvement in tasks are useful factors for developing the education sector (Yao et al, 2020).

2.3 Quality of job performance

According to procedures, lecturers need to submit various reports so as to reduce the time they have to spend doing their main work. For example, several universities in Indonesia ask their lecturers to prepare daily reports on activities related to teaching, research and community service to improve their academic results. Such administrative work has been shown to reduce the quality of their job performance, although technology has been implemented to reduce these work requirements (Smeenk et al, 2008). Therefore, investigation into the quality of job performance has been suggested (Ding, 2021; Smeenk et al, 2008; Yao et al, 2020).

One area that has not been the focus of previous research is the quality of performance of Indonesian lecturers. The quality of job performance has been investigated by several previous studies, however this research was limited to HEI employees in six European countries (Belgium, Finland, Germany, the Netherlands, Sweden and the UK) (Smeenk et al, 2008), and individuals working in Youth Ministries and Sports of the Republic of Sudan (Jamal, 2018). Investigating the quality of job performance in the Indonesian context is important because there are clear differences between countries regarding the management of human resource practices that influence the quality of job performance (Jamal, 2018; Smeenk et al, 2008). Due to the above reasons, this research has included the quality of job performance.

3. HYPOTHESES

It is important to investigate the direct influence of competence on affective organizational commitment. The literature shows it is unclear whether increased competence

leads to increased organizational affective commitment (Ding, 2021). Lecturers contribute to HEI rankings such as through their publications; therefore, a higher education institution needs to have a strategic plan to develop its competencies. However, lecturers feel that they continuously suffer from a lack of empathy in carrying out their duties (Smeenk et al, 2008). This perception has the potential to increase competence as the organization's affective commitment decreases. Based on the reasons above, this research proposes the following hypothesis:

H1: Competence has a negative influence on organizational affective commitment

Individuals place higher weight on tasks that they perceive meet their personal standards, such as the value of job tasks (Spreitzer, 1995). Individuals who consider their tasks to be meaningful are innovative individuals (Rafique et al, 2021). Currently, it is still unclear whether these meanings lead to increased organizational affective commitment (Ding, 2021; Rafique et al, 2021). Following the literature which states that meaning has the potential to give rise to feelings of comfort in remaining in the current organization (Smeenk et al, 2008; Spreitzer, 1995), this research proposes that meaning leads to affective organizational commitment. Thus, this research proposes the following hypothesis:

H2: Meaning has a positive influence on affective organizational commitment.

The third cognition of psychological empowerment is self-determination. Self-determination refers to the autonomy and flexibility that employees feel in adapting to change (Rafique et al, 2021; Spreitzer, 1995). Spreitzer (1995) adds that self-determination has the potential to lead to learning that leaving the current organization is a sacrifice. Furthermore, psychologically empowered employees are more involved in current management practices (Yogalakshmi & Suganthi, 2018). Self-determination has the potential to lead to effective organizational commitment. Therefore, this study proposes the following hypothesis:

H3: Self-determination has a positive influence on organizational affective commitment.

Impact is the final cognition of psychological empowerment. Impact refers to the strength that employees feel in carrying out tasks and the results (Rafique et al, 2021; Spreitzer, 1995). Literature on human resource management indicates the need to address the relationship between impact and organizational affective commitment (Rafique et al, 2021; Spreitzer, 1995; Yogalakshmi & Suganthi, 2018). This research argues that impact has a positive influence on organizational affective commitment, because psychological empowerment can make employees feel more energized (Yogalakshmi & Suganthi, 2018). Therefore, this study proposes the following hypothesis:

H4: Impact has a positive influence on organizational affective commitment

To contribute more to higher education and themselves, lecturers need to improve the quality of their performance. Indonesian lecturers need to teach, conduct research, and provide community service. The quality of task execution contributes to academic degrees, which then contribute to HEI performance. Currently, it is unclear whether affective organizational commitment leads to the level of quality of job performance (Smeenk et al, 2008; Yao et al, 2020; Yogalakshmi & Suganthi, 2018). Employees with affective organizational commitment follow organizational regulations (Daniali et al, 2020), which shows that they have the potential to pay attention to the quality of their work performance. Therefore, this study proposes the following hypothesis:

H5: Affective organizational commitment has a positive influence on the quality of work performance.

