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The Influence of Competence and Psychological Empowerment on Employee Performance through Organizational Citizenship Behavior at the South Sulawesi Provincial Education Office

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ABSTRACT

This study aims to examine and analyze the influence of competence and psychological empowerment on employee performance through organizational citizenship behavior as a mediating variable at the South Sulawesi Provincial Education Office. This study used a quantitative approach with a survey method of 78 employees. Data were collected through questionnaires and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the help of SmartPLS 4. The results showed that competence had a positive and significant effect on employee performance, while psychological empowerment did not have a significant effect on employee performance. Organizational citizenship behavior had a positive and significant effect on employee performance. Competence and psychological empowerment also had a positive and significant effect on organizational citizenship behavior. Furthermore, organizational citizenship behavior was able to mediate the influence of competence and psychological empowerment on employee performance. Organizational citizenship behavior acted as a partial mediator in the relationship between competence and employee performance and as a full mediator in the relationship between psychological empowerment and employee performance. These findings emphasize the importance of strengthening competence, psychological empowerment, cooperation, responsibility, and voluntary participation in improving employee performance.

Keywords: Competence, Psychological Empowerment, Organizational Citizenship Behavior, Employee Performance

INTRODUCTION

Improving the quality of public services is an increasingly pressing demand, as public expectations of government performance increase. In the era of bureaucratic reform, public sector organizations are not only required to perform administrative functions but also to demonstrate accountable, responsive, effective, and results-oriented performance. Civil servant performance is a crucial indicator of successful governance because it directly impacts service quality, program implementation accuracy, and the achievement of development goals. Within the context of human development, the education sector holds a strategic position, as the success

of educational development is strongly influenced by the effectiveness of organizational management and the quality of the performance of the civil servants involved.

The South Sulawesi Provincial Education Office plays a crucial role in supporting the implementation of government affairs in the education sector, within the provincial government's authority. This organization not only performs administrative functions but also manages education programs, coordinates across work units, makes strategic decisions, and provides guidance to educational units. The complexity of these tasks demands optimal employee performance to ensure the effective implementation of education programs and services.

Employee performance is fundamentally influenced by various individual and organizational factors. Mangkunegara (2017) defines performance as the quality and quantity of work achieved by employees in carrying out their duties according to their assigned responsibilities. Meanwhile, Robbins and Judge (2022) identify ability, motivation, and opportunity as the primary factors influencing individual performance. Based on this perspective, performance improvement depends not only on technical skills but also on the psychological conditions and work behaviors that develop within the organization.

One fundamental factor that has the potential to influence performance is competence. Spencer and Spencer (2013) define competence as a basic individual characteristic related to effective or superior performance in a job. Competence encompasses knowledge, skills, attitudes, and personal characteristics that enable a person to carry out tasks effectively. Competent employees tend to be better able to understand tasks, complete them correctly, minimize errors, and adapt to changing procedures and organizational demands.

Previous research has shown inconsistent results. Sari and Wijaya (2022) and Rahman et al. (2021) found that competence had a positive and significant effect on employee performance. Conversely, Hidayat and Taufiq (2022) found that competence had no significant direct effect on performance. These discrepancies indicate a research gap and suggest that the influence of competence on performance may be influenced by other behavioral mechanisms within the organization .

In addition to competence, psychological empowerment is becoming an increasingly important psychological factor in the study of organizational behavior. Thomas and Velthouse (1990) viewed psychological empowerment as a form of intrinsic motivation related to an individual's perception of the meaning of work, competence, work choices, and influence on the work environment. Spreitzer (2017) further emphasized four main dimensions: meaning, competence, self-determination, and impact. Employees who feel psychologically empowered tend to have greater self-confidence, responsibility, autonomy, and initiative in carrying out their work.

