

DOMAIN SATISFACTION PREDICTORS OF PSYCHOLOGICAL EMPOWERMENT AND DETERMINANTS

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Abstract Subjective evaluations of levels of importance and satisfaction of areas (domains) of life constitute multi-dimensional overall quality of life of individuals. Faculty members seeking satisfaction in their domains of life are likely to feel more psychologically empowered. The education industry tends to report positive and significant relationship between overall quality of life and overall psychological empowerment. Only age is correlated to psychological empowerment. Satisfaction with domains of community belonging, physical being, and satisfaction with: 'my nutrition and the food I eat' significantly predict overall psychological empowerment of faculty members. Satisfaction with domain of physical being, and satisfaction with: 'my nutrition and the food I eat' significantly predict goal internalization determinant of psychological empowerment. Satisfaction with domains of leisure becoming, social belonging, physical being, and satisfactions with each of 'visiting and socializing with others I do'; 'how I fit in larger social group'; and 'having a spouse or a special person' significantly predict perceived competence determinant of psychological empowerment of faculty members in the education industry. Suggestions for further research are proposed.

Keywords: Psychological Empowerment, Quality of Life, Nine-Areas of QOL, Domain Satisfactions

INTRODUCTION

The 'quality of life' is a multi-dimensional issue that people subjectively evaluate their levels of importance and levels of satisfaction in specific areas of their life pertaining to work or non-work situations (Brown, Renwick, & Raphael, 1996/1998). The psychological empowerment is likely to result from high subjective well-being, especially from positive emotions. People who are chronically happy are likely to feel more empowered than unhappy individuals (Diener & Biswas-Diener, 2003). Spreitzer (1995) defined empowerment as increased intrinsic task motivation manifested in a set of four cognitions reflecting an individual's orientation to his work role: meaning, competence, self-determination and impact. The psychologically empowered state is a cognitive state characterised by a sense of perceived control, competence, and goal internalisation (Menon, 2001).

This study focuses on how the faculty members in the education industry evaluate their satisfactions in the domains of quality of life that predict their psychological empowerment

and the determinants of psychological empowerment. This study aims to assess (i) the levels of overall quality of life and the levels of overall psychological empowerment in this industry, (ii) the relationship amongst (Pearson's correlation coefficients) demographical variables, quality of life, psychological empowerment, three determinants of psychological empowerment and scores of nine domain satisfactions, (iii) the significant domain satisfactions as predictors of each of psychological empowerment and its three determinants (goal internalisation, perceived competence, perceived control), and finally (iv) how the dimensions of significant domain satisfactions predict psychological empowerment, goal internalisation, perceived control, and perceived competence of faculty members.

LITERATURE REVIEW

This paper focuses on how the faculty members in the education industry evaluate their quality of life, psychological empowerment, demographical relationships

and satisfactions in the domains of quality of life that predict their psychological empowerment and the three determinants - goal internalisation, perceived competence and perceived control of psychological empowerment (Menon, 2001). In a study conducted in Hong Kong a significant positive relationship existed between personal empowerment and life satisfaction (Cheung, Mok & Cheung, 2005). When people are empowered they are better off in the sense that they have better self-efficacy, improved self-esteem, and they are now rightly motivated and well-adjusted with a possibility of high life-satisfaction since there is a positive change in their value orientation which may result in more pro-social behaviour (Oladipo, 2009). Mixed results are traced to the past research. Age has not been found to be significantly related to psychological empowerment (Dickson & Lorenz 2009; Spreitzer, Kizilos, & Nason 1997). 'Education level' had not been related to perception of empowerment (Miller, Goddard & Laschinger, 2001). The better educated would more likely to experience feelings of empowerment (Dickson & Lorenz 2009; Hancer & George 2003), the 'tenure' and 'age' were positively related whereas education was related to psychological empowerment (Seibert, Wang & Stephen, 2011).

