

## Employee Empowerment And Job Satisfaction

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### Abstract

This study looks into the complex relationship between psychological empowerment and work satisfaction among professors in management institutes. The study intends to provide insights into the aspects that contribute to educators' general well-being and engagement by studying their experiences within this unique academic situation. The study employs quantitative surveys to collect detailed data from a broad sample of 350 teachers. The findings show a significant positive association between psychological empowerment and job satisfaction, emphasising the importance of autonomy, competence, and influence in decision-making processes. The study also underscores the mediating role of organizational support in enhancing the relationship between psychological empowerment and job satisfaction. Furthermore, the research identifies notable levels of psychological empowerment among the participants, emphasizing their sense of confidence, control, and meaningful contribution to the institute's goals. The study's outcomes contribute to a deeper understanding of the dynamics within management institutes and emphasize the importance of nurturing psychological empowerment to foster educators' job satisfaction and overall well-being.

**Keywords:** empowerment, job satisfaction, management institutes, organizational support.

### Introduction

In today's rapidly evolving educational landscape, the role of teachers in management institutes has become increasingly complex and demanding. As institutions strive to provide quality education and prepare students for the challenges of the global business world, the psychological well-being and job satisfaction of teachers have gained paramount importance. This study endeavors to explore the intricate relationship between psychological empowerment and job satisfaction among teachers in management institutes.

Teachers in management institutes play a pivotal role in shaping the future of aspiring business leaders. Their ability to empower students with knowledge, critical thinking skills, and the confidence to face complex managerial challenges is crucial for the success of these institutes. However, to effectively fulfill this role, teachers themselves must experience a sense of empowerment and job satisfaction in their professional lives.

Psychological empowerment is a multifaceted construct encompassing feelings of competence, autonomy, impact, and meaning in one's work. When teachers feel psychologically empowered, they are more likely to be engaged, motivated, and committed to their teaching roles. This, in turn, can lead to higher job satisfaction, better student outcomes, and improved overall institutional performance.

Job satisfaction, on the other hand, reflects an individual's overall contentment and positive feelings toward their job. It is influenced by various factors, including work conditions, relationships with colleagues and superiors, opportunities for growth, and the degree to which one's work aligns with personal values and goals. For teachers in management institutes, job satisfaction is not only essential for their well-being but also has implications for the quality of education and the competitiveness of their institutions.

The teaching profession, particularly in the unique context of management institutes, presents its own set of challenges and rewards. Educators are expected to be both subject-matter experts and mentors, guiding students through complex academic content while also fostering their personal and professional development. This dual role can have a profound impact on teachers' perceptions of their job satisfaction and the extent to which they feel psychologically empowered in their work.

This study aims to investigate the relationship between psychological empowerment and job satisfaction among teachers in management institutes. Understanding this relationship is crucial for several reasons. First, it can provide valuable insights into the factors that contribute to the job satisfaction of teachers in a specialized educational context. Second, it can help educational institutions and policymakers design interventions and strategies to enhance the well-being and

effectiveness of these educators. Finally, it contributes to the broader body of knowledge on psychological empowerment and its implications for job satisfaction in specific occupational settings.

To achieve these objectives, this research will employ a mixed-methods approach, combining quantitative surveys and qualitative interviews. By collecting both quantitative data on psychological empowerment and job satisfaction levels and qualitative insights into the experiences and perceptions of teachers in management institutes, a comprehensive understanding of the relationship between these variables can be developed.

In the subsequent sections of this research, we will delve into the relevant literature on psychological empowerment, job satisfaction, and the unique challenges faced by educators in management institutes. We will then outline the research methodology, including data collection and analysis procedures. The findings of this study will be presented and discussed, followed by implications for management institutes, teachers, and future research directions. Ultimately, this research endeavors to shed light on the intricate interplay between psychological empowerment and job satisfaction among teachers in the context of management education.

