

Construction and Validation of Global Psychological Empowerment Scale for Women

Syeda Azra Batool
School of Economics,
Bahauddin Zakariya University, Multan
&
Syeda Shahida Batool
Department of Psychology,
GC University Lahore

The current research was carried out to construct a measure of global psychological empowerment for women based on Thomas and Velthouse (1990) empowerment model. Development of the scale entailed three independent studies. In Study 1, the exploratory factor analysis was run on 202 women of age range 22 and 60 years ($M = 39.50$, $SD = 10.70$) and 21 items were retained for 5 well-defined factors. The alpha coefficient was .86 for the overall scale and, .64- .84 for subscales. Total variance accounted for by the scale was 45.20%. Study 2 was carried out on 500 women of age ranged between 21- 60 year ($M = 38.50$, $SD = 9.40$) to confirm the factor structure that was retained in study 1. The confirmatory factor analysis showed a good fit for the model. The convergent validity of the scale was determined by finding correlations of the scores on a newly constructed scale with the scores on Psychological Empowerment Questionnaire for Employees (Spreitzer, 1995), and Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985) in Study 3. It was concluded that the newly constructed scale had a promising validity and reliability.

Keywords: global psychological empowerment, impact, problem focused coping, meaningfulness, self-efficacy, self-determination.

Empowerment in social, political, and economic spheres has been investigated in different disciplines. However, the achievement of empowerment in these areas in any community, state, nation or people strongly depends on the degree to which the people are psychologically empowered. Various economic and social empowerment programs have failed to yield the desired outcomes, most likely due to the lack of psychological empowerment of the people (Oladipo, 2009). Oladipo (2009) asserts that human beings are psychological entities and must be weighed in the equation when policies are being formulated; failure to do so may result in impoverished consequences, and negative attitudes and ineffectual behaviors. However, if people are psychologically empowered by policies, a transformation in cognitions and attitudes should result in constructive change with fulfillment of individuals' aspirations (Oladipo, 2009).

The term empowerment has been broadly used in various disciplines such as, community psychology, education, political theory, management, social work, sociology, and women studies (Hur, 2006; Lincoln, Travers, Ackers, & Wilkinson, 2002). The term empowerment is defined as the notion of people having the ability to understand and control themselves and their environment including social, economic, and political spheres; increasing their capabilities, prospects and greater levels of achievement and satisfaction (Lee, 2005). Similarly, Zimmerman (1995), suggests

that empowerment is an act, which enables people to take steps on their own in order to attain their self-defined goals. Empowered individuals are described as having high self-esteem, feelings of self-efficacy, and feelings of control over their lives, such individuals have increased critical awareness and increased civic participation (Perkins & Zimmerman, 1995; Zimmerman, 1995, 2000).

Empowerment of women is pivotal to the development goals in the present millennium (Moghadam & Senftova, 2005). World cannot develop without empowering women constituting almost half of the world population. In developing countries like Pakistan, the socio-cultural and economic status of women is still low due to the deep rooted and inherent patriarchal and feudal systems prevailing throughout the country (Alavi, 1991). Conger and Kanungo (1988) used empowerment in a narrow psychological sense where self-efficacy was equated with empowerment, among members of an organization. Thomas and Velthouse (1990) extended Conger and Kanungo's (1988) ideas and argued that psychological empowerment required assessment in four cognitive domains namely; *meaning*, *competence (self-efficacy)*, *choice (self-determination)*, and *impact*. Where, meaning implies the worth of a task and its objectives, given its relevance to an individual's personal standards and value system. It reflects an individual's integral interest in any given task and emphasizes on the relevance between work role requirements and one's beliefs and values (Brief & Nord, 1990). Competence is the degree to which an employee feels that he or she is able to perform tasks with skill (Thomas & Tymon, 1994). Competence has positive impact on performance (Gist & Mitchell, 1992; Wang & Netemeyer, 2002). Choice can be considered as an individual's sense of independence while taking initiative and control over work; choice expresses the degree of self-determination in work behaviors and processes (Bell & Staw, 1989). Impact is the extent to which a person feels that he or she is

Correspondence concerning this article should be addressed to Syeda Shahida Batool, Chair and Associate Professor, Department of Psychology, GC University Lahore (Pakistan), Email: shahidaphd@yahoo.com

able to influence strategic, administrative or operating outcomes at work (Ashforth, 1989). Impact positively correlates with high performance and perseverance in difficult situations (Ashforth, 1990), and boosts work motivation (Spreitzer et al., 1997). Menon (2001), similar to Thomas and Velthouse's (1990) model conceptualized psychological empowerment as perception of control, competence and goal internalization to this Parveen and Leonhauser (2005) added coping, a major indicator of psychological empowerment.