Based on above literature review, the following hypotheses are formulated:

Hypothesis (H1): There is relationship between overall quality of life and overall psychological empowerment.

Hypothesis (H2): There is relationship between overall quality of life and demographical variables - (a) age, (b) education, (c) income, and (d) length of service.

Hypothesis (H3): There is relationship between overall psychological empowerment and the demographical variables - (a) age, (b) education, (c) income, and (d) length of service.

Hypothesis (H4A): There is relationship between each of goal internalisation, perceived control, and perceived competence and demographical variables - (a) age, (b) education, (c) income, and (d) length of service.

Hypothesis (H4B): There is relationship between each of domain satisfaction scores and demographical variables - (a) age, (b) education, (c) income, and (d) length of service.

Hypothesis (H5): There is relationship between domain satisfaction scores and (a) psychological empowerment (b) goal internalisation, (c) perceived control, and (d) perceived competence.

MATERIAL AND METHOD

The universe/ population of the study constituted the faculty members working in University of Delhi and its affiliated colleges. The 'sampling unit' constituted the departments

of IT and Management (postgraduate programme) of the university and its seven affiliated colleges listed under the University of Delhi, and all faculty members (on-roll) working in these premises constituted the 'sampling frame'. Since the criteria of selection provided homogeneous cluster of colleges while the list of faculty members were not disclosed for strategic reasons, therefore, the convenience sampling was used in the study. Questionnaires were addressed to the responsible officials for soliciting responses from all faculty members listed in these colleges and wherever possible the responses were personally collected. 103 willing respondents submitted the responses. After rejecting incomplete responses out of these, 88 responses complete in all respects were considered, making a sample size of $n = 88$ for analysis.

'Quality of Life' variable was measured by 54-items/ dimensions of the instrument (five point Likert's scale), designed by Brown *et al.* (1996, 1998). The extent of a person's quality of life (QOL) in each of the "three main domains" - Being, Belonging, and Becoming is determined by two factors: 'importance' rating and 'satisfaction' rating that one attaches to each of 54-items of the instrument of QOL against five point scale. Each main domain further constituted three sub-domains amounting to a total of nine sub-domains (herein onward addressed as Nine-Domains/ Nine-Areas) of QOL that accommodate measures of 54-items/ dimensions (9 x 6 dimensions). Implicitly, QOL consists of the relative 'importance rating' and 'satisfaction rating' attached to each item/ dimension under each of nine-areas of QOL/ Nine-Domains of QOL: D1-Physical Being (*My body and health*) covers physical health, nutrition, personal hygiene/ overall appearance, physically active and one's sex life; D2-Psychological Being (*My thoughts and feelings*) covers mental health and freedom from worry and stress; D3-Spiritual Being (*My beliefs and values*) covers possessing personal values and standards to live by, feelings of hope & purpose, acting in altruistic manner, celebrating special events that adds meaningfulness to life; D4-Physical Belonging (*Where I live and spend time*) includes housing and personal space; D5-Social Belonging (*The people around me*) covers 'closeness to family' and 'speaking to acquaintances'; D6-Community Belonging (*My access to community resources*) includes, 'the amount of money I have' and 'connection to meaningful activities and other resources available to most members of the community'; D7-Practical Becoming (*The daily things I do*) embraces 'the work being done at the job'; D8-Leisure Becoming (*Things I do for fun and enjoyment*) accounts for 'availing vacations and holidays for recuperation'; and finally the D9-Growth Becoming (*Things I do to cope and change*) covers adjusting to changes in life and improving oneself - important aspects are, learning about new things, improving/maintaining physical skills, resolving conflicts, solving own problems, trying out new ideas and adjusting to changes in life. The

'satisfaction rating - how satisfied I am with' attached to each of six items/ dimensions of a specific domain of QOL, yields a total satisfaction score of that domain in question e.g., Total Satisfaction Score of D1-Physical Being could be read as D1-Sat (physical being), and so on for others.