## Review of Literature

Spreitzer (1995), proposed a widely accepted model of psychological empowerment consisting of four components: meaning, competence, self-determination, and impact. Empirical studies based on this model have shown that employees who feel empowered are more satisfied with their jobs. Psychological empowerment comprises four dimensions: meaning, competence, self-determination, and impact. When teachers in management institutes feel empowered, they are more likely to be engaged and satisfied with their jobs.

Thomas and Velthouse (1990), introduced the concept of "meaningfulness of work" as a critical factor in psychological empowerment. They argued that when individuals find their work meaningful, they are more likely to be satisfied with their jobs. Research has shown that psychological empowerment is positively related to job satisfaction.

Kim and Beehr (2018) found a significant positive correlation between psychological empowerment and job satisfaction among employees in a variety of industries. They highlighted the positive relationship between psychological empowerment and job satisfaction among various professional groups. Job satisfaction is a multifaceted concept reflecting an individual's overall assessment of their job. It encompasses various aspects, including work environment, relationships with colleagues, opportunities for professional growth, and recognition. Job satisfaction has a direct impact on teachers' performance and the quality of education they provide.

Marzo-Navarro et al. (2017), conducted a study in the context of higher education and found that psychological empowerment significantly predicted job satisfaction among university professors. The context of management institutes introduces specific factors that can influence the relationship between psychological empowerment and job satisfaction among teachers. These factors may include academic pressures, administrative support, research expectations, and student-teacher dynamics. Researchers have explored these unique dynamics in the context of higher education.

Amundsen and Martinsen (2015) found a positive relationship between psychological empowerment and job satisfaction among Norwegian nurses, emphasizing the importance of autonomy and control in the workplace.

Locke's (1976) widely recognized definition of job satisfaction states that it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction is considered to be a significant predictor of employee performance and retention.

Laschinger & Finegan, (2005), examines that various individual and contextual factors, such as age, gender, and the type of management institute, may moderate the relationship between psychological empowerment and job satisfaction. Teachers who feel empowered in their roles tend to be more satisfied with their jobs, which has implications for their performance and retention. However, it is essential to consider the specific context and individual factors that may moderate this relationship.

Hackman and Oldham (1976), proposed the Job Characteristics Model, which emphasizes the importance of psychological empowerment in enhancing job satisfaction. The model posits that jobs enriched with autonomy, skill variety, task significance, and task identity lead to higher levels of job satisfaction.

Li (2013), explored the relationship between psychological empowerment and job satisfaction among teachers in Chinese universities. The study revealed a positive correlation between psychological empowerment and job satisfaction, emphasizing the importance of empowering teachers in educational settings. Several studies have found a positive correlation between psychological empowerment and job satisfaction among teachers.

Wang and Netemeyer (2002), examined the impact of psychological empowerment on job satisfaction among Chinese employees. Their findings indicated that psychological empowerment significantly influenced job satisfaction, highlighting its cross-cultural relevance.

Hulin and Judge (2003) argued that job satisfaction is a multifaceted construct, influenced by various individual and organizational factors. They highlighted the importance of understanding how psychological factors like empowerment can contribute to job satisfaction.

Judge et al. (2001) found a moderate positive correlation between job satisfaction and job performance, suggesting that satisfied employees are more likely to perform better in their roles. Factors like the work environment, organizational culture, and relationships with colleagues and superiors significantly impact job satisfaction.

Spreitzer and Doneson(2005), revisit the concept of psychological empowerment and its implications for organizations. Their work provides insights into the evolution of the concept and its relevance in contemporary workplaces. They emphasized the role of autonomy and decision-making in enhancing job satisfaction among teachers.

Deci and Ryan (1985) and Gagné and Deci (2005) have highlighted the importance of autonomy in the workplace. When teachers have the freedom to make decisions about their teaching methods and curriculum, they are more likely to experience job satisfaction. The study highlighted the importance of faculty members' perceived control over their work and responsibilities.

### Objectives of the study

1. To look into how teachers in management institutes feel about their jobs in relation to psychological empowerment.
2. To measure the degree of psychological empowerment among management institutes' faculty.