The notion of psychological empowerment has gained increased popularity in the management field and has been empirically investigated over the last two decades (e.g., Menon, 2001; Spreitzer, 1995; Wall, Wood & Leach, 2004). Empirical work supports the positive relevance of psychological empowerment to different facets of human life such as, national development, and improved psychological well-being (Oladipo, 2009), better work performance of employees in small and medium enterprise sector (Degago, 2014; Wang & Zhang, 2012), job devotion even under high job insecurity (Stander & Rothmann, 2010), work motivation (Spreitzer, Kizilos, & Nason., 1997), and organizational commitment (Hashmi & Naqvi, 2012).

So far, the interest in psychological empowerment has guided to the development of several scales that are intended to measure levels of psychological empowerment exclusively in a workplace setting. For example, Spreitzer (1995) developed a psychological empowerment scale to quantify the degree to which an individual is psychologically empowered at workplace. His nomological network of empowerment enhanced initial development of Thomas and Velthouse (1990) empowerment model. Konczak, Stelly and Trusty (2000) developed Leader Empowering Behavior, Role Clarity and Psychological Empowerment Scale with six dimensions of leader empowering behavior, namely; the delegation of authority, the leader's ability to emphasize accountability, encouragement of self-directed decision-making, the leader's ability to share information, development of skills, and coaching to promote innovation. Based on Zimmerman's (1995) theory of psychological empowerment, Wang and Zhang (2012) developed a Scale of Psychological Empowerment among School Teachers. The scale was composed of three subscales, including: 1) *feeling* with four Factors (viz., self-efficacy, self-determination, impact and status), 2) *skill* consists of two Factors (viz., decision-making skills and communication skills), and 3) *behavior* (viz., influencing teaching and decision-making participation). All the above mentioned scales measure psychological empowerment at workplace, and none of these measures assesses the global psychological empowerment of women.

The extant measures of psychological empowerment were developed to assess psychological empowerment exclusively at work place. To the best of our knowledge, no valid and reliable scale of psychological empowerment for women in their everyday life is available. The significance of the construct (Thomas & Velthouse, 1990), its contribution in human development and development of a country, and non-availability of global psychological empowerment scale compelled us to device, a valid and reliable measure to assess psychological empowerment in women. The global psychological empowerment indicates women's psychological empowerment in their day-to-day life (e.g., roles, responsibilities, problems and their solutions etc.). The Global Psychological Empowerment Scale for Women has the capacity to be used world-wide. The scale has wider scope than the existing scales of psychological empowerment e.g., Spreitzer (1995)

Psychological Empowerment Questionnaire for Employees, which was restricted to the women in the organization alone. The objectives of the research work were attained in 3 independent studies.

Study 1

Construction of the Global Psychological Empowerment Scale for Women (GPESW)

The study was conducted in two parts. Part I consisted of item generation and in part II, exploratory Factor analysis (EFA) was run on empirically generated items so that the theoretical structure of the scale could be attained.

Dimensions of Global Psychological Empowerment Scale. Four concepts in the scale to appraise psychological empowerment (i.e., meaningfulness, competence/self-efficacy, choice/self-determination, and impact) were borrowed from Thomas and Velthouse's model (1990) and the concept of problem focused coping (Folkman & Lazarus, 1980) was taken from Parveen and Leonhauser's work (2005).

Part I: Item Generation

Deductive method was used to generate the items. Initially 45 items that sampled the domain of psychological empowerment were generated by the first and second authors. These items were pooled up and were presented to four judges (two psychologists and two professors of gender studies). After restructuring some of the items, a consensus of judges on fidelity, clarity, redundancy, and comprehensibility; 40 items were retained. A 5-point Likert-type format was assigned (1 = *strongly disagree*, 2 = *disagree*, 3 = *indecisive*, 4 = *agree*, and 5 = *strongly agree*) to each item. Higher score indicated higher global psychological empowerment and vice versa.

For the further psychometric screening of the items, a pilot study was carried out on a conveniently selected sample of 40 women: 20 from each city district (Multan and Lahore). The women belonged to diverse socio-economic backgrounds and had varied education statuses. A test of normality (Kolmogorovo-Smirnov) on all items led to an exclusion of 11 items for they revealed non-significant results. Finally, 29 items were used to confirm the theoretical structure and factorial validity of the scale via Exploratory Factor Analysis (EFA).

Part II: Factor Structure, Construct Validity and Internal Consistency of the Scale

In this part, factor structure of the scale was attained via EFA, and internal consistency was determined via reliability analysis.