Psychological empowerment variable is measured by 3-factors/components instrument, designed by Menon (2001). Menon's 9-item (six point Likert's scale), three factors instrument attempts to capture feelings of Goal Internalisation, Perceived Control and Perceived Competence. Items measuring goal internalisation refer to organisational goals and are designed to capture the energizing effect of ideas, such as an inspirational goal. There is no strict parallel to the goal internalisation dimension in the Spreitzer's psychological empowerment measuring tool (Menon 2001). Building on these three elements from the perspective of the state of mind of the empowered, the following definition has been proposed: The psychologically empowered state is a cognitive state characterised by a sense of perceived control, competence, and goal internalisation (Menon 2001).

Pearson's correlation coefficients were calculated to determine relationship amongst overall psychological empowerment, three determinants of psychological empowerment, overall quality of life, quality of life and satisfaction scores of nine domains of QOL, and demographical variables of age, income, education and length of service (Tables 2 and 3).

Four sets of step-wise regression were carried:

- 1 (a): Step-wise prediction of psychological empowerment constituted a set of ten (10)-independent predictor variables in this study: age, and nine domain satisfaction measures of QOL: D1-Sat (physical being), D2-Sat (psychological being), D3-Sat (spiritual being), D4-Sat (physical belonging), D5-Sat (social belonging), D6-Sat (community belonging), D7-Sat (practical becoming), D8-Sat (leisure becoming), and D9-Sat (growth becoming) (Table 4).
- 1 (b): The dimensions of significant domain satisfactions predicting overall psychological empowerment obtained under serial 1 (a) above, constituted independent variables/predictors in the next regression to find how these dimensions predict overall psychological empowerment (Table 5).
- 2 (a): Each of the three sets of step-wise prediction of goal internalisation, perceived control and perceived competence used, a set of ten (10)-independent predictor variables in this study: age, and nine-domain satisfaction measures of QOL: D1-Sat (physical being), D2-Sat (psychological being), D3-Sat (spiritual being), D4-Sat (physical belonging), D5-Sat (social belonging), D6-Sat (community belonging), D7-Sat (practical becoming), D8-Sat (leisure becoming),

and D9-Sat (growth becoming) (Tables 6, 8, and 9, respectively).

- 2 (b): The dimensions of significant domain satisfactions predicting goal internalisation, perceived control and perceived competence obtained under serial 2 (a) above constituted independent variables/ predictors in the next regressions to find how these dimensions predict each of goal internalisation, perceived control and perceived competence (Tables 7 and 10).

All calculations were done the help of computer using MINITAB 16. Sample statistics conformed to the Anderson-Darling Normality Test for normal distribution.

RESULTS

Table 1: Sample Statistics of Overall Psychological Empowerment (n = 88)

Variable	Class	'n'	Percent	Mean	SD	SE
Psychological Empowerment	Overall	88	100	41.170	7.499	0.799
Quality of Life	Overall	88	100	3.819	1.790	0.191

Scoring: Low PE: 1-22; Mod PE: 23-40; and High PE: 41-54 [Menon 2001]

Scoring : Adequate: -1.5 to +1.5; Very Acceptable: +1.5 to +4.5; and Excellent : +4.5 or higher [Brown et al. (1996/1998)]

Overall Quality of Life and Overall Psychological Empowerment Levels

The sample statistics of overall psychological empowerment (OPE) indicated a mean value 41.170 of the psychological empowerment level in the sampled segment which is reported 'high', as per scoring methodology. The overall quality of life (OQOL) mean value of 3.819 indicated is also reported as 'very acceptable level' i.e., a penultimate to the 'excellent level'. The education industry tends to report satisfactorily higher levels of overall psychological empowerment and overall quality of life (Table 1).