However, the relationship between psychological empowerment and performance also shows mixed results. Duffour and Asante (2025) and Sari and Suwarto (2025) showed that psychological empowerment has a positive and significant effect on performance. Conversely, Alfiana (2020) found that psychological empowerment does not always have a direct impact

on performance because its influence can occur through other variables, one of which is organizational citizenship behavior (OCB). These differing findings reinforce the need to reexamine the relationship between psychological empowerment and performance by considering mediating mechanisms.

In public sector organizations, organizational success is determined not only by the implementation of formal duties, but also by the voluntary behavior of employees that supports the work environment and organizational effectiveness. This behavior is known as organizational citizenship behavior. Organ (2015) describes OCB as voluntary individual behavior, not directly recognized in the formal reward system, but capable of increasing organizational effectiveness. This can take the form of helping coworkers, maintaining harmonious working relationships, being a sportsman, obeying rules without close supervision, and demonstrating concern for the interests of the organization.

OCB is relevant in public organizations because many jobs require teamwork, cross-unit coordination, and employees' willingness to contribute beyond formal obligations. Robbins and Judge (2022) stated that OCB can improve organizational effectiveness by creating a more supportive and collaborative work environment. Research by Sugiarti (2025) showed that OCB has a positive and significant effect on employee performance, while Herliyanti et al. (2025) found that OCB had no significant effect on performance. This inconsistency indicates that the role of OCB remains relevant to be tested in different public organization contexts.

Conceptually, competence and psychological empowerment have the potential to increase OCB. Competent employees typically have greater confidence and ability to help coworkers and contribute to the team. Meanwhile, employees who feel psychologically empowered tend to have a sense of belonging, commitment, and a willingness to contribute more to the organization. OCB can then serve as a mechanism that translates competence and psychological empowerment into higher performance.

Research by Setiawan et al. (2024) shows that competence has a positive effect on OCB and that OCB can mediate the relationship between competence and employee performance. These findings align with those of Prayogi et al. (2021), who position OCB as a mediating mechanism in the relationship between organizational factors and performance. Regarding the relationship between psychological empowerment, Kurniawan and Putri (2023) and Almohtaseb et al. (2023) show that psychological empowerment can encourage OCB, which then contributes to improved performance.

The selection of the South Sulawesi Provincial Education Office as the research object was based on the complexity of its tasks and the variation in its performance achievements. Data on performance indicator achievements show that some indicators have met or exceeded targets, but several others are still below target. The percentage of participation of citizens aged 16–18 years in secondary education was recorded at 83.68% of the target of 100%, while the participation of citizens aged 4–18 years with disabilities in special education reached 82.73% of the target of 100%. Conversely, several other indicators have exceeded targets, such as high school/vocational school students being free from illiteracy in the Quran, schools implementing

a local curriculum with additional religious lessons, and high school/vocational school being drug-free. These variations in achievements indicate that improving organizational performance remains a critical concern.

Fieldwork also demonstrates differences in employee competency levels, including their ability to adapt to technology, digital-based work systems, and changes in educational policy. Regarding psychological empowerment, bureaucratic work systems can limit initiative and decision-making, thus impacting employees' internal motivation. Furthermore, OCB behaviors are not always optimal, as some employees focus more on their core tasks without taking the initiative to help coworkers or participate in activities outside of formal duties.

Based on the above description, the novelty of this research lies in the integrated examination of the influence of competence and psychological empowerment on employee performance through organizational citizenship behavior as a mediating variable in the context of a public educational organization. This research not only examines the direct influence of these two factors on performance but also examines how OCB becomes a behavioral mechanism that explains the process of employee performance formation.

Thus, this study aims to test and analyze the influence of competence on employee performance, the influence of psychological empowerment on employee performance, the influence of organizational citizenship behavior on employee performance, the influence of competence and psychological empowerment on organizational citizenship behavior, and the role of organizational citizenship behavior in mediating the influence of competence and psychological empowerment on employee performance at the South Sulawesi Provincial Education Office.