Method

Participants

A convenient sample of 202 women was recruited from five major cities of Pakistan: Lahore (70), Islamabad (34), Peshawar (30), Quetta (20), and Karachi (48) and the age of the sample ranged between 21 and 60 year ($M = 39.50$, $SD = 10.70$). Married women living with their husbands and having at least one child were included in the study. The women belonged to diverse socio-economic status and had education from matric to post-graduate levels.

Material and Procedure

Women were personally approached by the authors at their homes or work places through personal and workplace contacts. Participants of the study were briefed individually about the study, and verbal consent was taken before completing the scale. Initially, 300 women were contacted, but some did not meet inclusion criteria, some refused to take part in the study, and a few others did not complete the questionnaire in its entirety. Hence responses of 202 participants were included in the final analysis. Assumptions of EFA (e.g., sample size, normality, linearity and outliers among cases) were tested before the factor analysis of the data and the data were found to meet the criteria (Field, 2005).

Results

Exploratory Factor Analysis

The EFA (through Varimax Rotation Method) for the initial solution converged in 50 iterations. Factor analysis was yielded by Principal Component Analysis (PCA) by following the Kaiser (1960) criterion, into five well-defined, clear, and interpretable factors out of possible eight. The decision about retaining these factors was based on scree plot, eigen value >1.0, Factor loadings >.3, and theoretical relevance of the items. The Eigen values for the retained factors ranged between 1.48 to 6.98 and 45.20% variance was accounted for by these five factors (SPSS 20.0).

Table 1

Factor Loadings and Items Total Scale Correlations (N=202)

Original/Final Items	Factors					Item-total Correlations
	1	2	3	4	5	
1	.29	.23	.08	.21	.07	-
2/1	.22	.28	.74	.23	.12	.33*
3/2	.17	.24	.75	.24	.15	.32*
4/3	.28	.23	.67	.23	.24	.49*
5	.12	.09	.11	.14	.17	-
6	.14	.11	.17	.18	.22	-
7/4	.08	.09	.23	.41	.21	.47*
8/5	.12	.22	.08	.67	.27	.40*
9/6	.16	.26	.11	.66	.12	.48*
10	.23	.32	.23	.28	.03	-
11	.11	.18	.12	.23	.22	-
12/7	.28	.19	.18	.08	.72	.48*
13/8	.22	.21	.28	.12	.80	.55*
14/9	.24	.16	.12	.16	.77	.44*
15/10	.71	.24	.09	.24	.23	.62*
16/11	.70	.22	.35	.21	.11	.60*
17/12	.78	.18	.13	.17	.13	.66*
18/13	.72	.19	.16	.18	.13	.62*
19/14	.70	.21	.22	.12	.25	.59*
20/15	.70	.16	.27	.11	.22	.62*
21/16	.66	.24	.18	.23	.15	.64*
22	.29	.34	.13	.13	.23	-
23	.12	.38	.09	.11	.08	-
24	.11	.13	.11	.08	.10	-
25/17	.29	.71	.19	.21	.10	.58*
26/18	.22	.79	.11	.12	.06	.42*
27/19	.12	.75	.12	.11	.28	.66*
28/20	.18	.75	.16	.11	.24	.51*
29/21	.21	.77	.16	.14	.21	.52*
Eigen values	6.98	2.31	2.06	1.60	1.48	-
Cumulative percentages of variance	13.11	24.72	31.65	38.48	45.20	-

Note: *P < .01 Source: Author's own calculations using primary data

Table 1 shows influx of maximum variables (items) in Factor 1. Item 16 appears to have dual loading: on Factor 1 (.70) and on

Factor 3 (.35), but has comparatively higher loading on Factor 1. Items 15- 21 exclusively loaded on Factor 1 except item 16, and

their loadings range from .66 to .78. All the items are representing strategic influence in social circle, and perseverance in difficult situations. It measures the construct impact (e.g., I put efforts to make my personality attractive; my opinion is valued in my family; I stay calm even in a difficult situation because of my belief that I will find some solution).

Items 25-29 exclusively loaded on Factor 2 and their loadings range between (.71 and .79), so these five items were retained due to their loadings and theoretical relevance to each other under this Factor. Items 10, 22 and 23 also loaded on Factor 2, but item 23 had higher loading on Factor 8, and items 10 and 22 were not theoretically relevant to the rest of items in the Factor, so these items were not included in Factor 2. All the items in Factor 2 show the approach of a woman to tackle the problems or stressful situations that are causing stress, consequently directly reducing the stress by finding solutions to the problems, so it was named as problem focused coping (e.g., I take review of the situations from different angles before taking decisions; I recall my past experiences to find solutions to the problems).