Overall Psychological Empowerment, Overall Quality of Life and Demographics

- (i) Table 2 indicates that there exists a positive significant relationship between overall psychological empowerment and overall quality of life variables ($r = 0.264$, $p < 0.05$). A strong positive correlation ($r = 0.787$) between psychological empowerment and psychological well-being ($p < 0.05$) has also been reported (Taştan, 2013) in the past research and positive

Table 2: Pearson's Correlation Coefficients: Overall Psychological Empowerment with Determinants, Overall Quality of Life, and Demographics (n = 88)

Variable	Age	Education	Income	LOS	Overall PE
GI	0.175 0.102	0.166 0.123	0.159 0.139	0.127 0.239	-
P Con	0.205 0.056	0.122 0.256	0.101 0.348	0.132 0.213	-
P Com	0.198 0.065	0.074 0.494	0.172 0.108	0.170 0.113	-
Overall. PE	0.250 0.019*	0.162 0.133	0.185 0.085	0.183 0.087	-
Overall. QOL	0.052 0.630	0.069 0.522	0.041 0.706	0.006 0.958	0.264 0.013*

*Correlation significant at $p < .05$

relationship existed between personal empowerment and life satisfaction (Cheung *et al.*, 2005; Diener & Biswas-Diener, 2003). Overall quality of life makes a significant positive contribution or impact of 5.9% (R^2 adjusted) on overall psychological empowerment (Handa & Singh 2013). Hence hypothesis (H1) that there is relationship between psychological empowerment and quality of life is found to be acceptable.

- (ii) Age has been found to be positively significantly related to overall psychological empowerment ($r = 0.250$, $p < 0.05$) and unrelated to overall quality of life variable. None of the demographic variables (education, income, and length of service) were found to be related to either of overall psychological empowerment and overall quality of life variables (Table 2). Though mixed results are traced to the past research, age has not been found to be significantly related to psychological empowerment (Dickson & Lorenz 2009; Spreitzer *et al.*, 1997) while the older employees were found to indicate higher scores in the meaning, competence and impact components of empowerment than younger ones. The 'tenure' and 'age' were positively related ($r = 0.11$, and 0.11 , respectively) whereas education was related to psychological empowerment (Seibert *et al.* 2011). 'Education level' had not been related to perception of empowerment (Miller *et al.*, 2001). The past research also indicates that the better educated would more likely to experience feelings of empowerment (Dickson & Lorenz, 2009; Hancer & George, 2003). However, in contrast to above, only age tends to be related to psychological empowerment as per our findings whereas education, income, and length of service are unrelated. Therefore, hypothesis (H3) (a) that the age is related to overall psychological empowerment is found to be acceptable, whereas hypotheses (H3) (b),

(c), and (d) on other demographical variables tend to be not acceptable.

As quality of life was found to be unrelated to the demographical variables, hypotheses (H2) (a), (b), (c), and (d) tend to be not acceptable. Since goal internalisation, perceived control, and perceived competence and demographical variables are found to be unrelated to demographics, hypotheses (H4A), (a), (b), (c), and (d) are found to be not acceptable.

Domains Satisfaction, Overall Psychological Empowerment and Demographics

- (i) Evidently, Table 3 signifies that of nine domain satisfactions scores there exists a positive significant association of seven domain satisfactions (excepting D3-Satspiritual being and D6-Satcommunity belonging) with overall psychological empowerment (correlations 'r' between 0.241 and 0.549, $p < 0.05$). Hence hypothesis (H5) (a) to a greater extent tends to be acceptable. Interestingly, here a strongest positive correlation ($r = 0.549$) exists between psychological empowerment and D2-Sat (psychological being). Significant positive correlations are witnessed: between goal internalisation (GI) and D1-Sat (physical being), D2-Sat (psychological being), & D5-Sat (social belonging); between perceived control (P Con) and D1-Sat (physical being) & D4-Sat (physical belonging); and between perceived competence (P Com) and D8-Sat (leisure becoming). However, since all domain satisfactions scores are not related to goal internalisation, perceived competence and perceived control, hypotheses (H5) (b), (c), and (d) tend to be not acceptable.
- (ii) Hypothesis (H4B) regarding relationship of domain satisfaction scores with demographics is found to be not acceptable since all domain satisfaction scores

