

THE EFFECT OF EMPOWERING LEADERSHIP ON JOB  
SATISFACTION & WORK EFFORT

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# THE EFFECT OF EMPOWERING LEADERSHIP ON JOB SATISFACTION & WORK EFFORT

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## DECLARATION OF ORIGINALITY

I, Eda Tezcan, certify that

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## ABSTRACT:

### The Effect Of Empowering Leadership On Job Satisfaction & Work Effort

Empowering leadership is a practice in which leaders share power with their subordinates and facilitate the use of that power (Amundsen and Martinsen, 2014; Conger and Kanungo, 1988; and Vecchio et al. ,2010) and is associated with positive job outcomes. As a theoretical framework, this thesis uses Self-Determination Theory (SDT), which is built on three main principles—autonomy, competence, and relatedness—that increase individuals' intrinsic motivation and the process of internalization (Deci & Ryan, 1985, 1987; Ryan & Deci, 2005; Ryan, 1995; Ryan & Deci, 2000; Ryan et al.,1997), which leads to positive job outcomes that are elaborated by contemporary research.

This study explores whether the presence of empowering leaders in the workplace has a significant relationship with two specific job outcomes: work effort and job satisfaction. Simple linear regression analyses were conducted on a sample of white-collar employees of various age groups and sectors. The findings confirmed the positive impact of empowering leadership on job satisfaction only.

The theoretical implications and practical significance of the study's findings are examined and discussed in relation to future research and practical applications. This study contributes to the growing body of literature on the importance of empowering leadership in the workplace and its impact on positive job outcomes.

## ÖZET:

### Güçlendirici Liderliğin İş Tatmini ve İş Çabası Üzerindeki Etkisi

Güçlendirici liderlik, liderlerin astlarıyla güçlerini paylaşarak ve o gücün kullanımını kolaylaştırarak uyguladıkları bir yönetim biçimidir (Amundsen ve Martinsen, 2014; Conger ve Kanungo, 1988; ve Vecchio vd., 2010). Güçlendirici liderlik, olumlu iş sonuçlarıyla ilişkilendirilmiştir. Öz-Belirleme Kuramı (Self-Determination Theory - SDT), özerklik, yeterlilik ve ilişkiler olmak üzere üç ana prensibe dayanmaktadır. Bu prensipler, bireylerin içsel motivasyonunu ve içselleştirme sürecini artırır (Deci ve Ryan, 1985, 1987; Gagne ve Deci, 2005; Ryan, 1995; Ryan ve Deci, 2000; ve Ryan vd., 1997). Bu da pozitif iş sonuçlarına yol açar ve günümüz araştırmaları tarafından ayrıntılı bir şekilde ele alınmaktadır.

Bu çalışma, güçlendirici liderlerin işyerindeki varlığının iş çabası ve iş tatmini gibi iki belirli iş sonucuyla önemli bir ilişkisi olup olmadığını araştırmaktadır. Basit doğrusal regresyon analizleri, farklı yaş gruplarından ve sektörlerden beyaz yakalı çalışanlar örnekleminde gerçekleştirilmiştir. Bulgular, güçlendirici liderliğin iş tatmini üzerinde olumlu bir etkiye sahip olduğunu doğrulamaktadır.

Çalışmanın teorik sonuçları ve bulguları, gelecekteki araştırmalar ve pratik uygulamalar açısından incelenmiş ve tartışılmıştır. Bu çalışma, işyerinde güçlendirici liderliğin önemi ve olumlu iş sonuçları üzerindeki etkisi konusundaki artan literatüre katkı sağlamaktadır.

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## CHAPTER 1

### INTRODUCTION

*Argyris (1998) cites a CEO who said, "No vision, no strategy can be achieved without able and empowered employees" (p. 98)*

In the contemporary world, individuals often face a competitive, busy, and even chaotic lifestyle, where the pace of life can be overwhelming. The once-valued slow-living culture has been overshadowed by the glorification of multitasking, which requires individuals to juggle several tasks simultaneously, without falling behind their peers (Logie et al., 2010; Lin et al., 2013). This pressure to excel in different areas from childhood to adulthood often leads individuals to pursue professional development based on others' opinions, values, and mainstream rules, rather than their true passions. Consequently, most young people prioritize getting the best education from reputable institutions, coupled with a well-respected profession, in this competitive era. To this end, they engage in hobbies, sports, school activities, and social responsibility projects to improve themselves further. Success, in this context, is often defined as being an all-rounder.