Items 2, 3, and 4 loaded (.67 to .75) on Factor 3 and were retained in it. Item 4 also loaded on Factor 6, but did not make any theoretical sense to it. These items reflect whatever a woman is doing, she has worth of time and effort in a larger extent, so it was labelled as meaningfulness (e.g., I am satisfied with my role as a woman (e.g., wife, mother, daughter); whatever I have done in my life was important to me).

Items 7, 8, and 9 were loaded on Factor 4 (.41 to .67). Item 9 also loaded on Factor 8 but had higher loading on Factor 4, so these three items were retained in Factor 4. All the items in this factor shows a woman's belief and confidence in her capacity to perform actions necessary to produce specific performance, accomplishment and reflect confidence in her ability to exert control over behavior, and social environment, so it was labeled as competence/self-efficacy (e.g., I believe that I am fulfilling my responsibilities in an excellent manner; I am capable of solving my personal problems).

Items 12, 13, and 14 loaded on Factor 5 (.72 to .80). Item 12 also loaded on Factor 6, but had higher loading on Factor 5 and it was theoretically more relevant to it in relation to other items under this factor. These items reflect independent approach to life and decision making, so the factor was labelled as self-determination (e.g., I am autonomous to make decisions of my own life; Life has given me full opportunities of doing everything with freedom and autonomy; I am independent in spending money).

Factor 6, 7 and 8 could not be retained in the final solution due to the reason that items loaded on these factors did not make any meaningful structure and they were not theoretically relevant to each other. Finally, five well defined factors namely: Impact, Problem focused coping, Meaningfulness, Competence/Self-efficacy, and Self-determination emerged through the EFA were retained. Reverse coding was required for two items (i.e., 4 and 24) in the initial 29 items scale.

Table 2

Factor Labels, Relevant Items, Number of items, and Percentages of Variance Accounted for by Retained Factors on Psychological Empowerment Measure (N = 202)

Factors	Factor Label	Items	No. of Items	% age of Variance
1	Impact	15-21	7	13.2
2	Problem focused coping	25-29	5	11.0
3	Meaningfulness	2-4	3	6.92
4	Self-efficacy	7-9	3	6.84
5	Self determination	12-14	3	6.71

Source: Author's own calculations

Table 2 shows that the final scale consists of 21 items. As the individual factors concern: Factor 1(Impact) consists of 7 items, Factor 2 (Problem focused coping) consists of 5 items, and Factor 3 (Meaningfulness), Factor 4 (Competence), and Factor 5 (Self-determination) consist of 3 items each. The total 45.20% of variance is accounted by the final items in the scale.

Reliability Analysis

Reliability analysis was run on the normative sample of 202 participants in order to establish the internal consistency of the total scale and subscales.

Table 3

Inter Factors and Factors- Total Correlations and Alpha Coefficients (N=202).

Factors	IMP	PFC	MF	SE	SD	Total Scale
1. IMP	-	.38**	.41**	.49**	.34**	.87**
2. PFC	-	-	.30**	.35**	.16*	.67**
3. MF	-	-	-	.20**	.35**	.59**
4. SE	-	-	-	-	.15*	.61**
5. SD	-	-	-	-	-	.59**
Alpha coefficients	.84	.80	.65	.64	.64	.86

Note ** P< .01, * P<.05. IMP (impact), PFC (problem focused coping), MF (Meaningfulness), SE (self-efficacy), SD (self-determination).

Table 3 shows that the scale has reasonably high internal consistency. Cronbach's alpha coefficient for the total scale is .86. For the 5 Factors separately, Cronbach's alpha range from $\alpha = .64$

(Self-efficacy and Self-determination) to .84(Impact). Inter subscales (Factors) correlations are also significantly positive ($r_s = .15$ to .49; $p<.05$). Estimation of items to total correlations reveal that

all items significantly correlate with total scale $r_s = .32$ to $.66$, $P < .01$ (see Table1).

Study 2: Confirmatory Factor Analysis (CFA)

Method

Participants

A sample of 500 women was recruited from 5 major cities of Pakistan: Lahore (170), Islamabad (50), Peshawar (80), Quetta (50), and Karachi (150). Age of the women ranged between 21 and 60 year ($M = 38.50$, $SD = 9.40$). The women belonged to diverse socio-economic status and had education from matric to post graduation levels.

Inclusion/Exclusion Criteria. Married women living with their husbands, and having at least one child were included in the study. Unmarried women and those who were separated or divorced were not engaged in the study, as some of the items in the scale were related to decision about children (e.g., I play an important role in the upbringing my children).

