



Relationship between psychological empowerment and job satisfaction among educrats

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Abstract. *Purpose.* The purpose of this research is to investigate the relation between psychological empowerment (meaning, self-determination, competence, and impact) and job satisfaction. It also attempts to evaluate the disparity in both psychological empowerment and job satisfaction based on demographic variables such as age, work experience, designation, and institutional affiliation. This article will greatly improve our understanding of psychological empowerment and job satisfaction in the education industry, particularly for educrats. *Research design.* This study's sample consisted of 400 full-time Indian educrats working in various higher education institutions. The psychological empowerment scale developed by G. M. Spreitzer and Minnesota Satisfaction Questionnaire short form developed by D. J. Weiss, R. V. Dawis, and G. W. England were used to measure psychological empowerment and job satisfaction respectively. The significance and strength of the relationship between psychological empowerment (meaning, competence, self-determination, and impact) and job satisfaction were determined using statistical techniques such as correlation and multiple regression analysis. The ANOVA technique is used to assess the impact of various demographic variables on psychological empowerment and job satisfaction. SPSS software was used for analysis. *Findings.* Meaning, self-determination, and impact were found to be positively correlated with job satisfaction. However, there is no correlation between competence and job satisfaction. Further analysis revealed that all dimensions of psychological empowerment except competence predict job satisfaction. Also, significant differences are found for psychological empowerment and job satisfaction across different demographic variables. *Originality.* This is first of its kind of research which focuses on educrats's psychological empowerment in higher education institutions.

Keywords: employee empowerment, psychological empowerment, job satisfaction, educrats, higher education institutions.

Introduction

Psychological empowerment is an evolving concept in organizational psychology, management theory, and human resource development (Cho, Han, Ryu, 2021; Thakre, Mathew, 2020). A substantial body of research has congregated during the past decade, nurturing the conceptualization of psychological empowerment and exploring its antecedents and consequences (Aggarwal, Nobi, Rastogi, 2020; Bhatnagar, Sharma, 2004; Jha, 2010). Psychological empowerment is generally recognized as

the construct that consists of meaning, competence, self-determination, and impact (Spreitzer, 1995; Thomas, Velthouse, 1990). Empirical evidence shows that there are several positive and negative outcomes of psychological empowerment (Jose, Mampilly, 2014; Mathew, Nair, 2021). Psychological empowerment can result in increased employee engagement, organizational citizenship behavior, organizational commitment, and decreased intention to leave and stress.

Thus, it is vital to study psychological empowerment (Alagarsamy et al., 2020; Ahmad, Oranye, 2010; Holdsworth, Cartwright, 2003; Shapira-Lishchinsky, Tsemach, 2014). Recent research has encouraged the study of psychological empowerment in different organizations owing to its benefits for both the employees and organizations (Shapira-Lishchinsky, Tsemach, 2014). In various sectors, several studies have focused on the antecedents and outcomes of psychological empowerment. However, little attention has been paid to the education sector.

Job satisfaction is one of the most widely studied concepts in organizational psychology and human resource management (Cantarelli, Belardinelli, Belle, 2016; Singh, Bhattacharjee, 2020; Steijn, 2004). Organizations always focus on improving employees' job satisfaction levels because they believe that workers' productivity is directly linked to their job satisfaction, and this can be improved by providing various facilities to the employees (Wan Omar, Hussin, 2013). Several studies establish the relationship between psychological empowerment and job satisfaction (Ahmad, Oranye, 2010; Dahinten, Lee, MacPhee, 2016). In most of the studies, it was found that employee empowerment positively impacts employee job satisfaction (Bordin, Bartram, Casimir, 2006; Holdsworth, Cartwright, 2003; Pelit, Öztürk, Arslantürk, 2011). This study tries to establish a relationship between psychological empowerment and job satisfaction in the education sector in the Indian context. This research is structured as follows. The following section discusses the theoretical context, followed by the purpose of the study. The methodology and analysis sections provide information regarding the data source, sample frame, measures, data analyses conducted, and the discussion. This section is followed by the conclusion, practical implications, and study limitations.