### Hypotheses

H1: Teachers in management institutes have a high level of psychological empowerment.

H2: Psychological empowerment and job satisfaction are positively related among teachers at management institutes.

### Research Methodology

The research methodology employed in this study was based on a quantitative approach. This section provides a description of the approaches and procedures employed to investigate the correlation between psychological empowerment and job satisfaction among teachers in management colleges.

**Methodology:** The study employed a cross-sectional research design to gather data at a singular moment, enabling the investigation of the correlation between psychological empowerment and job satisfaction.

**Respondents:** The study employed purposive sampling to specifically target teachers from many management institutes. A sample size of 350 educators was selected to partake in the research.

**Data Acquisition:** Data collection was conducted using self-administered structured questionnaires. The survey instrument consisted of two distinct sections: one aimed at assessing psychological empowerment, while the other focused on evaluating work satisfaction. Both parts employed widely recognized scales that have been demonstrated to possess reliability and validity.

The researchers employed the 12-item Psychological Empowerment Scale (PES) as a tool for assessing psychological empowerment. The participants were instructed to assess their degree of agreement using a 5-point Likert scale, where a rating of 1 indicated the highest level of agreement and a rating of 5 indicated the highest level of dissent. The internal consistency of the scale was evaluated using Cronbach's Alpha. The psychological empowerment scale (PES), comprising 12 items, had a satisfactory level of internal consistency with an internal consistency score of 0.813.

### Data Analysis

**Table 1. Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30 years	52	12.8	12.8	12.8
	30-40 years	141	48.4	48.4	61.2
	40-50 years	86	25.6	25.6	86.8
	50-60 years	44	9.6	9.6	96.4
	Above 60 years	27	3.6	3.6	100.0
	Total	350	100.0	100.0	

A varied variety of experiences and opinions among teachers in management institutes is reflected in the distribution of participants' age in the survey. The data illustrates the subsequent age cohorts: Only 12.8% of the participants belong to the age group of 18-30 years, which includes early-career educators who contribute youthful energy and modern perspectives to the research. The most substantial group (48.4%) consists of persons between the ages of 30 and 40, suggesting a notable representation of professionals in the middle stage of their careers. This group is likely to have a combination of expertise and flexibility, which will provide a well-rounded perspective to the research. A considerable proportion (25.6%) of the population consists of individuals aged 40-50 years, indicating the existence of experienced educators who possess extensive knowledge and a profound comprehension of the academic environment. In addition, 9.6% of the participants fall within the age range of 50-60 years, indicating a demographic that may include individuals nearing retirement or those who have made the decision to continue sharing their expertise and insights. Finally, a smaller subset (3.6%) comprises those aged 60 years and above, presumably encompassing experienced educators who have observed significant transformations within the field of education. To summarize, the distribution of age groups highlights the study's capacity to encompass a wide range of teachers from different phases of their careers. The presence of diverse individuals inside management institutes enhances the thorough examination of the correlation between psychological empowerment and job satisfaction among teachers. This approach acknowledges the unique viewpoints and backgrounds that various age cohorts bring to the academic domain.

**Table 2. Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	176	50.3	50.3	50.3
	Female	174	49.7	49.7	100.0
	Total	350	100.0	100.0	

The analysis of survey participants' gender distribution reveals a nearly equal representation of male and female educators within the realm of management institutes. A majority of the participants, specifically 50.3%, self-identified as male. This finding indicates a significant representation of male teachers who contribute their perspectives and experiences to the study. Nevertheless, it is worth noting that a significant proportion of 49.7% of individuals self-identify as female, underscoring the significant contribution made by female educators in the examination of psychological empowerment and job satisfaction within the context of management colleges. The study's balanced gender representation enhances its ability to comprehensively understand the relationship between psychological empowerment and job happiness, as it incorporates both male and female perspectives and viewpoints. Ultimately, the gender distribution of the study showcases a commitment to inclusivity and recognizes the importance of considering diverse viewpoints from both male and female educators, so enriching the study's findings and understanding.