However, despite the predetermined and generally accepted educational and self-development routes, coupled with having a reputable profession, the path to career development may not be as straightforward as expected. From a philosophical perspective, Erich Fromm's views suggest that this uncertainty provides freedom, as a form of capitalism that enables individuals to be whoever they want to be, in theory. Yet, this freedom comes with responsibilities, such as taking action to actualize oneself and using one's full potential (Fromm, 1941). Hence, the physiological difficulties associated with this freedom often hinder individuals from achieving their full potential.

Leadership can have a significant function, in which individuals can reach their full potential. Research has demonstrated that transformational leadership, which encompasses

inspiring and motivating followers to accomplish their best, can strengthen workers' self-efficacy beliefs, resulting in improved job performance (Wang et al., 2011). In addition, servant leadership, which prioritizes the needs of followers and empowers them to reach their full potential, has been associated with greater job satisfaction, organizational citizenship behavior, and job performance (van Dierendonck & Nuijten, 2011). These findings suggest that effective leaders who inspire and motivate, set high ethical standards, and empower their followers can help individuals achieve potential in the workplace. Therefore, effective leadership is more crucial than ever in the quickly evolving modern business environment. The way businesses function is changing as a result of globalization and technology improvements, and executives must be able to adapt to new problems and lead their firms through challenging and unpredictable times. A leadership approach known as "empowering leadership" prioritizes teamwork, delegation, and trust, allowing employees the chance to own their role and contribute to the overall success of the company.

In parallel, a Deloitte study (2019) revealed that companies are more likely to experience higher levels of employee engagement, productivity, and profitability when they place a stronger priority on empowerment and development in their leadership strategies. The same research also showed that 86% of executives ranked empowering leadership as a high priority for their firms, indicating that demand for it is rising. This is not surprising considering the direct relationship between empowered leadership and employee satisfaction and retention, which are crucial components in a company's long-term success. As a result, empowering leadership should not be considered as just a nice-to-have trait for leaders in today's business environment, it is much more. It is a fundamental element of great leadership that can enable businesses to flourish in the midst of turmoil and ambiguity. To foster a culture of cooperation, creativity, and growth within their organizations, leaders must therefore give priority to developing their empowering leadership skills.

In contemporary research, the topic of the leader's role in an employee's professional life and its impact on work outcomes has gained significant attention. Leaders play a crucial role in reducing ambiguity and providing clear guidance to their subordinates, thereby

enabling them to utilize their full potential (Wang & Al-Malki, 2018). According to Deming (1986), the primary challenge for leaders and organizations is to facilitate every follower in reaching their best version. In the absence of effective leadership, young adults may fall behind their peers and fail to perform up to their potential, leading to stagnation and directionlessness (Baker, 2022). Ralph Waldo Emerson aptly remarked, "Our chief want is someone who will inspire us to be what we know we could be." summarizing the significance of leadership. It is crucial to adopt a broad viewpoint and create a holistic vision in order to fully understand the concept of leadership in today's environment. Mumford (1906) argues that leadership can be considered a universal objective of association, representing a common ground for all living creatures, from the most primitive to the most complex and highly developed. The need for a leader is not a recent phenomenon but has existed since the beginning of time, as evident from both phylogenetic and sociological research (Mayseless & Popper, 2019).

The growing importance of leadership has led to new areas of exploration in the field of organizational behavior. This study focuses on empowering leadership, a relatively new concept that emphasizes a participative process enabling employees to be more involved in decision-making, increasing their sense of autonomy and confirming their professionalism (Somech, 2005). Empowering leadership has been shown to enhance employee creativity (Özarallı, 2015; Zhang & Bartol, 2010; Amabile et al., 1996; Tierney et al., 1999), job satisfaction (Vecchio et al., 2010; Amundsen & Martinsen, 2014; Dewettinck & van Amejide, 2011; Konczak et al., 2000), job performance (Vecchio et al., 2010; Ahearne et al., 2005), organizational commitment (Kim & Beehr, 2018), and work efforts (Boudrias et al., 2010; Raub & Robert, 2010; Amundsen & Martinsen, 2015). Despite the growing interest in empowering leadership in the organizational behavior literature, its practical implications in the Turkish professional environment have not been extensively explored.