Literature review and hypotheses

Psychological empowerment

Employee empowerment has been documented as an essential component of organizational success. Initially term 'employee empowerment' was employed as an element of different studies related to motivation, participative management, job autonomy, and employee enrichment (Herzberg, Mausner, Snyderman, 1959). However, scholars and practitioners have started to exercise it as a separate phenomenon in the last two decades. The concept of empowerment first appeared in education during the 1980s (Short, Greer, 1997). There are mainly two perspectives of empowerment — the socio-structural and psychological perspectives. The socio-structural perspective viewed empowerment as an organization's structural practices and policies, which provide the lower-level employee power to make decisions independently, while the psychological empowerment perspective focused on employees' perception of empowerment. Psychological empowerment was advanced as a motivational construct attested into four dimensions — meaning, competence, self-determination, and impact (Spreitzer, 1995).

Meaning is the congruence between a task and an individual's values, beliefs, attitudes, and behaviour. It refers to '*the value of a work goal or purpose, judged in relation to the individual's own ideals or standards*' (Thomas, Velthouse, 1990. p. 672). It can be designated as the perception of an individual about the task or activity that how much important it is for that person (Thomas, Velthouse, 1990).

Competence refers to the belief in one's capability to perform a task. Competence is the belief an individual has in oneself that one can perform a task efficiently. Self-determination is one's sense of choice about the initiation or regulation of one's actions (Deci, Connell, Ryan, 1989). The impact is an individual's belief that his (her) task will affect or influence the organizational results. It is the belief an individual's inputs influences the organizational strategic, administrative, and operational decisions (Ashforth, 1989).

These cognitions combine to form a comprehensive psychological empowerment structure. Because they combine additively, the absence of any one dimension will diminish, but not eliminate, the overall perception of empowerment (Spreitzer, 1995). Thus, these dimensions constitute a nearly exhaustive set of understandings for psychological empowerment (Thomas, Velthouse, 1990). Psychological empowerment can result into increased employee engagement, organizational citizenship behavior, organizational commitment, and decreased intention to leave and stress. Thus, it is important to study about the psychological empowerment (Alagarsamy et. Al., 2020; Ahmad, Oranye, 2010; Holdsworth, Cartwright, 2003; Shapira-Lishchinsky, Tsemach, 2014).

Job satisfaction

Employee job satisfaction is referred to an employee's mental state regarding its job features (Poon, 2003). There are various elements responsible for the job satisfaction of employees such as salary, working conditions, supervision, recognition, and advancement (Kohli, Sharma, 2018; Manojlovich, Laschinger, 2002; Wan Omar, Hussin, 2013). Job satisfaction creates a link between employees and the organization (Yıldız, Şimşek, 2016). Nowadays, an organization cannot create a bond with its employees only based on basic salary and infrastructure. It is equally important to provide freedom and decision-making power to employees. Ahmad and Oranye (2010) opined that Empowered employees are believed to be more satisfied with their jobs. Employee empowerment has a positive effect on the workplace, resulting in greater job satisfaction for employees, which is advantageous for organisations. H. Laschinger with colleagues stressed the significance of empowerment because it strongly influences job satisfaction (Laschinger et al., 2001).

Psychological empowerment and job satisfaction

Several researchers have tried to establish the relationship between employee empowerment and employee job satisfaction (Ahmad, Oranye, 2010; Alagarsamy, Mehroliya, Aranha, 2020; Amundsen, Martinsen, 2015; Kohli, Sharma, 2017; Laschinger et al., 2001). In most of the studies it was originated that employee empowerment has a positive impact on employee job satisfaction (Bordin, Bartram, Casimir, 2006; Holdsworth, Cartwright, 2003; Pelit, Öztürk, Arslantürk, 2011).

The present study examines the relationship between the four cognitions of empowerment and job satisfaction based on research evidence. *'Meaning, one of the cognitions of empowerment, is the value of a work goal or purpose, judged in relation to an individual's own ideals or standards'* (Thomas, Velthouse, 1990, p.672). There is a strong relationship between meaning and job satisfaction. Similarly, meaning was identified as a significant predictor of empowerment (Carless, 2004). Competence is the confidence in one's capability to perform a task. The competence dimension of psychological empowerment was a significant predictor of job satisfaction (Carless, 2004). Self-determination is the perception that one has control over the initiation or regulation of his or her actions (Deci, Connell, Ryan, 1989). Consequently, self-determination translates into job satisfaction. Lastly, the impact dimension was strongly associated with increased job satisfaction (Spreitzer, Kizilos, Nason, 1997).