Table 3: Pearson's Correlation Coefficients: Domains Satisfaction Scores, Overall Psychological Empowerment with Determinants and Demographics (n = 88)

	Age	Education	Income	LOS	GI	P Con	P Com	OPE
D1 SAT	0.176 0.101	0.233 0.029*	0.163 0.129	0.084 0.435	0.336 0.001*	0.227 0.034*	0.197 0.067	0.335 0.001*
D2 SAT	0.076 0.483	0.138 0.201	-0.048 0.655	0.013 0.906	0.214 0.045*	0.102 0.344	0.059 0.585	0.549 0.000*
D3 SAT	0.002 0.988	0.028 0.795	-0.090 0.402	-0.004 0.973	0.185 0.084	0.079 0.467	0.193 0.072	0.168 0.119
D4 SAT	0.190 0.076	0.125 0.247	0.068 0.528	0.092 0.394	0.176 0.101	0.216 0.043*	0.143 0.183	0.356 0.001*
D5 SAT	0.075 0.489	0.109 0.313	-0.071 0.508	0.019 0.859	0.248 0.020*	0.112 0.297	0.166 0.123	0.271 0.011*
D6 SAT	0.014 0.896	-0.097 0.367	-0.036 0.737	-0.006 0.958	0.015 0.888	-0.110 0.307	0.018 0.866	0.167 0.121
D7 SAT	-0.054 0.620	-0.091 0.397	-0.104 0.333	-0.102 0.345	0.194 0.069	0.009 0.935	0.009 0.930	0.407 0.000*
D8 SAT	-0.240 0.024*	-0.099 0.359	-0.175 0.104	-0.250 0.019*	0.207 0.053	0.081 0.454	-0.260 0.015*	0.241 0.024*
D9 Sat	-0.078 0.471	-0.143 0.184	-0.193 0.071	-0.089 0.409	0.194 0.071	0.044 0.686	-0.047 0.666	0.269 0.011*

*Correlation significant at $p < .05$

are not related to demographics. Only age, length of service are significantly but negatively related to only D8-Sat (leisure becoming) domain, and education is significantly correlated to only D1-Sat (physical being) domain.

Stepwise Prediction of Psychological Empowerment by Age and Nine Domain Satisfaction

(i) Ten independent variables set comprising age and nine domain satisfaction measures of QOL were examined to find out the significant domain satisfaction predictors that contribute variance in psychological empowerment. The results (Table 4) suggest that only D6-Sat (community belonging) and D1-Sat (physical being) significantly predict psychological empowerment of faculty members in the education industry. D3-Sat, D4-Sat and Age cause non-significant variance in psychological empowerment (Table 4).

It may be inferred from (Table 4) that: D6-Sat (community belonging) is the strongest negative predictor ($b = -4.3$; causing Change $R^2 = 1.43\%$; D1-Sat (physical being) the second positive predictor ($b = 1.65$) causing Change $R^2 = 10.19\%$. The significant predictors account for a total change of 17.15% in psychological empowerment. Only D1-Sat

(physical being) significantly cause positive variance ($R^2 = 10.19\%$) out of total R^2 adjusted = 17.15% in psychological empowerment of faculty members in the sampled education industry.