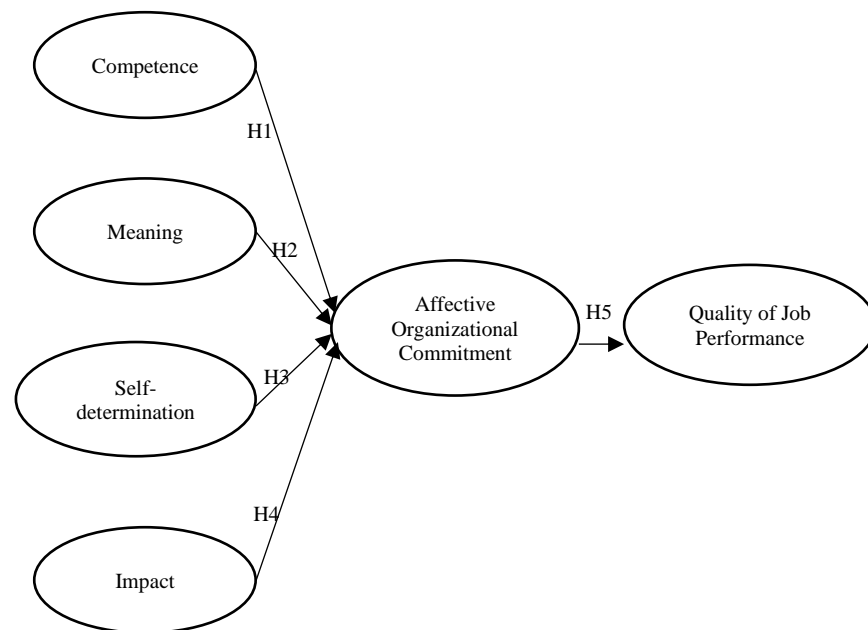


Figure 1. Conceptual framework

4. RESEARCH METHOD

4.1 Research design

The approach used in this research is a quantitative approach which is an approach that formulates a research problem in a more specific way by developing a hypothesis that will be tested.

4.2. Population, Sample, and Sampling Techniques

Population

Population is a whole unit or element consisting of objects or subjects that have certain qualities and characteristics that researchers will use to analyze more deeply and then draw conclusions (Leavy, 2017), the population in this study are lecturers at health sciences colleges in Java Central with a total of 766 lecturers.

(Source: bps.go.id/statictabler/2022/03/18/2580).

Samples

The sample is part of the number and characteristics of the population according to Leavy (2017), if the population is very large and it is not possible for the researcher to study everything in the population, due to constraints related to limited costs, energy and time, then the researcher can use a sample taken from that population, the sample in this study consisted of 126 respondents.

Sampling techniques

The sampling technique uses random sampling, random sampling is a sampling method when all members of the population are used as samples, the samples in this study were lecturers at health science colleges in Central Java. All respondents were given a questionnaire which was distributed via social media (WA) in the form of a Google form.

The total number of questionnaires was obtained by 210 lecturers but 126 respondents received the total answers to the questions.

4.3 Research Instruments and Data Analysis Techniques

The measurement of each variable in the research is based on previous research, there are 3 items for measuring competence, 3 items for meaning, 3 items for self-determination and 3 items for impact, all of which are measured based on research from Spreitzer (1995) which has been adapted to the conditions of this research, affective organizational commitment has 5 items which are measured based on research Rhoades et al (2001) and quality of job performance using 5 items adopted from research Smeenk et al (2008), the respective measurements can be seen in (Table 1.1). Answers to the questionnaire results were measured using a Likert scale where the number 5 indicates strongly agree and the number 1 indicates disagree. The data analysis technique in this research uses SEM-PLS (Smartpls) to test the influence of each of the hypotheses that have been determined (Ringle et al, 2015), this research conducts SEM in the first way, by assessing the measurement model to ensure the measurements represent the desired construct, and second, by assessing the structural model to test the hypothesis.