An individual's perception that his or her task will affect or influence organisational results is known as impact. It was discovered that impact is a significant predictor of job satisfaction (Carless, 2004). Numerous studies have demonstrated a positive correlation between various dimensions

of psychological empowerment and job satisfaction. For example, G. M. Spreitzer with colleagues discovered that meaning was the strongest predictor of job satisfaction, followed by self-determination (Spreitzer et al., 1997). However, neither the relationship between competence and job satisfaction nor that between impact and job satisfaction was supported. R. C. Liden with colleagues investigated the mediating effect of psychological empowerment between job characteristics and job satisfaction and discovered a strong correlation between psychological empowerment and meaning, as well as between psychological empowerment and competence (Liden, Wayne, Sparrowem, 2000). The relationship between psychological empowerment and job satisfaction was strongest regarding autonomy (self-determination), followed by meaning, competence, and impact (Indradevi, 2011). This study will help to generalise the results of the relationship between psychological empowerment dimensions and job satisfaction, particularly in the education sector, as previous research has yielded positive results. In addition, this is the first study of its kind to focus specifically on educators.

Objectives and rationale of the study

The purpose of the present study is to investigate psychological empowerment (meaning, competence, self-determination, and impact) as a potential predictor of job satisfaction. The primary purpose of this study is to investigate the relationship between psychological empowerment and its dimensions and job satisfaction. In addition to the primary objective, secondary objectives include examining the levels of psychological empowerment and job satisfaction experienced by educators in higher education institutions. As the nature of the organization has become more complex, it is imperative that the employees remain loyal to the organization. Employee empowerment plays a significant role in fostering job satisfaction and organizational loyalty among employees.

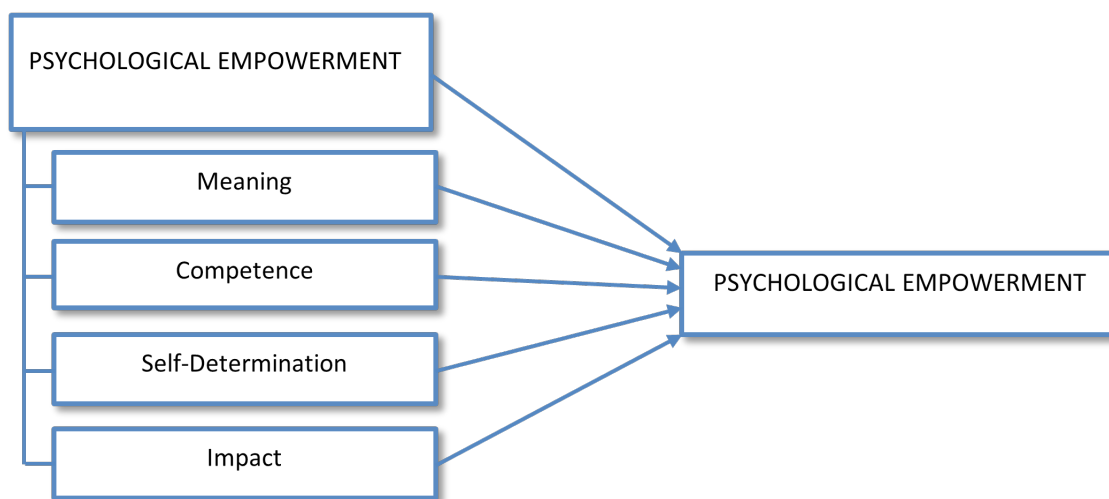


Figure 1. Conceptual model. Source: prepared by the authors

Even though numerous studies have examined the correlation between psychological empowerment and job satisfaction, none of these studies have focused on the educators. According to my knowledge, this is the first study of its kind to focus on educators. The most significant contribution of the study is that it will assist the higher-level administrators of educational institutions in developing strategies that will increase the job satisfaction of educators.

Figure 1 represents the conceptual model. The objectives of this study are:

1. To investigate the psychological empowerment levels of educators in higher education.
2. To determine the levels of job satisfaction among higher education institution's educators.

3. To analyze the impact of psychological empowerment and its dimensions on job satisfaction.
4. Analyze the variance in the level of psychological empowerment among educrats based on their demographic characteristics.
5. Analyze the variance in the level of job satisfaction among educrats based on their demographic characteristics.