This thesis aims to examine the relationship between leaders' empowering behavior and their followers' work outcomes, such as job satisfaction and work effort. This study will analyze employees from various sectors and age groups to contribute to the empowering

leadership literature and provide insights into the practical implications of this leadership style in the Turkish professional environment.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1.: Leadership

##### 2.1.1.: Origins & definition of leadership

The existence of leadership dates back to the origin of interaction between living creatures. As mentioned in the introduction, the need to select a leader to follow is common among all living creatures, from the most primitive to the most developed ones. In addition, it occurs in all cultures, regardless of their economic or social structure (Bass, 1990). In the literature, there are many definitions of leadership, and researchers construct leadership with different statements, which are categorized under separate dimensions. Assembling these different dimensions back into the whole is required to obtain a comprehensive understanding of the concept (Winston & Patterson, 2006). Researchers have highlighted the key role of leaders in acquiring the right people for the organization—that is, ensuring person-organization fit (Collins, 2002; DePree, 1989). In addition to previous studies, Chamberlain (2004) mentions the person-job fit which refers to attaining the “right” employee for the organization to the “right” position. To make better decisions, understanding an employee’s abilities (Darcy and Tracy, 2003) and skills (Pettigrew, 1988) is important. A leader equips employees with resources, proper tools, and equipment (Bandura, 1997; Eden et al., 2001; Brown and Harvey, 2006) and trains them with provided resources (Belasco and Stayer, 1994) to increase their self-esteem and self-efficacy (Maccoby, 1981). Employee influence is an outstanding element of leadership (Tannenbaum et. al., 2013; Cribbin, 1981; Yukl, 1994; DuBrin, 1997). Yukl (1994) considers the essentials of leadership to be influence and persuasion. The leader, with his or her influential attitude, first builds a consensus about the things that need to be done and persuades followers to endeavor to accomplish the organization's mission and objectives (Yukl, 1994). DuBrin (1997) states that working for an organization’s objectives is “the shared direction”. The leader sets a clear organizational

purpose with a shared direction and leads his/her followers in that direction (Hemphill and Coons, 1957; Ulrich et. al., 1999; Shartle, 1959; Jacques and Clement, 1994). Similarly, In their book Bass and Stogdill (1990) defined leadership as a personality in motion with a focus on group processes and movements. To not be lost while working towards fulfilling the organization's mission and objectives, a strategic planning process needs to be shaped by the guidance of the leader (Staub, 1996). Researchers also mention the importance of leaders' effective communication skills in influencing followers in accordance with organizational objectives (Tannenbaum et al.; 2013, Kotter, 1990 & Syrett and Hogg 1992), additionally, the alignment and likeness of personal objectives with organizational ones make followers commit more energy at work (McGregor, 1960). In parallel, Daft and Lengel (1998) state a key role in creating an image in followers' minds, which makes them feel part of a bigger and more important organization than an ordinary job. Brown and Harvey (2006) defined a leader as a coach, teacher, and facilitator who continuously creates new ways to empower subordinates to challenge them while ensuring the resources for the task required. By doing so, the leader makes his/her team face problems, enables them to solve problems in their own way, and holds them accountable for their actions and outcomes. In the research conducted by Keegan et al. (2004), the fundamental behaviors of leaders can be listed as goal clarification, team boundary setting, the guidance of members, leading followers, engaging members to the team, meeting organization, and information flow control. Despite there being an agreement for many features of leaders, one may not be able to be a "leader" by just following them.

### 2.1.2. Leadership styles

It is thought that good leaders will give their team members realistic goals to work toward and empower them to accomplish desired organizational objectives. Only through the application of effective leadership styles can organizational goals be successfully accomplished in a globally competitive and rapidly changing environment (Nanjundeswaraswamy & Swamy, 2014). According to the research conducted by

Nahavandi (2002), organizational effectiveness and overall performance are highly influenced by leadership styles. The main difference between transformational and transactional leadership styles is parking a change in organizations as well as individuals. The former improves the organizational structure with deeper values, motivation, effort, and feelings of belonging to create a shift in culture, whereas the latter works within the existing organizational culture rather than attempting to change it (Kıyak & Bozkurt, 2020). According to the research conducted by Bass (1997), the main components of transformational leadership are based on taking an individual into the focal point and creating individual influence via intellectual and spiritual enhancement. By creating and securing an open culture, these leaders compose vision and ambition inside followers, trust them to achieve their goals, and aim to reveal the full potential of employees.

## 2.2. Empowerment concept

Besides the multi-layered and deep perception of the empowerment concept, the Oxford English Dictionary simply defines “empower” as “to enable.” Enabling is correlated with motivation through enhancing personal efficacy. This definition differs from earlier trends in which empowerment is stated as a delegation of authority and resources. According to McWhirter (1991), the common focus of most definitions of empowerment is the conversion of relatively powerless individuals into those who master personal control in their own lives. In addition to this central theme, Zimmerman and Rappaport (1988) highlight that gaining power brings about democratic participation in the life of the community. According to Gutierrez (1990), the main function of this power (interpersonal, personal or political) is about enabling individuals to improve their life conditions. In general, the empowerment concept is elaborated from two perspectives, (1) macro perspective, analyzing from the organizational structural point of view and (2) micro perspective, taking an individual into consideration and evaluating empowerment as an intrinsic motivation (Dewettinck & van Ameijde, 2011). The main consideration of the first perspective, macro perspective, is empowering the individuals at the lower levels of organization with organizational as well as