Material and Procedure

Global Psychological Empowerment Scale for Women (GPESW). The scale consisted of 21 items and 5 subscales

(impact, problem focused coping, meaningfulness, competence/self-efficacy, and self-determination). Each item was scored on a 5-point Likert type scale, Items 4 and 24 that were reversed scored.

All the participants were personally approached via purposive convenient sampling technique, and the data were collected from the provincial capitals of all four provinces of Pakistan and Federal Capital (Islamabad to ensure the representation of women from all major parts of the country. Time and places to distribute the questionnaires and data collection were set on telephone, prior to access the sample to make the appointments convenient. The women in the study were either approached at their homes or work places. Initially 650 women were contacted, some refused to take part in the study, some who promised to post the filled questionnaire did not returned the questionnaire, and some did not complete the questionnaires in all dimensions. So the final sample used in the analysis comprised 500 women. It took 30-45 minutes to complete the experimental session individually.

Results

In order to confirm the model, factor structure and dimensionality of the scale were analyzed through CFA via Structural Equation Modeling (SEM) done with AMOS 21.

The structure of the scale emerged in EFA was examined in CFA and this Factor structure illustrated a good fit to the data with chi square = 261.70 ($df = 161$), $p < .05$; CFI = .92, GFI = .90, TLI = .90, and RMSEA = .052. Though Chi square is significant, however,

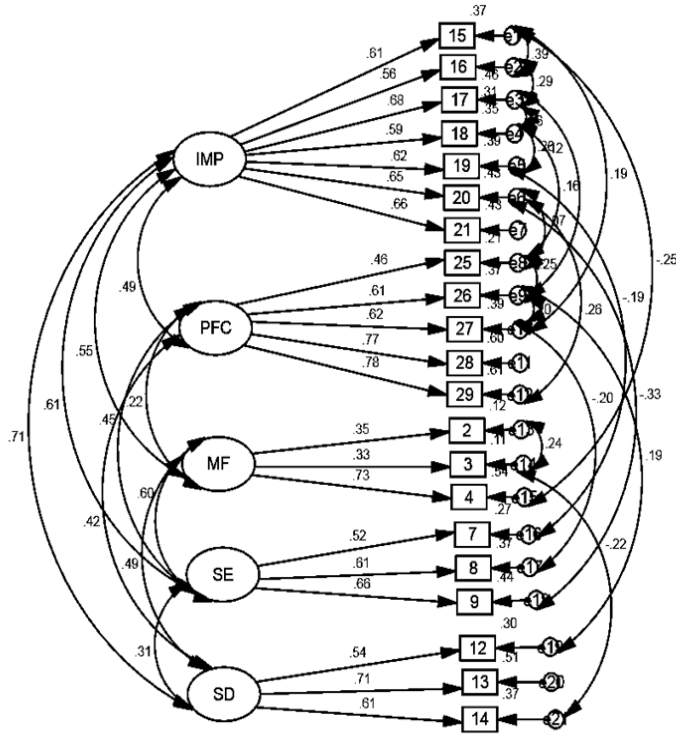


Figure 1. Five factors of Global Psychological Empowerment Scale for Women and their relevant items with significant loadings, where IMP=Impact, PFC= Problem focused coping, MF= Meaningfulness, SE= Self-efficacy, and SD=Self-determination.

Hatcher (1994), Gable and Wolf (1993) recommend to divide the value of chi square by the degrees of freedom and the result less

than 3 is good. In our case this value (Chi square/df) is 1.62, which represented model fit as it came under the acceptable range. The

final obtained model comprised of 21 items discovered a good model fit having 7 item in the impact, 5 items in problem focused coping, 3 items in meaningfulness, 3 items in impact, and 3 items in self determination.

Study 3: Convergent Validation of the Scale (GSPEW)

The convergent validity of the newly constructed scale was determined by assessing its correlations with the Psychological Empowerment Questionnaire (PEQ) for Employees (Spreitzer, 1995). The concurrent validity of the scale was determined by finding its correlations with the Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985), since a growing body of research supports the notion that psychological empowerment is positively associated with satisfaction (Hoy & Miskel, 2001; Liden, Wayne, & Sparrowe, 2000; Spreitzer, 1995; Spreitzer, Kizilos, & Nason, 1997; Thomas & Tymon, 1994). It was hypothesized that scores on Women's Global Psychological Empowerment Scale would be positively associated with scores on Psychological Empowerment Questionnaire for Employees (Spreitzer, 1995), and the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985).

Method

Participants

The sample of the study comprised 60 women of age ranged between 27 and 45 year ($M = 31.50$, $SD = 6.32$). All the participants were full time university teachers (lecturers and assistant professors) from different universities of Lahore and Multan, and had at least 2 years of work experience. Convenient sampling technique was used to approach the sample. The sample belonged to diverse socio-economic status and had education level of MPhil and PhD.