Table 1 Variables, Operational Definitions, Indicators and Sources

No	Variable	Operational definition	Indicator	Source
1.	Competence	Lecturers have the ability to carry out their duties	Self-control, ability to complete work and self-adjustment.	Spreitzer 1995
2.	Meaning	There is meaningfulness felt by lecturers in carrying out their duties in accordance with their job description	Beliefs, values, and behavior.	Spreitzer 1995
3.	Self-determination	What has been decided to carry out the duties (lecturer) comes from within oneself	Decision making, solidifying choices and focus	Spreitzer 1995
4.	Impact	Something a lecturer does has a positive impact internally and externally	Achievement of task completion, contributing to the organization and the environment	Spreitzer 1995
5.	Affective organizational commitment	There is a strong desire from the lecturers to be and remain in the organization.	Caring, responsibility, compliance, high commitment and sense of belonging to the organization	Rhoades et al (2001)
6.	Quality of job performance	The work results provided by lecturers are of	Quality in how to work, systems, being able to understand each other, quality in communicating	Smeenk et al (2008)

good quality for and quality in results.
themselves and the
environment

Source: document processed by researchers, 2024

5. RESULTS AND DISCUSSION

As a result of distributing the questionnaire, we obtained some data on 126 respondents (who filled in all the statements in the questionnaire completely) consisting of men (57.1% more dominant than women, of which women were (42.9%)), in terms of age, the dominant age was 50 years. where there are 25.4%, aged 36-40 years and 41 – 45 years respectively (18.3%), aged 46-50 years as much as (11.1%), aged under 30 years as much (8.7%). Master's degree (69.8%), doctoral degree (29.4%) and bachelor's degree (0.8%). Respondents' length of work experience was dominated by more than 10 years (42.9%), 1-5 years (29.4%) , 6-10 years as many as (26.2%) and less than 1 year as many as (1.6%). Of the functional positions, expert assistants dominate as many as (40.5%), lecturers as many as (27.8%), associate professors as many as (15.1%), professors. as many as (1.6%) and the remainder (15.1%) do not yet have jafung.

Measurement model assessment

In assessing the measurement model, this study follows the literature, as recommended by Hair et al (2019), this study removed the item (AOC6) because its factor loading was less than 0.708. After these deletions, Table 1 shows that all factor loadings are above 0.708, indicating that each construct explains more than half of the indicator variance. Therefore, the results indicate acceptable item reliability. Table 2 also shows convergent validity, because each construct has an average variance extracted (AVE) value above 0.50 (Hair et al, 2019). Table 2 further shows the internal consistency reliability, as the combined reliability value is above 0.7 but does not exceed 0.95 (Hair et al, 2019). To test whether one construct is different from other constructs, this study assesses discriminant validity. Table 2 shows that each construct is different from other constructs, because the square root of the AVE of each construct is greater than the correlation between constructs (Fornell & Larcker, 1981). This research considers the average variance extraction (AVE) value which is said to be valid if the AVE value is > 0.5 , the assessment results based on AVE are presented in Table 2.