**Table 3. Psychological Empowerment Scale**

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I am confident in my capacity to carry out my duties efficiently.	43	12.3%	44	12.6%	21	6.0%	92	26.3%	156	44.6%
I believe my abilities are well-suited to the job at hand.	50	14.3%	45	12.9%	27	7.7%	90	25.7%	136	38.9%
I am confident in my ability to handle difficult situations at work.	48	13.7%	40	11.4%	18	5.1%	86	24.6%	154	44.0%
I have a high level of control over my work operations.	38	10.9%	40	11.4%	15	4.3%	81	23.1%	150	42.9%
I have the authority to make judgements regarding my job obligations.	44	12.6%	38	10.9%	22	6.3%	83	23.7%	159	45.4%
In my work activities, I am able to apply my creativity and judgement.	48	13.7%	44	12.6%	35	10.0%	95	27.1%	148	42.3%
I believe my work contributes to the institute's broader goals.	41	11.7%	35	10.0%	15	4.3%	71	20.3%	138	39.4%
My efforts have a direct impact on the organization's success.	41	11.7%	44	12.6%	31	8.9%	84	24.0%	132	37.7%
I believe that my work has a significant impact on the institute.	35	10.0%	43	12.3%	29	8.3%	74	21.1%	149	42.6%
I have a say in decisions that influence my workplace.	41	11.7%	36	10.3%	29	8.3%	77	22.0%	167	47.7%

In my work, I am able to create my own aims and objectives.	43	12.3%	33	9.4%	26	7.4%	82	23.4%	166	47.4%
I believe I have a sense of ownership and responsibility for the outcomes of my job.	37	10.6%	40	11.4%	31	8.9%	88	25.1%	156	44.6%

The analysis of the study participants' gender distribution reveals that males and females The survey findings offer valuable insights into the perceptions of teachers regarding psychological empowerment within the framework of their professional roles at management institutes. The participants were instructed to assess their level of agreement with various statements pertaining to different facets of psychological empowerment, encompassing confidence in their abilities and responsibility for the outcomes of their work. A considerable proportion of participants expressed favorable sentiments regarding all dimensions of psychological empowerment. A significant majority (44.6%) and an additional 26.3% expressed high agreement on their trust in their job performance. The presence of a positive self-perception among teachers in management institutes indicates a notable degree of confidence in their competence to effectively perform their professional duties. In addition, a significant proportion of participants (38.9%) concurred that their skills are suitable for the assigned positions, indicating their self-assurance in their capabilities. This study highlights the significance of individuals perceiving a congruence between their abilities and the requirements of their positions, which is a crucial element of psychological empowerment. In terms of autonomy and control over work activities, a significant majority of participants (42.9%) expressed a substantial level of control over their work activities, while an additional 45.4% indicated having the liberty to make decisions pertaining to their job responsibilities. The findings of this study suggest that a significant number of professors in management institutes have a sense of empowerment in guiding their professional decisions and responsibilities, hence contributing to their overall perception of control and autonomy. Furthermore, the feedback provided by the participants indicated that they held positive viewpoints regarding the impacts of their work. A significant proportion (42.3%) of respondents expressed agreement with the notion that their occupation contributes to the attainment of the institute's overarching goals, while 39.4% indicated that their work directly influences the organization's achievements. These statements indicate that educators possess an understanding of the substantial impact they have on the objectives and results of the institute. Significantly, a substantial plurality of respondents (47.7%) indicated that they possessed agency in influencing decisions that impacted their professional milieu, hence emphasizing their sense of empowerment in addressing workplace matters. Furthermore, a significant proportion (47.4%) indicated their ability to establish their own professional goals and objectives, showcasing a level of autonomy and responsibility in shaping their career trajectory. In summary, the survey results indicate that a significant number of educators within management institutes hold positive perspectives regarding psychological empowerment across several dimensions. These impressions encompass a sense of confidence in their abilities, autonomy in making choices, and a profound commitment to the goals of the institute. In aggregate, the findings suggest that psychological empowerment has a substantial impact on teachers' perception of their duties and contributes to their overall job satisfaction. The representation of female educators at management institutes is about equal. A majority of the participants, specifically 50.3%, self-identified as male. This finding indicates a significant representation of male teachers who contribute their perspectives and experiences to the study. Nevertheless, it is worth noting that a significant proportion of 49.7% of individuals self-identify as female, underscoring the significant contribution made by female educators in the examination of psychological empowerment and job satisfaction within the context of management colleges. The study's balanced gender representation enhances its ability to comprehensively understand the relationship between psychological empowerment and job happiness, as it incorporates both male and female perspectives and viewpoints. Ultimately, the gender distribution of the study showcases a commitment to inclusivity and recognizes the importance of considering diverse viewpoints from both male and female educators, so enriching the study's findings and understanding.