managerial practices. From this scope, a very traditional and comprehensive approach to empowerment is represented by Kanter (1977,1983) which includes the extent of empowerment as a function of “power tools” that an employee or subordinate possesses. These power tools have three main branches: information (data, technical knowledge, political intelligence, and expertise), resources (funds, materials, space, and time), and support (endorsement, backing, and approval legitimacy). In practice, the empowerment strategies developed through the efficient application of the aforementioned power tools and increased employee participation result in the flattening of the hierarchy, decentralization, decrease in the number of veto barriers for decisions, opening of communication channels, widespread accessibility of system knowledge and information, mentorship, and training programs. (Kanter, 1983) Empowerment leads workers to think about the meaning of the duty and to find their way to accomplish that, it includes delegation, individual responsibility, decision-making the provision of access to information and resources to the lowest possible hierarchical level (Bowen & Lawler, 1992, 1995; Rothstein, 1995). Thus, empowered employees go beyond doing what has been told (Thorlakson & Murray, 1996), and it could be argued that empowerment is just another management tool that encourages members to make extra efforts to satisfy organizational objectives (Randolph, W. A., & Kemery, E. R.,2011). However, as this research will elaborate in the following chapters, the influence area of the empowerment concept is as wide as not to be classified as “just another management tool” and the second perspective, the micro perspective, mainly focuses on the psychological dimensions of empowerment on an individual employee basis. Instead of solely focusing on specific management techniques meant to empower people, this perspective focuses on the individual experience of empowerment, that is, what people must feel for efforts to be meaningful (Spreitzer et al., 1997). This paper defined four psychological empowerment dimensions, which reflect four different conceptual frameworks on employees' job orientations, building on the work of researchers including Conger and Kanungo (1988), Thomas and Velthouse (1990) as well as Spreitzer (1997 & 1995).

These four different empowerment dimensions constitute (1) meaning, or purpose, that is, the value fit between a work-related objective and an employee's own values, beliefs, and standards; (2) competence, or self-efficacy, that is, employees' self-confidence about their capabilities and skills to successfully undertake the task requirements; (3) self-determination, that is, appearance of autonomy in initiating and maintaining work-related behavior, attitudes, and actions; and (4) impact, that is, the extent to which an employee believes he/she can influence operational, administrative, and strategic results at work.

Reflection on proactive work and task orientation is a consequence of the four cognitions (self-determination, meaning, competence, and impact). It has been proposed that the four dimensions consolidate additively to provide a comprehensive concept of psychological empowerment (Spreitzer, 1995, 1997). As one might guess, there are several studies that aim to analyze the relationship between these two perspectives of empowerment: macro and micro. According to the previous research, psychological empowerment is a consequence of structural empowerment (Laschinger, Finegan, Shamian and Wilk, 2001; Purdy, Laschinger, Finegan, Kerr, & Olivera, 2010; Sun, Zhang, Qi, & Chen, 2012). Furthermore, a more recent study by Seibert et al. (2004) associated the structural empowerment climate to psychological empowerment and found psychological empowerment plays a mediating role between the empowerment climate and individual job performance.

### 2.3. Empowering leadership

Empowering leadership is the practice of a leader who shares power with subordinates and facilitates the use of that power (Amundsen & Martinsen, 2014; Conger & Kanungo, 1988; Vecchio et al., 2010). This constructive exchange of power supported by encouragement makes empowering leadership stand out among other forms of leadership, including aversive, directive, transactional, and transformational leadership. Empowering leadership is a more participative process than directive leadership (Somech 2005). Although the empowerment concept has been analyzed by many researchers, a relatively recent

multidimensional definition of employee empowerment that considers empowerment as a leadership style is conducted by Ahearne, Mathieu, and Rapp (2005) and Arnold, Arad, Rhoades, and Drasgow (2000). Researchers consider several behavioral patterns to be cornerstones of the aforementioned leadership style. According to Ahearne et al, the leader who practices an empowering leadership style should encourage employees to participate in decision-making, show his/her confidence in high performance, provide their team members freedom from bureaucratic restrictions and improve the meaningfulness of work. On the other hand, Arnold et al. describes empowering leaders that show leadership behaviors such as leading by example, actively engaging his/her followers in the decision making process, coaching, giving necessary information and displaying concern for his/her followers. From a comprehensive point of view, empowering leadership is defined by Amundsen & Martinsen (2014), as “the process of influencing subordinates through power sharing, motivation support, and development support with intent to promote their experience of self-reliance, motivation, and capability to work autonomously within the boundaries of overall organizational goals and strategies”. In accordance with this definition, Amundsen and Martinsen (2015) branched power sharing, motivation support, and development support, and identified eight different pillars that create the EL concept. Delegating, coordinating, information sharing, encouraging initiative, encouraging goal focus, efficacy support, inspiring, modeling, and guidance are the main behaviors related to EL.