RESEARCH METHODS

This study uses a quantitative approach with explanatory research to examine the causal relationship between competency, psychological empowerment, organizational citizenship behavior, and employee performance through hypothesis testing. Data collection was conducted using a survey method with a structured questionnaire. The study was conducted at the South Sulawesi Provincial Education Office from February to March 2026.

The study population consisted of all 358 civil servants at the South Sulawesi Provincial Education Office. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in a sample size of 78 employees. This margin of error was chosen based on time constraints, access to respondents, and the relatively homogeneous characteristics of the population.

The research data consists of primary and secondary data. Primary data was obtained directly from respondents through questionnaires, while secondary data was obtained from official documents from the South Sulawesi Provincial Education Office, internal reports, books, scientific journals, and relevant official publications. The research instrument was compiled based on indicators for each construct and measured using a Likert scale of 1–5.

This study uses four constructs: competence as the first exogenous variable, psychological empowerment as the second exogenous variable, organizational citizenship behavior as the mediating variable, and employee performance as the endogenous variable. Competence is measured through knowledge, skills, self-concept, personal characteristics, and motives according to Spencer and Spencer (2013). Psychological empowerment is measured through meaning, competence, self-determination, and impact according to Spreitzer (2017). Organizational citizenship behavior is measured through altruism, conscientiousness, sportsmanship, courtesy, and civic virtue according to Organ (2015). Meanwhile, employee performance is measured through work quality, work quantity, timeliness, effectiveness, and independence according to Mangkunegara (2017).

Data analysis was conducted through descriptive statistical analysis and Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the help of SmartPLS software. Descriptive analysis was used to describe the characteristics of respondents and the tendency of responses to each variable, while SEM-PLS was used to test direct and indirect relationships between latent variables. SEM-PLS was chosen because it is capable of analyzing complex models, does not require strict normal data distribution, and is suitable for use with small to medium sample sizes.

SEM-PLS evaluation was conducted in two stages: the measurement model (outer model) and the structural model (inner model). The outer model evaluation included convergent validity through loading factor values ≥ 0.70 and Average Variance Extracted (AVE) ≥ 0.50, discriminant validity through the Fornell–Larcker criteria and Heterotrait–Monotrait Ratio (HTMT) < 0.90, and construct reliability through Cronbach's Alpha and Composite Reliability values ≥ 0.70.

The inner model was evaluated using the coefficient of determination (R^2), effect size (f^2), and predictive relevance (Q^2). Hypothesis testing was conducted through a bootstrapping procedure, taking into account the path coefficient, t-statistic, and p-value. The hypothesis was declared significant if the t-statistic was > 1.96 and the p-value was < 0.05 at a 5% significance level. Mediation testing was conducted by examining the significance of the indirect effect of competence and psychological empowerment on employee performance through organizational citizenship behavior.

RESULTS AND DISCUSSION

The research was conducted at the South Sulawesi Provincial Education Office, involving 78 employees as respondents. The South Sulawesi Provincial Education Office is a Regional Government Organization (APO) that plays a strategic role in the administration of government affairs in the education sector, from the formulation and implementation of policies, development of educational units, improvement of the quality of educators and education personnel, to evaluation and reporting of educational implementation. CHAPTER IV

Respondent characteristics show that 48 people or 61.54% are male and 30 people or 38.46% are female. Based on age, the largest group is respondents aged over 50 years as many

as 29 people or 37.18%, followed by the 40–50 age group as many as 28 people or 35.90%. Most respondents also have quite long work experience, namely 42.31% have a work period of 10–20 years and 30.77% have a work period of 21–30 years. In terms of education, respondents are dominated by Masters (S2) graduates at 48.72% and Bachelor/Diploma IV at 44.87%.

Descriptive Analysis

The descriptive analysis results showed that all research variables received very high ratings. Competence had an average score of 4.44, psychological empowerment 4.27, organizational citizenship behavior 4.35, and employee performance 4.41.