Table 4: Step-wise Prediction of Psychological Empowerment by Age and Nine Domain Satisfaction Factors

Ten Independent Predictor Variables	Overall Psychological Empowerment	
	Beta*	% Incremental Change (R2)
D6-Sat (Community Belonging)	*-4.31	1.432
D3-Sat (Spiritual Being)	2.82 ns	1.16
D4-Sat (Physical Belonging)	2.33 ns	1.59
D1-Sat (Physical Being)	*1.654	10.191
Age	0.185ns	2.78
Total R2 Adjusted		17.15%

* $p < 0.05$

Other variables were not strong enough to be entered in to the stepwise multiple regression analysis

Table 5: Step-wise Prediction of Psychological Empowerment by Physical Being and Community Belonging Domains Satisfaction Dimensions

Twelve Independent Predictor Variables	Overall Psychological Empowerment	
	Beta*	% Incremental Change (R^2)
Satisfaction with: 'My nutrition and the food I eat'	*2.13 ¹	4.49
Total R^2 Adjusted		4.49%

*p < 0.05

Other variables were not strong enough to be entered in to the stepwise multiple regression analysis

Table 6: Step-wise Prediction of Goal Internalisation by Age and Nine Domain Satisfaction Factors

Ten Independent Predictor Variables	Goal Internalisation	
	Beta*	% Incremental Change (R^2)
D5-Sat (Social Belonging)	1.03 ¹ ns	1.67 ²
D1-Sat (Physical Being)	*0.92 ²	10.29 ¹
Total R^2 Adjusted		11.96%

*p < 0.05

Other variables were not strong enough to be entered in to the stepwise multiple regression analysis

(ii) Inferred from Table 4 are the two significant predictors D6-Sat and D1-Sat, each having 6-dimensions thereby constituting 12 independent variables in the next step-wise regression. Results show that satisfaction with dimension 'my nutrition and the food I eat' (D1-Sat) is the only predictor causing a total variance of (R^2 Adjusted) 4.49% in psychological empowerment (Table 5).

Stepwise Prediction of Goal Internalisation by Age and Nine Domain Satisfaction

(i) Ten independent variables set constituting age and nine domain satisfaction measures of QOL were examined to find out the significant domain satisfaction predictors that contribute variance in goal internalisation. The results (Table 6) suggest that only D1-Sat (physical being) significantly cause positive variance ($b = 0.92$; causing highest Change $R^2 = 10.29\%$) out of total R^2 (Adjusted) 11.96% in goal internalization determinant of faculty members in the education industry. D5-Sat (social belonging) though strongest predictor ($b = 1.03$) causes a non-significant variance $R^2 = 1.67\%$ (Table 6).

(ii) Inferred from Table 6 is only one significant predictor D1-Sat, having 6-dimensions thereby constituting 6-independent variables in the next step-wise regression. Results show that satisfaction with dimension 'my nutrition and the food I eat' (D1-Sat) is the only predictor causing a total variance of (R^2

Adjusted) 7.18% in goal internalization (Table 7).

Stepwise Prediction of Perceived Control by Age and Nine Domain Satisfaction

(i) Results (Table 8) on step-wise prediction of perceived control by age and nine domain satisfaction factors indicate that the faculty members do not significantly predict perceived control dimension of psychological empowerment, though cause a non-significant variance (total R^2 Adjusted of 5.77%) in D1-Sat and Age.

(ii) Since no significant domain satisfaction predictors are witnessed (Table 8), no further step-wise regression was required for prediction of perceived control dimension.

Stepwise Prediction of Perceived Competence by Age and Nine Domain Satisfaction

(i) Ten independent variables set constituting age and nine domain satisfaction measures of QOL were examined to find out the significant domain satisfaction predictors that contribute variance in perceived competence. The results suggest that D8-Sat (leisure becoming), D5-Sat (social belonging) and D1-Sat (physical being) significantly predict variance in perceived competence of faculty members in the in the industry (Table 9).