Methodology

Data source and sample frame

The present study is based on data collected from educrats employed at various Indian higher education institution. The study focussed on educrats as they are the backbone of the education system therefore, they were the designated respondents. According to 'Urban Dictionary', the term educrats is defined as

'An officer, administrator or other bureaucrat in a school district. The word combines the Latin part of educators with the Greek part of bureaucrat. It describes a special kind of person in the education world: pinheads that are so process-oriented that they are more excited in the process of learning than the myriad wonders that can be learned (Urban Dictionary).'

Educrats differ from teachers and school administrators in many ways. The primary function of a teacher is to provide knowledge and learning to the students while the administrators are mainly responsible for providing various facilities to educational institutions to run the learning activities smoothly. Educrats bear both responsibilities simultaneously. In higher education institutions, educrats can be the head of the departments (HOD), deans, directors, area chairs, and others. This study's sample consisted of 400 full-time Indian educrats.

Table 1. Profile of respondents, $N = 400$ (Source: "Authors' calculations")

Profile	Frequency	Percentage
Gender		
• Male	155	38.8
• Female	245	61.3
Age		
• 20–30 years	26	6.5
• 31–40 years	110	27.5
• 41–50 years	142	35.5
• more than 50 years	122	30.5
Affiliation		
• Central university	6	1.5
• State university	75	18.8
• Autonomous college	4	1
• Affiliated college	304	76
• Private university	11	2.8
Designation		
• Assistant professor	188	47
• Associate professor	204	51
• Professor	8	2
Work experience		
• 5–10 years	23	5.8
• 11–15 years	84	21
• More than 15 years	293	73.3

Measures

All of the measurements used in this survey were adopted from established, written-in-English scales. The specific measures utilised in the study are outlined below:

Psychological empowerment

The 12-item scale developed by Spreitzer (1995) to measure the four dimensions of psychological empowerment was used to measure psychological empowerment. These dimensions are (1) Meaning, (2) Competence, (3) Self-determination, and (4) Impact. Based on “Empowerment Construct” (Conger, Kanungo, 1988) and “Theory of Empowerment” (Thomas, Velthouse, 1990) the four dimensions of the scale were developed. Each of these dimensions was measured using three items. Sample items include “The work I do is very important to me” (Meaning); “I am confident about my ability to do my job” (competence); “I have significant autonomy in determining how I do my job” (self-determination); and “My impact on what happens in my department is large” (impact). A seven-point Likert Scale was used with scores ranging from 1 to 7 where “1” represented ‘strongly disagree’ and “7” represented ‘strongly agree’. The language of the questions was English, and all the responses were collected in English language only. The scale has strong validity and is already being used in large numbers of studies (Alagarsamy et. Al., 2020; Islam, Irfan, 2022; Turnipseed, Vandewaa, 2020).

Job satisfaction

D. J. Weiss, R. V. Dawis, and G. W. England created the Minnesota Satisfaction Questionnaire short form (MSQ) in 1967 to measure job satisfaction. Twenty-item MSQ short form was used for the study. Each item is arranged on a 7-point Likert scale, with “1” indicating “strongly dissatisfied” and “7” indicating “strongly satisfied.” The raw mean score for General Satisfaction can be determined by summing the scores of the 20 items and dividing by 20. Sample items are — Level of satisfaction with your salary; Level of satisfaction with your freedom to take the decisions, related to work; Level of satisfaction with your freedom to do something that make use of your ability. The language of the questions was English, and all the responses were collected in English language only. The scale has strong validity and was already used in large numbers of studies (Ballaro, Meade, 2021; Markovits, Davis, Van Dick, 2007).

Data analysis

Regarding the objectives and research questions, the Psychological Empowerment Scale by G. M. Spreitzer and the Minnesota Satisfaction Questionnaire short form by D. J. Weiss with colleagues were utilised as research instruments (Spreitzer, 1995; Weiss et al., 1967). Using Cronbach alpha coefficients, the reliabilities of all scales were calculated. It is the diagnostic measurement used to evaluate the consistency of the entire scale (Hair, Anderson, Tatham, Black, 1998). Cronbach alpha values range from 0 to 1, with higher values indicating greater indicator reliability. Cronbach alpha coefficients for all the study components are more than 0.80, indicating a highly reliable scale for the study. For evaluating the normality of the data, we checked the value of kurtosis and skewness of the data, which were under the range of normal data (–1 to +1), see Table 2.