Table 1. Results of Descriptive Analysis of Research Variables

Variables	Mean	Category
Competence	4.44	Very high
Psychological Empowerment	4.27	Very high
Organizational Citizenship Behavior	4.35	Very high
Employee Performance	4.41	Very high

Source: Processed primary data, 2026

For the competency variable, the highest score was found in the statement regarding adequate knowledge to perform the job, with an average score of 4.65. Meanwhile, the lowest score, at 4.29, was found in the aspect of discipline and accuracy in carrying out tasks. This indicates that employees possess a strong knowledge base, although strengthening personal characteristics such as discipline and accuracy is still necessary.

The psychological empowerment variable averaged 4.27. The highest score, 4.44, was found in employees' freedom to make decisions related to their work, while the lowest score, 3.96, was found in the perception that the work they perform is valuable and beneficial to the organization. These findings indicate that employees have relative autonomy in their work, but their understanding of their work's contribution to organizational goals could still be strengthened.

For organizational citizenship behavior (OCB), the average score of 4.35 indicates high levels of employee volunteerism. The highest score was for willingness to carry out work responsibly even without supervision (4.45). Meanwhile, active participation in supporting organizational programs and activities received the lowest score, at 4.21. Thus, individual responsibility is already very strong, but voluntary involvement in organizational activities can still be improved.

Employee performance received an average score of 4.41. The aspect with the highest score was the ability to work efficiently to achieve work goals (4.60), while the lowest score, 4.31, was the ability to carry out work independently. Overall, employees demonstrated very high performance in terms of quality, quantity, timeliness, effectiveness, and independence.

Evaluation of Measurement Model (Outer Model)

The measurement model was evaluated through convergent validity, discriminant validity, and construct reliability testing. In the SmartPLS output displayed in the research

model, competency is represented by five indicators, psychological empowerment by four indicators, OCB by five indicators, and employee performance by five indicators.

The outer loading values of competencies ranged from 0.654 to 0.772. Four indicators had values above 0.70, while the X11 indicator at 0.654 was below the ideal value but was maintained because it was still above 0.60. All psychological empowerment indicators had strong outer loadings, namely between 0.778 and 0.881. The OCB indicator was in the range of 0.700 to 0.764, while the employee performance indicator was in the range of 0.720 to 0.792.

Table 2. Outer Loading Test Results

Construct	Indikator	Outer Loading
Kompetensi	X11	0,654
	X12	0,715
	X13	0,751
	X14	0,748
	X15	0,772
Psychological Empowerment	X21	0,881
	X22	0,819
	X23	0,842
	X24	0,778
OCB	Z1	0,726
	Z2	0,715
	Z3	0,700
	Z4	0,764
	Z5	0.730
Employee Performance	Y1	0.792
	Y2	0.757
	Y3	0.720
	Y4	0.784
	Y5	0.732

Source: Primary data processed with SmartPLS 4, 2026

Convergent validity is also supported by the Average Variance Extracted (AVE) value. Employee performance has an AVE of 0.574, OCB of 0.529, psychological empowerment of 0.690, and competence of 0.532. All values are above 0.50, thus each construct meets convergent validity. CHAPTER IV

Table 3. Construct Validity and Reliability

Variables	AVE	Cronbach's Alpha	rho_a	rho_c
Competence	0.532	0.779	0.783	0.850
Psychological Empowerment	0.690	0.849	0.850	0.899
OCB	0.529	0.778	0.781	0.849

Employee Performance	0.574	0.814	0.816	0.870

Source: Primary data processed with SmartPLS 4, 2026

Discriminant validity testing using the Fornell–Larcker criterion showed that the square root of the AVE of each construct was greater than its correlation with other constructs. Thus, competence, psychological empowerment, OCB, and employee performance had adequate discriminant validity.

All constructs also had Cronbach's Alpha and composite reliability above 0.70. Thus, the research instrument was found to have good internal consistency and could be used for testing the structural model.