Table 7: Step-wise Prediction of Goal Internalisation by Physical being Domain Satisfaction Dimensions

Six Independent Predictor Variables	Goal Internalisation	
	Beta*	% Incremental Change (R^2)
Satisfaction with: My nutrition and the food I eat	*1.21 ¹	7.18
Total R^2 Adjusted		7.18%

*P < 0.05

Other variables were not strong enough to be entered in to the stepwise multiple regression analysis

Table 8: Step-wise Prediction of Perceived Control by Age and Nine Domain Satisfaction Factors

Ten Independent Predictor Variables	Perceived Control	
	Beta*	% Incremental Change (R^2)
D1 SAT (Physical Being)	0.62 ¹ ns	4.04 ¹
Age	0.081 ² ns	1.73 ²
Total R^2 Adjusted		5.77%

*p < 0.05

Out of total R^2 (Adjusted) 17.49% in the step-wise prediction, D8-Sat (leisure becoming) causes negative but least variance (strongest $b = -1.65$; $R^2 = 3.65\%$) whereas D5-Sat (social belonging) being second strongest predictor causes highest variance ($b = 1.37$; $R^2 = 8.19\%$) along with the third predictor D1-Sat (physical being) ($b = 0.56$; $R^2 = 5.65\%$) jointly make a positive significant contribution of $R^2 = 13.84\%$ that worksto 79 % of total variance predicted in perceived competence dimension by faculty members in the education industry.

(ii) Inferred from Table 10, three significant predictors D8-Sat, D5-Sat, and D1-Sat each having 6-dimensions thereby constituting 18 independent variables in the next step-wise regression. Results above show that satisfaction with dimensions: (i) 'visiting and socializing with others I do' (strongest $b = -1.26$; $R^2 = 7.20\%$), (ii) 'how I fit in larger social group' (second $b = 0.86$; $R^2 = 4.03\%$) and (iii) 'having a spouse or a special person' ($b = 0.75$; $R^2 = 5.62\%$) predict

total variance $R^2 = 16.85\%$. Strongest predictor 'visiting and socializing with others I do' cause negative variance 42.72% of total variance ($R^2 = 16.85\%$) is fairly high and assumes significant implication.

DISCUSSION AND CONCLUSION

Optimistically, it reveals that the overall psychological empowerment level of the faculty members in the sampled segment is fairly 'high' and the overall quality of life situation is pegged at 'Very Acceptable Level' (a penultimate to the 'Excellent'). Only 'age' is found to be related to psychological empowerment. The quality of life and psychological empowerment are correlated ($r = +0.264$; $p < .05$) and is supported by the past research (Taştan, 2013; Cheung *et al.*, 2005; Diener & Biswas-Diener, 2003). The quality of life tends to significantly cause a positive variance ($R^2 = 5.9\%$) in psychological empowerment level (Handa & Singh

Table 9: Step-wise Prediction of Perceived Competence by Age and Nine Domain Satisfaction Factors

Ten Independent Predictor Variables	Perceived Competence	
	Beta*	% Incremental Change (R^2)
D8 SAT (Leisure Becoming)	** -1.65 ¹	3.65 ³
D5 SAT (Social Belonging)	*1.37 ²	8.19 ¹
D1 SAT (Physical Being)	*0.56 ³	5.65 ²
Total R^2 Adjusted		17.49%

*p < 0.05, **p < 0.01

Other variables were not strong enough to be entered in to the stepwise multiple regression analysis

Table 10: Step-wise Prediction of Perceived Competence by Leisure Becoming, Social Belonging, Physical Being Domain Satisfaction Dimensions

Eighteen Independent Predictor Variables	Perceived Competence	
	Beta*	% Incremental Change (R^2)
Visiting and socializing with others I do	** -1.26 ¹	7.20 ¹
How I fit in larger social group	*0.86 ²	4.03 ³
Having a spouse or a special person	*0.75 ³	5.62 ²
Total R^2 Adjusted		16.85%

* $p < 0.05$, ** $p < 0.01$

Other variables were not strong enough to be entered in to the stepwise multiple regression analysis