Table 2. Scales reliability. Source: Authors’ calculations

Study components	Alpha coefficients
Psychological empowerment scale	.898
Job satisfaction scale	.988
Overall instrument	.972

To determine the levels of psychological empowerment and job satisfaction, the score and dimensions of these variables are determined. The mean scores are presented in Table 3. As show in table 3, the mean of psychological empowerment for educrats is 5.47, which means that psychological empowerment level is above average. Among the four dimensions, the competence dimension (mean = 6.57) obtained the highest mean, followed meaning dimension (mean = 5.89) and self-determination (mean = 4.86). Finally, Impact dimension (mean = 4.57) reported the lowest means which shows that there is a scope for improvement. The mean of overall job satisfaction for educrats is at a level of 4.70, which means that job satisfaction level is above average.

Table 3. Mean and standard deviation of variables

VariablesI*	Mean	Standard deviation
Meaning	5.89	1.24
Competence	6.57	.34
Self-determination	4.86	1.78
Impact	4.58	1.73
Psychological empowerment	5.47	1.07
Job satisfaction	4.70	1.74

Note: * — Scale range = 1–7; Source: Authors' calculations.

A correlation analysis was conducted to determine the relationship between psychological empowerment and its dimensions and job satisfaction. From the table 4, it can be observed that all the dimensions of psychological empowerment are highly correlated with job satisfaction (r for meaning = 0.504, $p < 0.01$; r for self-determination = 0.723, $p < 0.01$; r for impact = 0.715, $p < 0.01$; r for psychological empowerment = 0.741, $p < 0.01$) except competence ($r = .068$, $p = 0.176$). Higher levels of psychological empowerment are associated with greater levels of job satisfaction, according to the analysis.

Table 4. Coefficient of correlation between psychological empowerment dimensions and job satisfaction

Variables	1	2	3	4	5	6
1. Meaning	1					
2. Competence	.152**	1				
3. Self-determination	.614**	.143**	1			
4. Impact	.527**	.022	.843**	1		
5. Psychological empowerment	.770**	.193**	.946**	.909**	1	
6. Job satisfaction	.504**	0.068	.723**	.715**	.741**	1

Note: ** — Correlation is significant at the 0.01 level. Source: Authors' calculations.

Table 5 displays the relationship between psychological empowerment and job satisfaction. Using multiple regression analysis, the predictability of educrats' job satisfaction based on their psychological empowerment was determined. It is evident that job satisfaction is significantly explained by all psychological empowerment dimensions except competence. Meaning, self-determination, and impact can account for 56.6% of the variance in overall job satisfaction, as shown in Table 5. Moreover, it is implied that the meaning (Beta-value = .127), self-determination (Beta-value = .354), and impact (Beta-value = .365) dimensions of psychological empowerment significantly explain job satisfaction. It was also discovered that the impact dimension is the most important dimension for enhancing the job satisfaction of educrats, followed by self-determination and meaning.

Table 5. The effect of psychological empowerment dimensions on job satisfaction dependent variable: Job satisfaction

Independent variables	Beta	t-value	p-value
(Constant)	.566	2.007	.045
Meaning	.127	2.16	.031
Self-determination	.354	5.45	.000
Impact	.365	5.894	.000
$R = .753$ $R^2 = .566$ $F = 172.424$ $p = .000$			

Note: $p < .05$; Source: Authors' calculations

We have also tried to find out the difference in psychological empowerment and job satisfaction, based on different demographic variables of the respondents. For this purpose, an ANOVA test was performed. Table 6 represents the results of the ANOVA test.

Table 6. ANOVA test for psychological empowerment and job satisfaction based on demographic variables

Variables	Age		Affiliation		Designation		Work experience	
	F-value	p-value	F-value	p-value	F-value	p-value	F-value	p-value
Meaning	2.493	.06	.657	.623	6.298	0.002*	23.249	.000**
Competence	2.308	.076	1.062	.375	1.019	0.362	3.411	.034*
Self-determination	10.278	.000**	.189	.944	9.437	.000**	22.566	.000**
Impact	12.82	.000**	1.066	.373	13.768	.000**	11.643	.000**
Psychological empowerment	11.041	.000**	.505	.732	12.725	.000**	24.343	.000**
Job Satisfaction	9.013	.000**	1.304	.268	8.423	.000**	12.755	.000**

Note: * — The mean difference is significant at the 0.05 level; ** — The mean difference is significant at the 0.001 level. Source: Authors' calculations.