Material and Procedure

Global Psychological Empowerment Scale for Women. See detail in study 1. The Cronbach's alpha for the present study

Table 4

Correlations of Sub-Scales and Total Global Psychological Empowerment Scale for Women with Spreitzer PEQ and Diener's SWLS (N= 60).

Variables	IMP	PFC	MF	SE	SD	Total GPESW
PEQ	.46**	.12	.26*	.28*	.26*	.37*
SWLS	.56**	.41**	.42**	.29*	.41**	.57**

Note: ** $p < .01$, * $p < .05$ Psychological Empowerment Questionnaire (PEQ), Satisfaction with Life Scale (SWLS), Impact (IMP), Pproblem Focused Coping (PFC), Meaningfulness (MF), Self- efficacy (SE), Self-Determination (SD), Global Psychological Empowerment Scale for Women (GPESW).

Discussion

The current research work was accomplished with the construction and initial validation of GPESW. The project was completed in three studies and the results illustrate that psychological empowerment requires assessment in five cognitive dimensions: meaning, self-efficacy, self-determination, impact, and problem focused coping were proposed. The preliminary factorial validity was established on logical and theoretical relevance of the items loaded on five factors. In order to authenticate the factor structure appeared in EFA, structural equation modelling (SEM)

was $\alpha = .88$ for total scale and for subscales it ranged from $\alpha = .72$ -.90.

The Psychological Empowerment Questionnaire (PEQ) for Employees (Spreitzer, 1995). The 12 items scale is based on Thomas and Velthouse's model (1990) and uses a set of four cognitions reflecting an individuals's orientation to his or her work: meaning, competence, self-determination and impact. The four dimensions were combined additively to construct a cumulative construct of psychological empowerment. Seven point Likert scale was used. Each dimension of empowerment consisted of 3 items for example, the work 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 very large (Impact). The Cronbach's alpha for the total scale in the present study was $\alpha = .66$

Satisfaction with Life Scale (SWLS; Diener, Emmons, Larsen, & Griffin, 1985). The SWLS is a 5-point scale designed to assess the global cognitive judgement of satisfaction with one's life as a whole. Respondents use a 7-point scale that ranges from 7 (*strongly agree*) to 1 (*strongly disagree*) on the items (e.g., In most ways my life is close to my ideal; If I could live my life over, I would change almost nothing). The SWLS is shown to be a valid and reliable measure of life satisfaction, suited for use with a wide range of age groups and applications (Pavot & Diener, 1993). The Cronbach's alpha for the present study was $\alpha = .90$.

The GPESW, Psychological Empowerment Questionnaire (PEQ) for Employees, and Satisfaction with Life Scale were administered to working women from Lahore and Multan. Data were collected from women at job places and homes. Participants were directed to read all the instructions carefully and to complete all questionnaires. All the respondents completed the set of questionnaires.

Results

In order to test the hypotheses, Pearson's correlation was calculated. The results in Table 4 show that all the subscales and total scale of GPESW significantly and positively correlate with Spreitzer's PEQ and Diener's Satisfaction with Life Scale.

was used to run confirmatory factor analysis. The model was a good fit and same factor structure was supported with significant high coefficient beta values in the relevant factors (see Figure 1).

In order to determine the internal consistency, the correlations (e.g., the items total, inter subscales, and subscales to total) were calculated. The items-total correlations supported the fidelity of all the retained items to the total scale (see Table 1). Inter sub-scales correlations and sub-scales total correlations illustrated that all the subscales were mutually exclusive, yet bracketed together to make one multifactor scale (see Table 3). It also supports the GPESW as a multi dimensional scale. The highest correlation emerged between

self-efficacy and impact, which demonstrates that a woman's belief that she is able to perform all household or assigned tasks in day-to-day life, significantly determines her confidence that she can strategically influence her domestic, social and work fields and vice versa. The literature supports that competence/self efficacy and impact both have strong direct impact on performance and perseverance in difficulties (Ashforth, 1989, 1990; Gist & Mitchell, 1992; Wang & Netemeyer, 2002) and it makes the high correlation between self-efficacy and impact.

The convergent validity of the new scale was determined with Psychological Empowerment Questionnaire (PEQ) for Employees (Spreitzer, 1995) because the PEQ was also based on Thomas and Velthouse model on which we based the GPESW. The resultant correlations of subscales and total GPESW with PEQ augmented our claim that the newly constructed scale has promising validity. Only problem focused sub-scale of GPESW did not show significant correlation with PEQ, and this might be due to the reason that Spreitzer did not include coping in the questionnaire of psychological empowerment.