Table 2. Results of the Measurement Model Assessment

Construct	Items	Factor Loading	Cronbach's Alpha	Composite Reliability	AVE
Competence	PSEC1	0.899	0.870	0.920	0.793
	PSEC2	0.928			
	PSEC3	0.844			
Meaning	PSEM1	0.787	0.876	0.924	0.803
	PSEM2	0.947			
	PSEM3	0.945			
Self-determination	PSES1	0.880	0.889	0.931	0.818
	PSES2	0.907			
	PSES3	0.926			
Impact	PSEI1	0.859	0.821	0.889	0.727
	PSEI2	0.856			
	PSEI3	0.842			

Affective Organizational Commitment	AOC1	0.860	0.923	0.942	0.764
	AOC2	0.891			
	AOC3	0.855			
	AOC4	0.891			
	AOC5	0.872			
Quality of Job Performance	QJP1	0.737	0.904	0.928	0.721
	QJP2	0.831			
	QJP3	0.861			
	QJP4	0.909			
	QJP5	0.896			

Source: processed data, 2024

In Table 2 it can be seen that all the indicators used to measure the variables in this research have a value of > 0.5 so they are said to be valid and acceptable. The largest AVE value for the self-determination variable is 0.818 and the smallest AVE value for the quality of work performance variable is $0.721 > 0.5$, for the AVE value for competence it is $0.793 > 0.5$, the AVE value for meaning is $0.803 > 0.5$, the impact value AVE is $0.727 > 0.5$ and affective organizational commitment value is $0.764 > 0.5$

Table 3. Discriminant Validity

	1	2	3	4	5	6
1. Affective Organizational Commitment	0.874					
2. Competence	0.431	0.891				
3. Impact	0.570	0.274	0.853			
4. Meaning	0.585	0.711	0.345	0.896		
5. Self-determination	0.482	0.633	0.388	0.600	0.905	
6. Quality of Job Performance	0.397	0.365	0.443	0.371	0.302	0.849

Source: processed data, 2024

From the discriminant validity results in Table 3 it can be said that all constructs or variables latent is said already has good discriminant validity where it can be seen that there is value affective organizational commitment of 0.874, competence of 0.891, impact of 0.853, meaning of 0.896, self-determination of 0.905 and quality of job performance amounting to 0.849.

Structural model assessment

In this case, it describes or explains the results of the data on the relationship between the influences of each hypothesis (Table 4). In assessing the structural model, the results showed that three of the five hypotheses were supported. Competence does not have a significant negative effect on organizational affective commitment ($-0.035, p > 0.10$); thus, H1 is not supported. Meaning has a significant positive influence on affective organizational commitment ($0.411, p < 0.01$); thus, H2 is supported. Self-determination does not have a significant positive influence on affective organizational commitment ($0.103, p > 0.10$); thus, H3 is not supported. Impact has a significant positive influence on organizational affective commitment ($0.398, p < 0.01$); thus, H4 is supported. Lastly, affective organizational commitment has a significant positive influence on the quality of work performance ($0.397, p < 0.01$); thus, H5 is supported. Table 4 summarizes the results of hypothesis testing.

Table 4. Results of the Structural Model Assessment

Hypothesis	Coefficient	P-Value	Conclusion
H1: Competence has a negative influence on affective organizational commitment	-0.035	0.794	Not Supported
H2: Meaning has a positive influence on affective organizational commitment	0.411	0,000	Supported
H3: Self-determination has a positive influence on affective organizational commitment	0.103	0.411	Not Supported
H4: Impact has a positive influence on affective organizational commitment	0.398	0,000	Supported
H5: Affective organizational commitment has a positive influence on quality of job performance	0.397	0,000	Supported

In Table 4 above, it can be explained that competence does not have a significant influence on affective organizational commitment with a coefficient value of -0.035 and a p-value. Value 0.10 so it can be said that H1 is not supported. Meaning has a significant positive influence on affective organizational commitment where the coefficient value is 0.411 and the p-value is 0.000, so it can be said that H2 is acceptable. Self-determination does not have a significant positive influence on affective organizational commitment with a coefficient value of 0.103 with a p-value of 0.411 which is unacceptable. Impact has a significant positive influence on affective organizational commitment where it has a coefficient value of 0.398 with an acceptable p-value of 0.00. Affective organizational commitment has a significant positive effect on the quality of job performance where the coefficient value is 0.397 with a p-value of 0.00 which is acceptable.