Power-sharing includes delegation, coordination, and information-sharing. To be "actually" empowering, EL must make explicit mention of the leader's official delegation of authority to subordinates, which enables them to, among other things, make autonomous decisions. At first glance, delegation and consultation concepts have common elements; however, there is a clear distinction in decision procedures (Yukl, 2010). In consultation, leaders let subordinates participate in the decision-making process by asking for their opinions, whereas in delegation, the leader gives subordinates authority. Coordination and information sharing are vital for complete delegation. The effectiveness of delegation highly depends on good coordination between leaders and followers regarding goal objectives

(Vroom & Yetton, 1973). To feel empowered, followers need to understand and internalize the goals of the organization and then find their own ways to contribute to those goals (Spreitzer, 1996). Coordination incorporates sharing of work-related information. Sharing information entails managers giving workers access to potentially sensitive organizational information on expenses, productivity, quality, and financial performance (Randolph and Kemery, 2011). Having access to information about such important topics fosters employees' sense of meaning and purpose (Conger and Kanungo 1988). Thus, employees can see themselves in a big picture by realizing how their specific job and task objectives fit within the organization (Ford & Fottler, 1995). Moreover, sharing information also seems crucial in eradicating distrust that is pervasive in organizational contexts (Keyton & Smith, 2009; Randolph, 2000).

Motivation support includes encouraging initiatives, goal focus, efficacy support, and inspiring. Empowering leaders provide a number of behaviors that promote employees' autonomous work (Manz & Sims, 1989, 1991, 1996, 2001; Sims & Lorenzi, 1992). In the presence of an empowering leader, employees are emboldened to take initiative, launch goal-oriented efforts, and make decisions (Manz & Sims, 1991, 2001; Yun et al., 2006). Since employees are encouraged to take initiative, they feel more engaged with job objectives and work with intrinsic motivation. Empowering leaders allow subordinates to design their own inspiring goals in accordance with their organizational goals (Manz & Sims, 2001).

According to Locke and Latham (2002), these goals influence employee performance and motivation in four ways: focusing attention and action, energizing the mobilization of effort, influencing persistence and prolonged effort, and facilitating the discovery and application of task-relevant knowledge and approaches. In addition, the development of positive approaches to employees and self-efficacy beliefs, which is defined by the American Psychological Association as an individual's belief in their capacity to act in the ways necessary to reach specific goals, depends on how efficiently leaders show interest, trust, and confidence in their subordinates (Manz & Sims, 1992). The development of self-efficacy is a journey during which employees feel that their opinions and ideas are taken into account

(Deci et al., 1989), and their use is encouraged by leaders' emotional support and motivational words (Bandura, 1997). Establishing an atmosphere that leads employees to inspire and be inspired by is an important dimension of empowering leadership (Castro, Perinan, & Bueno, 2008). Inspired employees tend to develop positive feelings, thoughts, and trust in future goals.

Development support includes guidance and modeling. Empowering leaders can serve as role models for subordinates (Manz & Sims, 2001). With adequate and detailed observations, employees can learn the leader's behavior and develop self-leadership. Although Arnold et al. (2000) considers "leading by example" as an element of modeling, superficially observing leaders' behaviors will not be effective in learning and internalizing leadership attitudes. In accordance with this, Sims & Lorenzi (1992) states a follower should observe the behaviors of leaders repeated times in a detailed manner to take as a "model."

#### 2.4. Employee work outcomes

Empowering actions are meant to create specific positive reactions for employees. There is consensus in the literature that empowerment enables employees to be mentally stable, that is, psychologically empowered. As mentioned in previous sections, according to research conducted by Thomas and Velthouse (1990), this psychological empowerment appears as an intrinsic task motivation that is proposed in four cognitions: meaning, competence, self-determination, and impact. These four cognitions demonstrate a person's active engagement with their job position (Spreitzer 1995). In accordance with that, according to Zhang & Bartol (2010), for a leader's empowering actions to have the desired impact, the point of focus employee must also experience psychological empowerment. Empirical results confirm that employee empowerment is favorably correlated with performance and productivity (Fernandez & Moldogaziev, 2010; Kirkman & Rosen, 1999; Lawler et al., 1995; Lee et al., 2006; Nielsen & Pedersen, 2003), motivation to innovate (Fernandez & Moldogaziev, 2013; Spreitzer, 1995), organizational commitment (Guthrie, 2001; Kirkman & Rosen, 1999; Lawler et al., 1995), and job involvement (Coye & Belohlav, 1995)

#### 2.4.1. Work effort

Work effort refers to the amount of physical, mental, and emotional energy devoted by employees to complete tasks assigned to them in their work environment. Researchers often study work effort in the context of motivation, job satisfaction, and productivity. In this research, we are evaluating the work effort of employees as one of their work outcomes because we recognize its impact on the overall organizational outcomes.