Structural Model Evaluation (Inner Model)

The results of the determination coefficient test show an R^2 value of employee performance of 0.489 with an adjusted R^2 of 0.472. This means that competence, psychological empowerment, and OCB are able to explain 48.90% of the variation in employee performance, while 51.10% is explained by other factors outside the model.

OCB has an R^2 value of 0.457 and an adjusted R^2 of 0.445. Thus, competence and psychological empowerment can explain 45.70% of the variation in OCB. Both R^2 values are categorized as moderate.

Table 4. R-Square Test Results

Endogenous Variables	R-Square	Adjusted R-Square	Category
Employee Performance	0.489	0.472	Moderate
OCB	0.457	0.445	Moderate

Source: Primary data processed with SmartPLS 4, 2026

Hypothesis Testing

Hypothesis testing was conducted through bootstrapping with the criteria of t-statistics > 1.96 and p-value < 0.05. The results showed that six hypotheses were accepted and one direct effect hypothesis was rejected.

Table 5. Hypothesis Testing Results

Hypothesis	Relationship between variables	Coefficient	T-Statistics	P-Value	Decision
H1	Competence → Employee Performance	0.271	2,116	0.034	Accepted
H2	*Psychological Empowerment* → Employee Performance	0.009	0.072	0.943	Rejected
H3	OCB → Employee Performance	0.509	3,599	<0.001	Accepted
H4	Competence → OCB	0.409	4,594	<0.001	Accepted
H5	*Psychological Empowerment* → OCB	0.372	3,639	<0.001	Accepted

H6	Competence → OCB → Employee Performance	0.208	2,496	0.013	Accepted
H7	*Psychological Empowerment* → OCB → Employee Performance	0.189	2,915	0.004	Accepted

Source: Primary data processed with SmartPLS 4, 2026

The results of the direct influence of H1–H5 show that competence has a positive and significant effect on performance, psychological empowerment does not have a significant effect on performance, OCB has a positive and significant effect on performance, and competence and psychological empowerment each have a positive and significant effect on OCB.

The Influence of Competence on Employee Performance

Competence has a positive and significant effect on employee performance with a coefficient of 0.271, a t-statistic of 2.116, and a p-value of 0.034. These results indicate that the better an employee's knowledge, skills, self-concept, personal characteristics, and motives, the better their performance.

These findings are relevant to the characteristics of work at the South Sulawesi Provincial Education Office, which encompasses administration, planning, program management, cross-unit coordination, educational unit development, monitoring, and educational services. Carrying out these tasks requires an understanding of policy, the ability to use technology, data management, coordination, and accurate work completion.

The research findings support Spencer and Spencer (2013), who viewed competency as a fundamental individual characteristic related to achieving effective performance. These findings also align with Sari and Wijaya (2022) and Rahman et al. (2021), who found that competency positively influences employee performance. Therefore, improving competency through education, training, strengthening digital skills, and appropriate employee placement are relevant for improving performance.

The Influence of Psychological Empowerment on Employee Performance

Unlike competence, psychological empowerment did not have a significant direct effect on employee performance. The path coefficient was only 0.009, with a t-statistic of 0.072 and a p-value of 0.943. Therefore, a high sense of meaningful work, confidence in one's abilities, work flexibility, and influence on the organization do not automatically improve performance.

This finding is significant because, descriptively, psychological empowerment is already in the very high category. However, the aspect of feeling that work is valuable and beneficial to the organization received the lowest relative score. This suggests that freedom and self-confidence may not be sufficient if employees don't fully see the direct connection between their work and organizational goals.

This situation can be explained by the characteristics of government organizations, which remain tied to procedures, hierarchies of authority, program targets, division of tasks, and inter-

unit coordination. As a result, individual initiatives do not always translate directly into work results.

This finding differs from Duffour and Asante (2025) and Sari and Suwarto (2025), who found a positive influence of psychological empowerment on performance, but is in line with Alfiana (2020) and Dealisa and Widodo (2024), who showed that psychological empowerment does not always have a direct influence on performance and may require other behavioral mechanisms.