The results of Pearson's correlation illustrate that all the subscales and total GPESW had significant positive correlations with SWLS (see Table 4). It demonstrates that psychologically empowered women are satisfied with their life. Despite the fact that global psychological empowerment of women had never been exclusively studied, and we could not find direct support for our results from the existing literature, we have some circumlocutory support from the studies carried out in the organizational field. The results coincide with (e.g., Dinham & Scott, 2000b; 2001) that teachers' empowerment positively link to enhanced teacher self-esteem, increased job satisfaction, and greater productivity. Hoy and Miskel (2001) found that empowerment was a salient predictor of job satisfaction. Highest correlation was found between impact and life satisfaction in our study. The results are in line with Thomas and Tymon (1994) that supports significant high correlation between impact and job satisfaction. Meaningfulness appeared as the second highest correlate of life satisfaction, while self-efficacy had significant but lowest correlation with life satisfaction as compared to other subscales in the present work. The similar scenario can be observed in the work of Spreitzer et al.'s (1997) in which competence most strongly linked to managerial effectiveness, while meaning was the best predictor of work satisfaction. So, the concurrent validity was measured on the basis of evidence that psychological empowerment plays significant role in work commitment, success and work satisfaction (e.g., Ashforth, 1990; Spreitzer et al., 1997).

Limitations and Suggestions

Despite the fact that the GPESW is a valid and reliable measure, limitations of some parts of the research need to be addressed. Though, the size of the sample for scale development was adequate for factor analysis, but it was not larger enough to generalize the results, so factor analysis in future should be run on a larger sample and the scale should be validated across diverse cultures. Married and educated only women were included in a sample of factor analysis to control the influence of these factors, so the scale has limited generalizability that excluded un-married, divorced/widowed, and uneducated women. The scales, which we used for the convergent and concurrent validity, were self-report measures, so the factor of common method variance cannot be overlooked. As the validation study had small sample, so we could

only calculate Pearson's correlations, and could not run stepwise regression to determine the relevant strength of the five dimensions of psychological empowerment. In future studies, predictive strength of the dimensions of psychological empowerment could be studied on a larger sample.

Implications

Irrespective of the limitations, the study has immense scope. The development of GPESW is a pioneering work in the field that addresses the worth of the construct of psychological empowerment. In order to materialize diverse economic and social empowerment programs and to yield the desired results in personal and national development, the psychological empowerment of the people should be enhanced (Oladipo, 2009), and this goal cannot be attained without assessing the trait psychological empowerment through a reliable and valid measure. The newly constructed scale will open a new vista of research on women's issues in relation to their psychological empowerment. Study 3 demonstrates that women who have greater global psychological empowerment are more satisfied with their life. It shows that lower psychological empowerment may consequent into negative results (e.g., will impede work motivation, negatively affect the personal growth and wellbeing of women, work productivity, and development of the country on micro and macro levels), which may ultimately impede good policies of government (Oladipo, 2009).

Conclusion

The results support the Thomas and Velthouse (1990) model of psychological empowerment, and Parveen and Leonhauser (2005) indicator of psychological empowerment (i.e., problem focused coping). The newly developed scale emerged with five well defined factors, and appeared to be a promising measure. We may also conclude that higher psychological empowerment among women leads to greater satisfaction with life.

References

- Alavi, H. (1991). Pakistani women in a changing society. In H. Donnan & P. Werbner (Eds.), *Economy and Culture in Pakistan* (pp. 124-142). United Kingdom: Palgrave Macmillan.
- Ashforth, B. E. (1989). The experience of powerlessness in organizations. *Organizational behavior and human decision processes*, 43(2), 207-242.
- Ashforth, B. E. (1990). The organizationally induced helplessness syndrome: A preliminary model. *Canadian Journal of Administrative Sciences*, 7, 30-36.
- Bell, N. E., & Staw, B. M. (1989). *People as sculptors versus sculpture*. New York: Cambridge University Press
- Brief, A. P., & Nord, W. R. (1990). *Meanings of occupational work*. Lexington, MA: Lexington Books.
- Conger, J., & Kanungo, R. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13(3), 471-482.
- Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), 71-75.
- Degago, E. (2014). A study on impact of psychological empowerment on employee performance in small and medium