2013). None of the demographic variables were correlated to psychological empowerment and quality of life. Of nine, seven domain satisfactions are significantly correlated to overall psychological empowerment (r between 0.241 and 0.549) but it is not equally so true with the psychological empowerment determinants. Prominently, D1-Sat (seeking satisfaction in 'My body and health' domain) emerges as a second positive strongest predictor ($b = 1.65$; highest $R^2 = 10.19\%$) that works to 59.42% of total variance in psychological empowerment, the only positively significant predictor ($b = 0.92$; $R^2 = 10.29\%$) that works to 86% of total variance in goal internalisation, and third strongest predictor ($b = 0.56$; $R^2 = 5.65\%$) that works to 32.3 % of total variance in perceived competence of faculty members. Interestingly, D8-Sat (seeking satisfaction in 'Things I do for fun and enjoyment' strongest $b = -1.65$; $R^2 = 3.65\%$) accounts for negative 21% of total variance whereas D5-Sat ('The people around me' next $b = 1.37$; $R^2 = 8.19\%$) accounts for 47% of total variance in prediction of perceived competence. Critically, seeking satisfaction in 'My body and health' and other domains did not predict any significant variance in perceived control dimension of psychological empowerment. Further, only four dimensions of domain satisfactions emerged as predictors. Satisfaction with: (i) 'My nutrition and the food I eat' ('My body and health' domain) has been the only significant predictor R^2 (Adjusted) = 4.49% of psychological empowerment and also the only significant predictor $R^2 = 7.18\%$ of goal internalisation. The satisfaction with dimensions: (ii) 'Visiting and socializing with others I do' ('Things I do for fun and enjoyment' domain) with negative strongest $b = -1.26$; $R^2 = 7.20\%$ works to 42.72% of total variance in perceived competence. This variance being fairly high kindles that seeking satisfaction in fun loving and enjoyment activities make faculty members feel less competent on the job, (iii) 'How I fit in larger social group' with $b = 0.86$; $R^2 = 4.03\%$ and 'having a spouse or a special person' with strongest $b = 0.75$; $R^2 = 5.62\%$ (both from 'The people around me' domain) account for 9.65% variance out of total $R^2 = 16.85\%$. These two dimensions

alone predict 57.3% variance of total incremental change in perceived competence.

Conclusively, the education industry tends to enjoy significantly satisfactorily higher levels of overall psychological empowerment and overall quality of life. Satisfaction of faculty with 'My body and health' domain dealing with physical health, nutrition, personal hygiene/overall appearance, physically active and one's sex life is reported to be a significant predictor of psychological empowerment and goal internalisation. Implicitly, it tends to help faculty members keep them in their best presentable shapes. Seeking satisfaction with 'My nutrition and the food I eat' ('My body and health' domain) caters to stockpiling vitality needed for hour to hour, in providing the energising effect of ideas, inspirational goals (goal internalisation), making personally feel agile and therefore empowered (psychological empowerment). Normally, 'Visiting and socializing with others I do' ('Things I do for fun and enjoyment' domain) creates sense of bonding and cohesion in any institution or organisation and can be harnessed for productivity. Surprisingly, seeking satisfaction with this dimension of quality of life is negatively and overly affecting members' perceived competence $R^2 = 7.20\%$ works to 42.72% of total variance. This tends to hint that the management policy may be fraught with discouragements (a kind of environmental stressor), tinged with an eye of suspicion on socialisation spree amongst the members. Satisfaction with 'having a spouse or a special person' and 'how I fit in larger social group' (both from 'The people around me' domain) predicting very high level of variance ($R^2 = 9.65\%$) amounting to 57.3% of total variance in perceived competence is indicative of the fact the faculty members tend to maintain good balances between their personal/ married life and tendency to be a part of larger group like the 'institution' where they work for. This is quite a healthy and productive finding of this study.

This study tends to throw a light on some aspects of studying quality of life as a moderating variable in the future research studies related to psychological empowerment and

organisational variables like empowering policies so as to provide proactive indicators on improving the latter.

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