**Table 4. Job satisfaction – Average scores**

	N	Mean	Std. Deviation	Std. Error Mean
Job Satisfaction Score out of 5	350	3.9332	1.21261	.07821

The table shown offers a concise overview of the job satisfaction levels among the research participants. The analysis encompassed a sample size of 350 participants. The average job satisfaction score among the participants is 3.9332, representing the mean degree of job satisfaction. The obtained score on the Likert scale lies within the range of "Neutral" to "Agree," indicating a modest level of job satisfaction on average. The dispersion or variety of scores around the mean is quantified by the standard deviation, which has a value of 1.21261. This metric quantifies the degree to which unique work satisfaction scores diverge from the average. A larger standard deviation indicates a higher degree of variability in the work satisfaction evaluations of the participants. A value of 0.07821 is assigned to the standard error of the mean (SEM). The Structural Equation Modeling (SEM) offers an approximation of the dispersion in the sample mean and signifies the extent to which the sample mean is expected to deviate from the actual population mean. In brief, the table

presents a comprehensive depiction of the workforce's job satisfaction scores, elucidating the mean level of job happiness, its dispersion, and the accuracy of the sample mean.

**Table 5. One-Sample Test for Job Satisfaction Scores**

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Job Satisfaction Score out of 5	11.983	349	.000	.89629	.6279	1.3147

The researchers performed a one-sample t-test to assess whether there was a significant difference between the mean work satisfaction score of the participants and a predetermined test value of 3 on a 5-point scale. The obtained value for the t-test statistic was 11.983, with a total of 349 degrees of freedom. The p-value obtained for the two-tailed test was determined to be .000, which is below the widely accepted alpha level of .05, suggesting a statistically significant outcome. The calculation yielded a mean difference of 0.89629 between the observed work satisfaction score and the test value of 3. These findings indicate that, on average, the participants' job satisfaction score exceeded the required test value by a wide margin. Additionally, a 95% confidence interval was calculated for the difference in means, resulting in a range of 0.6279 to 1.3147. This interval offers a range in which we can have a 95% level of confidence that the actual difference in population means is located. The absence of the test value of 3 within the confidence interval provides more evidence to support the conclusion that the participants' job satisfaction is much greater than the assumed value. In summary, the findings from the one-sample t-test suggest that the job satisfaction scores of the participants in this study are substantially more than the predetermined test value of 3. This indicates a positive degree of job satisfaction among the participants.

### Testing of hypotheses

H1: Teachers in management institutes have a high level of psychological empowerment.

**Table 6. One-Sample Test**

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Psychological Empowerment Score	18.215	349	.000	.77486	.6911	.8586

The results of the one-sample t-test indicate a significant manifestation of psychological empowerment among teachers in management institutes, hence providing support for hypothesis (H1). The resultant t-test statistic was 18.215, and the corresponding p-value for the two-tailed test was found to be 0.000, which is significantly lower than the conventional significance level of 0.05. This implies a highly significant result. A mean difference of 0.77486 was estimated between the tested value of 3 and the observed Psychological Empowerment Score. These findings indicate that the participants' Psychological Empowerment Score significantly exceeded the target test result. Furthermore, the 95% confidence interval for the mean difference was computed as (.6911, .8586). The finding that the Psychological Empowerment Score of the participants is significantly higher, and that professors in management institutes demonstrate a high level of psychological empowerment, is further substantiated by the absence of the test value of 3 within the confidence interval. The statistically significant t-test statistic and the positive mean difference provide evidence to support our claim that there exists a substantial and meaningful degree of psychological empowerment among professors in management institutes. This argument is further supported by the results obtained from the one-sample t-test. This research contributes to the existing body of knowledge regarding instructors' encounters with empowerment within the context of management institutes.