- scale enterprise sectors. *European Journal of Business and Management*, 6(27), 60-71.
- Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379-396.
- Field, A. (2005). *Discovering statistics using SPSS*. (2nd ed.). London: Sage Publications Ltd.
- Folkman, S., & Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. *Journal of Health and Social Behavior*, 21, 219-239. doi: 10.2307/2136617
- Gable, R. K., & Wolfe, M. B. (1993). *Instrument development in the affective domain: Measuring attitudes and values in corporate and school settings*. Boston: Kluwer Academic Publishers
- Gist, M. E., & Mitchell, T. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management Review*, 17(2), 183-211.
- Hashmi, M. S., & Naqvi, I. H. (2012). Psychological empowerment: A key to boost organizational commitment, evidence from banking sector of Pakistan. *International Journal of Human Resource Studies*, 2(2), 132-141.
- Hatcher, L. (1994). *A step-by-step approach to using the SAS(R) system for factor analysis and structural equation modeling*. Cary, NC: SAS Institute.
- Hoy, W.K., & Miskel, C.G. (2001). *Educational administration: Theory, research, and practice*. New York, NY: McGraw-Hill.
- Hur, M. H. (2006). Empowerment in terms of theoretical perspectives: Exploring a typology of the process and components across disciplines. *Journal of Community Psychology*, 34(5), 523-540.
- Lee, C. C. (2005). Urban school counseling: Context, characteristics, and competencies. *Professional School Counseling*, 8(3), 184-189.
- Liden, R. C., Wayne, S. J., & Sparrowe, R. T. (2000). An examination of the mediating role of psychological empowerment on the relations between the job, interpersonal relationships, and work outcomes. *Journal of Applied Psychology*, 85(3), 407.
- Kaiser, H. F. (1960). The application of electronic computers to factor analysis. *Educational and Psychological Measurement*, 20, 141-151.
- Konczak, L. J., Stelly, D. J., & Trusty, M. L. (2000). Defining and measuring empowering leader behaviors: Development of an upward feedback instrument. *Educational and Psychological Measurement*, 60 (2), 301-313.
- Lincoln, N. D., Travers, C., Ackers, P., & Wilkinson, A. (2002). The meaning of empowerment: The interdisciplinary etymology of a new management concept. *International journal of management reviews*, 4(3), 271-290.
- Menon, S.T. (2001). Employee empowerment: An integrative psychological approach. *Applied Psychology: An International Review*, 50(1), 153-180.
- Moghadam, V. M., & Senftova, L. (2005). Measuring women's empowerment: participation and rights in civil, political, social, economic, and cultural domains. *International Social Science Journal*, 57(184), 389-412.
- Oladipo, S. E. (2009). Psychological empowerment and development. *Edo Journal of Counselling*, 2(1), 118-126.
- Parveen, S., & Leonhäuser, I. U. (2005). Empowerment of rural women in Bangladesh: A household level analysis. *Margraf*. [Online]. Available from: <http://www.tropentag.de/2004/abstracts/full/382.pdf>.
- Pavot, W., & Diener, E. (1993). Review of the satisfaction with life scale. *Psychological Assessment*, 5(2), 164-172.
- Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application. *American Journal of Community Psychology*, 23(5), 569-579.
- Spreitzer, G.M. (1995). Psychological empowerment in the workplace: dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442-1465.
- Spreitzer, G. M., Kizilos, M. A., & Nason, S. W. (1997). A dimensional analysis of the relationship between psychological empowerment and effectiveness satisfaction, and strain". *Journal of Management*, 23(5), 679-704.
- Stander, M. W., & Rothmann, S. (2010). Psychological empowerment, job insecurity and employee engagement. *SA Journal of Industrial Psychology*, 36(1), 1-8.
- Thomas, K., & Tymon, W. (1994). Does empowerment always work: Understanding the role of intrinsic motivation and personal interaction? *Journal of Management Systems*, 6(3), 39-54.
- Thomas, K.W. & Velthouse, B.A. (1990). Cognitive elements of empowerment. *Academy of Management Review*, 15(4), 666-681.
- Wall, T.D., Wood, S.J. & Leach, D.J. (2004). Empowerment and performance. In Cooper, C. L. & Robertson, I.T (Eds.), *International review of industrial and organizational psychology* (pp.1-46). New York: John Wiley & Sons, Ltd.
- Wang, G., & Netemeyer, R. G. (2002). The effects of job autonomy, customer demandingness, and trait competitiveness on salesperson learning, self-efficacy, and performance. *Journal of the Academy of Marketing Science*, 30(3), 217-228.
- Wang, J. L., & Zhang, D. J. (2012). An Exploratory Investigation on Psychological Empowerment among Chinese Teachers. *Advances in Psychology Study*, 1(3), 13-21.
- Zimmerman, M.A. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology*, 23, 581-599.
- Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational and community level of analysis. In J. Rappaport, & E. Seidman (Eds.), *Handbook of community psychology* (pp. 43-63). US: Springer.

Received: 24th March, 2017
 Revisions Received: 1st June, 2017