The Influence of Organizational Citizenship Behavior on Employee Performance

OCB has a positive and significant effect on employee performance with a coefficient of 0.509, a t-statistic of 3.599, and a p-value <0.001. This coefficient represents the largest direct influence in the research model. These results indicate that the higher an employee's willingness to help coworkers, work responsibly, maintain work relationships, have a positive attitude, and participate in the organization, the higher their performance.

Within the South Sulawesi Provincial Education Office, much work requires cross-sector coordination and collaboration. Therefore, helping colleagues can expedite work completion, reduce coordination barriers, and increase the effectiveness of resource utilization.

These findings support Organ's (2015) concept that OCB is a voluntary behavior that can improve organizational effectiveness even if it is not formally included in the reward system. These results also align with Sugiarti (2025) and various studies that place OCB as a crucial factor in improving employee performance.

The Influence of Competence on Organizational Citizenship Behavior

Competence has a positive and significant effect on OCB with a coefficient of 0.409, a t-statistic of 4.594, and a p-value <0.001. This means that employees with better competence tend to have greater ability and readiness to contribute beyond formal obligations.

Knowledge and skills not only help employees complete their own work but also provide the capacity to assist coworkers, share information, explain procedures, and participate in solving organizational problems. Meanwhile, self-concept, personal characteristics, and motives can shape the willingness to make additional contributions.

These findings align with Setiawan et al. (2024), who showed that competence positively influences OCB. Thus, competency development can provide dual benefits: increasing capacity to complete formal tasks while simultaneously strengthening voluntary behaviors that support organizational effectiveness.

The Influence of Psychological Empowerment on Organizational Citizenship Behavior

Psychological empowerment has a positive and significant effect on OCB with a coefficient of 0.372, a t-statistic of 3.639, and a p-value <0.001. These results indicate that employees who feel their work has meaning, believe in their abilities, have freedom, and feel they have influence in the organization will be more motivated to demonstrate voluntary behavior.

Conceptually, employees who feel trusted by the organization tend to have a stronger sense of ownership and responsibility. This can then be manifested through a willingness to

help coworkers, maintain a positive attitude, nurture working relationships, and participate in organizational activities.

The research findings support Kurniawan and Putri (2023) and Almohtaseb et al. (2023), who showed that psychological empowerment contributes to the emergence of OCB. This finding also explains why psychological empowerment did not directly impact performance in this study: its impact was first manifested in the form of voluntary behavior.

The Role of Organizational Citizenship Behavior in Mediating the Effect of Competence on Employee Performance

The indirect effect of competence on performance through OCB was 0.208 with a t-statistic of 2.496 and a p-value of 0.013. Thus, OCB was proven to positively and significantly mediate the effect of competence on employee performance.

Because competence has a significant direct impact on performance, OCB acts as a complementary, partial mediator. This means that competence can improve performance through two channels. First, competence directly empowers employees to perform their duties effectively. Second, competence encourages OCB, which in turn improves performance.

These results suggest that the benefits of competency are broader when employees' abilities are not only used to complete their own work but also manifested through helping behavior, information sharing, collaboration, and participation in organizational interests. These findings align with Setiawan et al. (2024) and support the view that OCB can be a mechanism that translates individual resources into better work outcomes.

The Role of Organizational Citizenship Behavior in Mediating the Effect of Psychological Empowerment on Employee Performance

The indirect effect of psychological empowerment on performance through OCB obtained a coefficient of 0.189 with a t-statistic of 2.915 and a p-value of 0.004. Thus , OCB is proven to positively and significantly mediate the relationship between psychological empowerment and employee performance.

Unlike the relationship between competence and performance, the direct effect of psychological empowerment on performance was insignificant. Therefore, OCB acted as a full mediator. This finding indicates that psychological empowerment was not able to directly improve performance; the effect emerged after psychological empowerment stimulated OCB behavior.