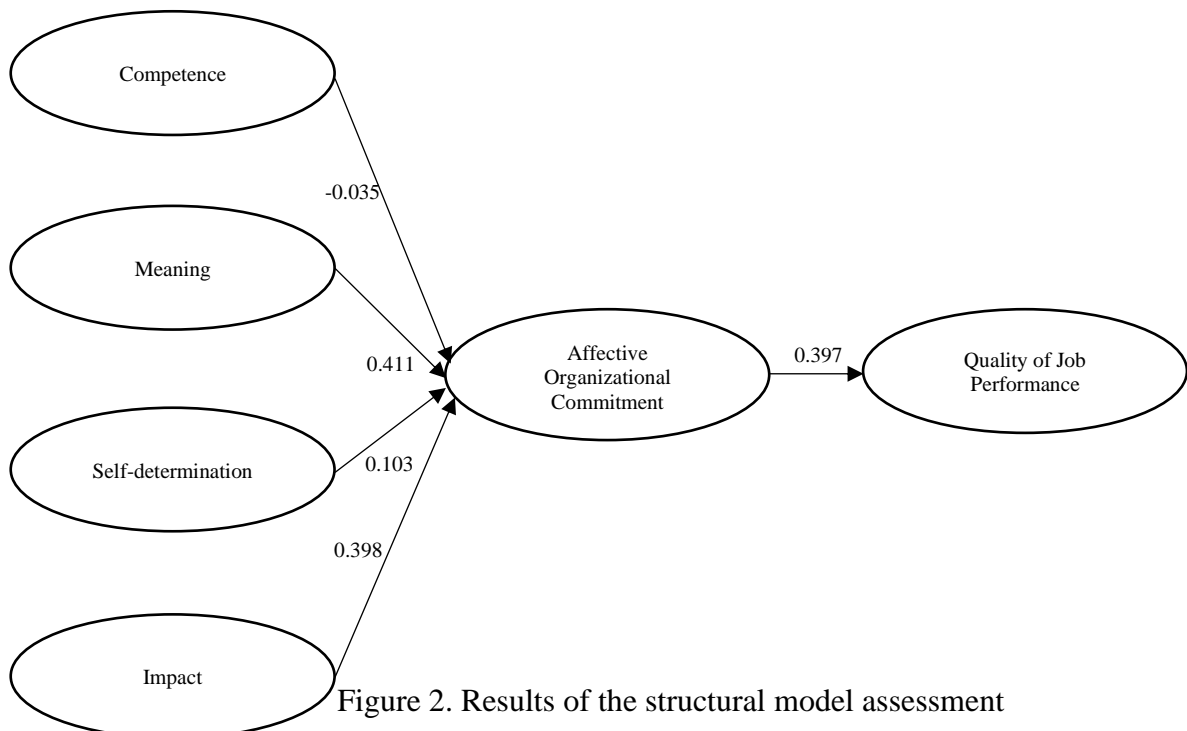


Figure 2. Results of the structural model assessment

Discussion

Quality of job performance is the total value that the organization expects from the behavior carried out by individuals or groups of people within the organization during a certain period and time standard. It can be said that a result has quality not only at one particular point but from all the efforts made that have followed the system, existing or systems that have been created by health science colleges. Health science colleges have their own uniqueness because they not only teach theory but also practice related to health for everyone. So in this case the teachers must have good qualities from an emotional perspective and have a great commitment within the teacher.

Intangible capital is particularly important in higher education institutions (HEIs) because knowledge-based work is a key feature of these institutions. In this regard, investigation of the relationship between psychological empowerment, affective organizational commitment, and quality of job performance helps advance understanding of the growth of intellectual capital. However, this relationship has received less attention in previous research (Ab. Aziz et al, 2012; Ding, 2021; Yao et al, 2020). Therefore, this study investigates the influence of four cognitions regarding psychological empowerment on performance quality through affective organizational commitment. This study found two cognitions (meaning and impact), but not the other two cognitions (competence and self-determination), that lead to affective organizational commitment. Furthermore, affective organizational commitment leads to the quality of job performance.