Table 6 depicts that there is a significant difference between the perceptions of educators of different age groups regarding psychological empowerment, self-determination, and impact dimensions, but there was no significant difference related to meaning and competence dimensions. The perceptions of educators, belonging to different affiliated institutions, did not differ significantly regarding psychological empowerment and its dimensions. It is also observed that except for the competence dimension, there is a significant difference in how educators of different designations, perceive psychological empowerment and its dimensions. Similar results are found for the educators having different work experiences.

In order to find out any difference in the perception of the educators of different demographic variables, regarding their job satisfaction, an ANOVA test was performed. From table 6, it can be observed that there is a significant difference in the job satisfaction of educators of different age groups. Similar results are found for the educators having different designations and different work experience. Contrary to this, it is observed that there is no significant difference in job satisfaction of the educators based on different affiliated institutions.

Discussion

This study sought to determine the relation between psychological empowerment and job satisfaction. This study contributes to the existing literature on the workplace by adding to the limited number of studies investigating psychological empowerment as a predictor of job satisfaction in the Indian education sector. Providing support for psychological empowerment as a potential antecedent of job satisfaction is the first significant contribution of this study. The results demonstrated that empowered employees are satisfied employees, which is a crucial success factor of an organization.

The mean psychological empowerment score is above average, indicating that educators feel empowered at work. Among the psychological empowerment dimensions, the competence dimension has the highest score. These results were in accordance to those, in which employees were reported to experience a high level of competence and a low level of influence (Bitmiş, Ergeneli, 2011). A high level of competence denotes that the educators believe they can complete the task successfully. When employees feel that they have the capability to do any task, they feel empowered. A high score of competence dimensions in results depicts that educators feel empowered in their jobs. A low level of the impact dimension indicates that the educators have little influence over organisational events. Some researchers also found a low level of the impact dimension in their study (Casey, Saunders, O'Hara, 2010). A feeling of high impact of their task on the organizational output fill the employees with the feeling of empowerment. The mean job satisfaction score is higher than average, indicating that educators are satisfied with their jobs. Other scholars reported a similar result (Bitmiş, Ergeneli, 2011).

In addition, the purpose of the present study was to determine the impact of the four dimensions of psychological empowerment on job satisfaction. According to the knowledge of the researchers, a dimension-wise analysis of this nature has not previously been conducted for educators in the Indian context. According to the study, there is no relationship between competence and job satisfaction. The possible reason may be that the education sector is a knowledge-based industry where educators attain their positions through rigorous competition. This results in an innate sense of superior competence. Consequently, educators do not associate their competence with job satisfaction. Analysis by dimension reveals that impact has the greatest effect on job satisfaction. Additionally, self-determination predicted job satisfaction. It was also found a positive correlation between autonomy and job satisfaction (Chiang, Jang, 2008). Competence was found to have no predictive value for job satisfaction. Other researchers reported the same outcome (Bitmiş, Ergeneli, 2011; Chiang, Jang, 2008). These findings support the generalization of the relationship for education sector.

As the level of psychological empowerment and job satisfaction differ across the different demographic variables, it is suggested that organizations should also focus on this direction and try to provide equal opportunities for all employees. Additionally, the study contributes to its context. Although psychological empowerment is a well-researched phenomenon in the West, the education field in India has yet to fully investigate the phenomenon.

Managerial implications

To create an organization that has employees fully satisfied with their job, it is essential to cultivate a feeling of empowerment among the employees. Since the results show the impact dimension of psychological empowerment has the lowest value, indicating that employees have a perception that their work has the least impact on organizational success. Thus, organizations should try to enhance the feeling of impact among the employees. Better organizational rules, regulations, and policies, that develop a feeling of impact among the employees, are required. There can be various strategies to enhance the feeling of empowerment. Empowering through meaning can be done to some degree by selecting individuals whose values and standard matches the organization's core values and standards. Employee empowerment programs improve job satisfaction by enhancing employees' perceptions of meaning, competence, self-determination, and impact.

Top management can also increase the competence of employees by providing positive feedback and support to employees which can increase their self-confidence and their ability to perform their job activities successfully. The probable result of increased competence is an increased feeling of empowerment which ultimately results in higher job satisfaction.

The opportunities provided to employees to take their work-related decisions liberally also lead to an increased feeling of empowerment which enhances the job satisfaction of employees. Therefore, top management should create an environment in which employees can take their decisions independently.