Employees who feel their work is meaningful, believe in their abilities, have the space to make decisions, and feel they have influence over the organization tend to have a stronger sense of caring and responsibility. These feelings are then manifested through behaviors such as helping coworkers, cooperation, a positive attitude, and participation in organizational activities. These behaviors, in turn, contribute to improved performance.

This finding is in line with Kurniawan and Putri (2023), Almohtaseb et al. (2023), and Alfiana (2020) who showed the importance of OCB as a mechanism linking psychological empowerment with work outcomes.

Overall, this study shows that OCB is a very important variable in the employee performance improvement model. Competence can improve performance directly or through OCB, while psychological empowerment only has an impact on performance when realized through OCB. Thus, the performance improvement strategy at the South Sulawesi Provincial Education Office is not only oriented towards improving capabilities and providing flexibility to employees, but also needs to build a work culture that encourages cooperation, mutual assistance, responsibility, positive attitudes, and voluntary participation in the interests of the organization.

CONCLUSION AND SUGGESTIONS

The results of the study indicate that competency has a positive and significant effect on employee performance at the South Sulawesi Provincial Education Office. This indicates that the better an employee's knowledge, skills, self-concept, personal characteristics, and motives, the higher their performance. Conversely, psychological empowerment does not have a significant direct effect on employee performance. Although employees have a positive perception of the meaning of their work, their abilities, their flexibility in working, and their influence on the organization, these conditions do not directly improve performance.

Organizational citizenship behavior has been shown to have a positive and significant impact on employee performance. Competence and psychological empowerment also have a positive and significant impact on organizational citizenship behavior. These findings indicate that individual abilities and psychological empowerment can encourage voluntary behaviors such as willingness to help coworkers, responsibility, a positive attitude, maintaining work relationships, and participating in organizational interests.

The mediating role of organizational citizenship behavior shows different patterns for the two exogenous variables. In the relationship between competence and employee performance, OCB acts as a partial mediator, because competence still has a significant direct influence on performance and also has an indirect influence through OCB. Thus, competence can improve performance both directly and through the formation of voluntary work behavior. In the relationship between psychological empowerment and employee performance, OCB acts as a full mediator, because psychological empowerment does not have a significant direct influence on performance, but has a significant influence after being passed on through OCB.

These findings confirm that improving employee performance is not sufficient simply through enhancing skills or providing flexibility in the workplace. The South Sulawesi Provincial Education Office also needs to create a work environment that fosters competence and psychological empowerment, leading to collaborative and voluntary behavior. Competency development needs to be carried out through education and training tailored to job requirements, including strengthening technological skills, problem-solving, communication, collaboration, and adapting to changes in education policy. Employee placement also needs to consider the

alignment of competencies with job demands to ensure optimal utilization of knowledge and skills.

Psychological empowerment can be achieved through trust, initiative, clear authority, feedback, employee involvement in problem-solving, and a stronger understanding of each task's contribution to achieving organizational goals. These efforts should be directed toward translating employee confidence, freedom, and ownership into OCB behaviors, particularly in the form of mutual assistance, information sharing, coordination, and active participation in organizational programs.

From a performance perspective, organizations need to focus on employee capabilities to achieve work targets and carry out tasks independently through proportional workload allocation, clear targets, adequate work facilities, technical skills strengthening, and mentoring for employees who still need direction. Employees also need to continuously improve their competency, digital skills, adaptability, initiative, concern for colleagues, and involvement in organizational activities.

This study has limitations because competence, psychological empowerment, and OCB can only explain 48.90% of the variation in employee performance, while the rest is influenced by other factors outside the research model. Future research can include variables such as leadership, work motivation, work environment, organizational culture, organizational support, job satisfaction, organizational commitment, and workload. Future research can also expand the object to other government agencies, use a larger number of respondents, conduct comparisons between agencies, and use a mixed approach to obtain a more in-depth explanation of why psychological empowerment does not have a direct influence on employee performance.

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