Meaning is very important in building effective organizational commitment. The findings regarding the significant influence of meaning on organizational affective commitment support the literature that meaningful tasks lead to management effectiveness, especially keeping employees in the same organization (Smeenk et al, 2008; Spreitzer, 1995). These findings are also in line with Jena et al (2019) which means increasing the organization's affective commitment, as expressed in their involvement with the organization's strategic goals.

Impact is another cognition that is important for building effective organizational commitment. Yogalakshmi & Suganthi (2018) found a significant influence on organizational affective commitment support that impact can make employees feel more involved with the current organization. In addition, affective organizational commitment is important to encourage quality job performance. The finding of a significant influence of affective organizational commitment on the quality of work performance supports Daniali et al (2020) that affective organizational commitment raises concerns about the quality of work performance.

This research found that competence does not have a significant influence on affective organizational commitment. The explanation is that Indonesian lecturers must have at least one level higher than the program they teach. For example, they must have a master's degree before teaching undergraduate courses, and a doctorate before teaching master's level courses. Therefore, competency is not a big problem for lecturers in carrying out their duties; thus, competence does not lead to effective organizational commitment.

In addition, this study found that self-determination does not have a significant influence on organizational affective commitment. A possible explanation is that lecturers in Indonesia can determine their own activities in the areas of teaching, research and community service. Therefore, self-determination does not have a significant influence on organizational affective commitment.

6. CONCLUSIONS, IMPLICATIONS, SUGGESTIONS AND LIMITATIONS OF THE RESEARCH

Conclusions

The results of this research are meaningful from various angles for lecturers in an organization. It cannot be avoided that the existing results show that there are influences that cannot be accepted, which means there needs to be a shared understanding behind the existence of insignificant influences. So it can also be explained that quality of job performance plays an important role in maintaining and actually increasing sustainability in an organization. Quality work results are highly expected by both parties, namely the teachers and the owners of the organization, in this case the health sciences college. So that the existence of competence, meaning, self-determination, impact and affective organizational commitment becomes a component that can provide the results expected by the organization. It can be said that affective organizational commitment is a variable that can be a mediating variable in influencing the quality of job performance of lecturers at health sciences colleges.

Implications

The results of this research have theoretical implications, namely in the form of the development of the theories used in this research in the form of the theories of competence, meaning, self-determination, impact and affective commitment as well as the quality of job performance which in this case has benefits in helping and driving the success of an organization, where many valuable impacts can have an influence on quality. Managerial implications in this case help decision holders in making strategic policies. The existence of positive influences and those that do not have positive influences can at least play an important role as a step to be implemented or not in educational institutions, in this case health science colleges.

Suggestion

The results of the research cannot be generalized so this is quite an important concern, especially for health sciences colleges, that the components that are predictors of quality of job performance are very crucial components and require very detailed understanding.

Limitations

This study has several limitations, which suggest future research opportunities. This research focuses on four psychological empowerment cognitions as independent variables that influence organizational affective commitment and job performance quality. The reason for this focus is that psychological empowerment is an important element of organizational success (Jose & Mampilly, 2015). Future research should investigate other independent variables to achieve a better understanding of the determinants of organizational commitment and quality of job performance.

This research focuses on identifying significant relationships between four cognitions of psychological empowerment, affective organizational commitment, and quality of work performance. Because of this focus, this study did not qualitatively explore the meaning and impact of two psychological empowerment cognitions that influence organizational affective commitment, and by extension, the quality of job performance. Future research might focus on qualitative exploration of the meaning and impact of psychological empowerment in the university context.

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