One definition of work effort comes from the seminal work of Herzberg, Mausner, and Snyderman (1959) on motivation-hygiene theory, which posits that job satisfaction and dissatisfaction arise from different factors. According to their study, work effort is positively related to job satisfaction, which is in turn influenced by factors such as achievement, recognition, and responsibility.

Similarly, Locke and Latham (2002) developed goal-setting theory, which proposes that specific and challenging goals lead to higher work effort and performance. They argue that empowering leaders who provide employees with autonomy and support can enhance their motivation to achieve their goals, leading to greater work effort.

Other studies have also found a positive relationship between empowering leadership and employee work efforts. For instance, Zhang and Bartol (2010) found that empowering leadership positively influences employees' work efforts through the mediating mechanisms of intrinsic motivation, self-efficacy, and job satisfaction. Similarly, Walumbwa et al. (2011) found that empowering leadership is positively related to employees' work effort, and this relationship is mediated by psychological empowerment. In summary, work effort refers to the amount of energy employees expend in completing tasks assigned to them, and it is influenced by various motivational factors, such as job satisfaction, autonomy, and goal setting. Empowering leadership is positively related to employee work effort, as it enhances employees' motivation, autonomy, and sense of empowerment.

#### 2.4.2. Job satisfaction

Job satisfaction refers to a positive emotional state resulting from the appraisal of one's job or job experience. It is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2). From a similar perspective Weiss et al. (2002) describes job satisfaction as an internal state that is evaluated on the job by like or dislike and the degree. The main reason for considering job satisfaction as one of the employee work outcomes that we evaluate in this research is our awareness of its broader organizational outcomes.

Job satisfaction is a complex phenomenon that includes multiple dimensions such as pay, benefits, work tasks, relationships with coworkers and supervisors, and opportunities for growth and advancement (Locke, 1976). Research has consistently shown that job satisfaction is a critical factor in determining employee well-being, motivation, and performance (Judge, Thoresen, Bono, & Patton, 2001). The positive relationship between employee empowerment and job satisfaction are discussed in many research (Davies, Laschinger, & Andrusyszyn, 2006; Fulford & Enz, 1995; Kuokkanen, Helena, & Katajisto, 2003; Lee et al., 2006; Sarmiento, Laschinger, & Iwasiw, 2004; Savery & Luks, 2001; Seibert, Silver, & Randolph, 2004; Ugboro & Obeng, 2000; Wright & Kim, 2004; Castro, Perinan, & Bueno, 2008; Dewettinck & van Ameijde, 2011; Hechanova, Alampay, & Franco, 2006). Previous studies have demonstrated that employee empowerment is positively related to job satisfaction. When employees have a belief that they are empowered and valued, they feel more autonomous, and are more likely to be satisfied with their work. This relationship has been supported in several studies. The study conducted by Feng and Wang (2017) showed that employee empowerment had a positive effect on job satisfaction among Chinese workers. Another study by Afsar and Badir (2015) found that employee empowerment had a positive impact on job satisfaction among Turkish hotel employees. For instance, a study by Saha and colleagues (2020) found that empowering leadership was positively associated with job satisfaction among nurses in India. Similarly, a meta-analysis by Zhang and Bartol (2010) revealed that empowering leadership was significantly related to

job satisfaction, with a moderate effect size. Other studies have also highlighted the role of empowering leadership in enhancing job satisfaction among different occupational groups, such as teachers (Zhu & Akhtar, 2014) and hotel employees (Kim & Beehr, 2017).

## CHAPTER 3

### THEORETICAL FOUNDATION & RESEARCH MODEL

#### 3.1: Research model

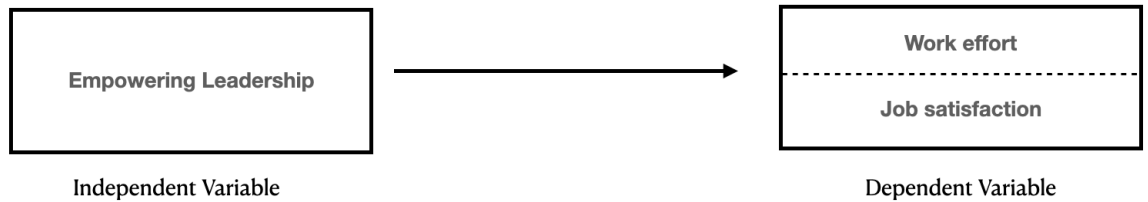


Figure 1. Conceptual model

It is hypothesized that empowering leadership approaches that increase self-determination of employees will have a positive effect on job satisfaction as well as work effort. These hypotheses are backed up by empirical outcomes.