The work which has some significant influence on the outcome of the organization should be provided to the employees which lead to increased empowerment among employees. According to J. G. Stewart with colleagues, organizations should provide their employees the access to information, resources, opportunities to learn, support and grow which results into enhanced feeling of psychological empowerment (Stewart, McNulty, Griffin, Fitzpatrick, 2010).

Conclusion

This study supports the connection between psychological empowerment and job satisfaction among educators. This study selected educators using stratified random sampling, allowing for strong generalizability of the empirical results for the given country. The findings of this study indicated that employees experienced moderate levels of psychological empowerment and job satisfaction. Except for the dimension of competence, the correlation analysis revealed that psychological empowerment and its dimensions are significantly and positively associated with job satisfaction. A regression analysis was conducted to assess the relationship between psychological empowerment dimensions and job satisfaction. Self-determination, meaning, and impact were identified as significant predictors among the psychological empowerment dimensions examined. It was determined that the effect of competence was insignificant. The gross impact of psychological empowerment on educators' job satisfaction was significant. The three facets of psychological empowerment jointly accounted for 56.6% of the variance in job satisfaction. It is concluded that psychological empowerment influences job satisfaction, and educators with greater psychological empowerment are more satisfied with their jobs. Thus, the current study sheds light on the connection between various dimensions of psychological empowerment and job satisfaction in the Indian context.

Limitations and future directions of the study

This study's contribution should be reviewed in light of its potential limitations. The present study has considered only the direct relationship between psychological empowerment and job satisfaction. The underline mechanism for this relationship can be studied in future research. Also, researchers can study the impact of any moderator for this relationship. In this study, we considered job satisfaction as a unidimensional construct; however, a series of studies have shown that job satisfaction is a multidimensional construct (Alagarsamy et al., 2020). Therefore, it would be interesting to examine the effect of empowerment on different satisfaction factors (such as intrinsic and extrinsic job satisfaction). Educators were analyzed in only one country, limiting the generalization of findings to other settings. In the future, we recommend a cross-country study and compare the impact of the culture of the country. In future, we may study the reverse relationship — when the current level of job satisfaction influences the level of perceived psychological empowerment.

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Взаимосвязь между расширением психологических возможностей и удовлетворённостью работой у педагогов

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Аннотация. *Цель.* Целью данного исследования является изучение связи между психологическими полномочиями (значение, самоопределение, компетентность и влияние) и удовлетворённостью работой. Он также пытается оценить несоответствие как психологических возможностей, так и удовлетворённости работой на основе демографических переменных, таких как возраст, опыт работы, назначение и институциональная принадлежность. Эта статья значительно углубит наше понимание психологических возможностей и удовлетворённости работой в сфере образования, особенно для преподавателей. *Дизайн исследования.* Выборка этого исследования состояла из 400 штатных индийских преподавателей, работающих в различных высших учебных заведениях. Для измерения психологических возможностей и удовлетворённости работой использовались, соответственно, «Шкала расширения психологических возможностей», разработанная Г. М. Шпрайцер, и краткая форма «Миннесотского опросника удовлетворённости», разработанная Д. Дж. Вайсом, Р. У. Дэвисом и Дж. У. Инглэндом. Значимость и сила взаимосвязи между психологическими возможностями (смысл, компетентность, самоопределение и влияние) и удовлетворённостью работой определялись с использованием статистических методов, таких как корреляция и множественный регрессионный анализ. Метод ANOVA используется для оценки влияния различных демографических переменных на расширение психологических возможностей и удовлетворённость работой. Для анализа использовалось программное обеспечение SPSS. *Результаты.* Было обнаружено, что смысл, самоопределение и влияние положительно коррелируют с удовлетворённостью работой. Однако корреляции между компетентностью и удовлетворённостью работой нет. Дальнейший анализ показал, что все параметры психологических возможностей, кроме компетентности, предсказывают удовлетворённость работой. Кроме того, существуют значимые различия между демографическими переменными и психологическими возможностями и удовлетворённостью работой. *Оригинальность.* Это первое в своём роде исследование, посвящённое расширению психологических возможностей педагогов в высших учебных заведениях.

Ключевые слова: расширение прав и возможностей сотрудников, психологическое расширение прав и возможностей, удовлетворённость работой, преподаватели, высшие учебные заведения.