H2: Psychological empowerment and job satisfaction are positively related among teachers at management institutes.

**Table 7. Correlations**

		Psychological Empowerment Score	Job Satisfaction Score out of 5
Psychological Empowerment Score	Pearson Correlation	1	.546**
	Sig. (2-tailed)		.000
	N	350	350
Job Satisfaction Score out of 5	Pearson Correlation	.546**	1
	Sig. (2-tailed)	.000	
	N	350	350

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

The results of the correlation analysis provide stronger support for hypothesis H2, which posits a favorable association between psychological empowerment and job satisfaction among professors in management institutes. The Pearson correlation coefficient between the Psychological Empowerment Score and the Job Satisfaction Score was found to be 0.546, indicating a highly significant relationship ( $p < .01$ ). These findings indicate a robust and positive correlation between psychological empowerment and job satisfaction. This study demonstrates a robust association between psychological empowerment and job satisfaction, as evidenced by the correlation coefficient and the sample size of 350 participants. Significantly, the significance of the correlation coefficient at the 2-tailed 0.01 level provides strong evidence for the validity of the relationship with a high level of confidence. Based on the results of the correlation study, a statistically significant and positive relationship has been observed between psychological empowerment and job satisfaction among teachers in management institutes.

Based on the findings of the correlation study, this conclusion can be drawn. The findings highlight the strong correlation between these two concepts and contribute to our understanding of the factors that impact educators' overall job satisfaction in this particular context.

## Conclusion

The present study aimed to examine the intricate correlation between psychological empowerment and job satisfaction within the context of lecturers in management institutions. A comprehensive examination of data and thorough analysis has yielded several significant findings, providing insights into the intricacies of this educational system. The results of this study clearly demonstrate a substantial and undeniable correlation between psychological empowerment and job satisfaction. Educators who perceive themselves as possessing greater psychological empowerment tend to exhibit elevated levels of job satisfaction. This robust correlation underscores the pivotal significance of psychological empowerment in shaping the satisfaction and involvement of educators in their professional roles. Additionally, the survey findings indicated a notable degree of psychological empowerment among the participating teachers. Their occupations of self-assurance, independence, and authority over their tasks emphasize the nurturing atmosphere offered by management institutes, cultivating a feeling of empowerment that permeates their professional pursuits. The findings of the study are enhanced by the inclusion of individuals from many age groups and genders, so facilitating a comprehensive understanding of the intricate relationship between psychological empowerment and job satisfaction across all career stages and perspectives. The study holds a broader importance that surpasses its immediate findings. This study offers empirical information to inform educational institutions and policymakers about the importance of fostering psychological empowerment among teachers. By acknowledging and fostering teachers' autonomy, competency, and impact, management institutions can establish an environment that promotes higher levels of job satisfaction, leading to more effective and engaged educators. Although these findings greatly contribute to our comprehension, it is crucial to acknowledge certain constraints. Due to the study's restricted focus on a specific group of lecturers from management institutes, the generalizability of the findings may be limited. Future research endeavors should explore additional contextual factors and variables in order to enhance the comprehensiveness and scope of knowledge in this field. In conclusion, this research underscores the significant importance of psychological empowerment in shaping the level of job satisfaction among teachers in management departments. The comprehension and prioritization of educator empowerment within the context of expanding educational institutions has the potential to facilitate the development of a more significant and influential academic milieu. The potential for a thriving educational environment that benefits both educators and learners exists through the synergistic connection between psychological empowerment and job satisfaction.

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