As discussed in the literature review section, empowering leadership behavior is positively associated with job satisfaction and work effort. In line with the previous research, drawing upon self-determination theory, empowering leadership is expected to have a positive effect on employee work attitudes due to increased levels of task motivation and internalization in their subjective job situations.

#### 3.2: Self-determination theory

This study suggests that self-determination theory (SDT) can explain how and why empowering leadership associates with positive job outcomes. Innate, organismic requirements for competence and self-determination serve as the foundation for intrinsic motivation (Deci & Ryan, 1985). There are three main pillars - namely autonomy, competence, and relatedness- of SDT which establishes and fosters intrinsic motivation and

internalization. (Deci & Ryan, 1985, 1987; Gagne & Deci, 2005; Ryan, 1995; Ryan & Deci, 2000; Ryan et al., 1997). As mentioned previously, Thomas and Velthouse (1990) described empowerment as an increased level of intrinsic task motivation or internalized commitment to a task as shown by four task assessments: impact, competence, meaningfulness, and choice. The degree to which an employee gives the work's four components good evaluations will determine how motivated and empowered they feel to complete the assignment on their own. In the context of the self-determination theory, the following research question and hypotheses have been formulated.

Research question 1: What is the relationship between empowering leadership and employee work outcomes (job satisfaction & work effort)?

H1: Empowering leadership will have a positive effect on job satisfaction

H2: Empowering leadership will have a positive effect on work effort

### 3.3: Contribution to literature

The examination of the impact of empowering leadership on job satisfaction and work effort could make several contributions to the existing literature.

Firstly, the study could add to the understanding of the concept of empowering leadership and its effects on employee attitudes and behaviors. Much of the existing literature has focused on the effects of traditional, hierarchical leadership styles on employee outcomes. Empowering leadership, on the other hand, is a more recent and less explored concept, and there is still much to be learned about its effects on employee attitudes and behaviors. Empowering leadership is a relatively new concept, and there is still much to be learned about its impact on employee outcomes. (Zhang, Y., & Bartol, K. M., 2010; Ahearne, M., Mathieu, J., & Rapp, A. 2005).

Secondly, the study could contribute to the literature on job satisfaction and work effort, providing new insights into the factors that influence these important employee

outcomes. Previous research has given more attention to personal characteristics and attitudes related to work, like individual traits, that affect job satisfaction and work effort. Although these factors are unquestionably significant, they might not entirely encompass the intricate relationship between leadership, employee attitudes, and the consequences for the organization. (Judge, T. A., Boudreau, J. W., & Bretz Jr, R. D. ;1994)

The study has the potential to offer practical recommendations to organizations on how to improve job satisfaction and work effort by using empowering leadership. This could result in increased productivity, better organizational performance, and greater employee engagement.

In general, this research study can offer substantial insights for scholars and professionals regarding leadership, employee behaviors and attitudes, and organizational performance, potentially making noteworthy contributions to the relevant literature.

## CHAPTER 4

### RESEARCH DESIGN

This study aims to investigate the impact of empowering leadership style on job satisfaction and work effort. The study's primary objective is to assess the effectiveness of empowering leaders in promoting positive job outcomes for individuals with diverse backgrounds, education levels, ages, experiences, and sectors in the Turkish business environment.

The study will use a model to test the positive impact of empowering leadership style on employee job satisfaction and work effort.

The findings of this study could provide guidance on effective management practices and impact the organizational structure and daily practices of managers and employees. Ultimately, the aim is to improve leadership effectiveness in businesses.

#### 4.1: Data collection & sampling

This study aimed to collect data from full-time white-collar employees working in various industries and organizations as research respondents. Participants were required to complete a questionnaire that gathered demographic information and details about themselves and their immediate managers/supervisors.

Due to the unavailability of funding, this study adopted a snowball sampling method to collect data. To widen the span of the respondents, the questionnaire was distributed in several ways: through different online channels, including e-mail-based web applications and social media platforms such as LinkedIn, Instagram, Twitter, and Facebook. Moreover, the Human Resources Department of companies was contacted to help distribute the questionnaires to employees. All participants voluntarily participated in the study.

To ensure the confidentiality and anonymity of the participants, the questionnaire's introduction explicitly guaranteed anonymity to all respondents, and no questions were included that would reveal their identity or the companies they worked for. Before beginning

the data collection process, focus groups were held to test the survey questions and to assess their clarity.

The questionnaire consisted of four distinct sections, each requiring participants to provide their responses. The first section provides an explanation and acknowledgement. The second section consisted of questions about the participants' immediate managers.. Self-report questions aimed at evaluating job satisfaction and work effort are included in section third. Section four requested participants provide demographic information about themselves and their supervisors. Translation and back-translation method was used, as stated in Appendices A and B, to ensure the precision and consistency of the translated measures used in the questionnaire.

Through an online survey, information was gathered from 154 white-collar workers; however, two respondents provided incomplete information and were therefore removed from the analysis. Therefore, this analysis was conducted using data from 152 respondents. Table 1 portrays sample characteristics.

Table 1: Sample Characteristics

<b>Category</b>		<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>Sex</b>	Male	50	32.9	26,2
	Female	102	67.1	100
	Total	152	100	
<b>Manager sex</b>	Male	107	70.4	70.4
	Female	45	29.6	100
	Total	152	100	
<b>Age (years)</b>	≤ 24	11	7.2	7.2
	25-34	92	60.5	67.7
	35-44	26	17.1	84.8
	> 45	15	15.1	100
	Total	152	100	
<b>Manager age (years)</b>	<34	17	11.2	11.2
	35-44	51	33.6	44.8
	45-54	52	34.2	78.9
	≥55	32	21.1	100
	Total	152	100	
<b>Tenure with Manager (years)</b>	< 1	47	30.9	30.9
	1-3	59	38.8	69.7
	3-5	20	13.2	82.9
	> 5	26	17.1	100
	Total	152	100	
<b>Work Experience (years)</b>	< 2	38	25.0	25.0
	2-4	34	22.4	47.4
	5-9	28	18.4	65.8
	10-19	30	19.7	85.5
	> 20	22	14.5	100
	Total	152	100	

## 4.2: Measures

### 4.2.1: Empowering leadership

Empowering leadership is measured through the use of Empowering Leadership Scales, which were adapted from a recently created 18-item survey by Amundsen and Martinsen (2014). These scales comprise two distinct components: autonomy support and development support. The autonomy support component includes 12 items, whereas the development support component includes 6 items. Participants were requested to respond to the questionnaire items on a 7-point Likert scale, with 1 being "strongly disagree/dissatisfied" and 7 being "strongly agree/satisfied" (Autonomy Support Cronbach's  $\alpha$  : 0.975, Development Support Cronbach's  $\alpha$ : 0.958)

### 4.2.2. Work effort

The measurement of work effort is accomplished through the implementation of a 5-item scale, which was initially introduced by Brockner, Tyler, & Cooper-Schneider in 1992 and later refined by May, Koczyminski, & Frenkel in 2002. Further advancements to this scale were made by Kuvaas and Dysvik in 2009, resulting in its adaptation for use in measuring work effort. Participants were requested to respond to the questionnaire items on a 5-point Likert scale, with 1 being "strongly disagree/dissatisfied" and 5 being "strongly agree/satisfied" (Cronbach's  $\alpha$ : 0.944)

### 4.2.3. Job satisfaction

Job satisfaction is measured using a condensed version of the Brayfield-Rothe scale (Brayfield & Rothe, 1951), which originally consisted of 19 items. Despite the original scale being regarded as comprehensive and effective, prior research has demonstrated that a five-item scale is sufficient for measuring job satisfaction (Judge, Locke, Durham, & Kluger, 1998). Therefore, within the framework of this study, a 5-item scale is adapted. Participants

were requested to respond to the questionnaire items on a 5-point Likert scale, with 1 being "strongly disagree/dissatisfied" and 5 being "strongly agree/satisfied" (Cronbach's  $\alpha$ : 0.845)

#### 4.2.4. Control variables

The survey employed control variables to consider factors related to demographics and work, as well as independent and dependent variables. The control variables included data on the manager and employee's gender, age, work duration, experience, industry, and business function. Age, tenure, and work experience were collected in ranges. The goal of incorporating these control variables was to more precisely identify the impact of the independent variables on the dependent variables.

## CHAPTER 5

### DATA ANALYSIS

The study conducted various analyses using simple linear regressions to test the hypotheses. The dependent variables were job satisfaction and work effort, whereas the independent variable was empowering leadership, including its two components. Furthermore, to examine the individual effects of each component of empowering leadership, namely autonomy and development support, a simple regression model was developed. These components were individually entered into the hierarchical model. IBM's SPSS version 25 was utilized to manage and analyze the data. Prior to conducting the analyses, reverse coded items were determined, and the data set was subjected to a cleanup. To be more specific, outliers and missing observations were investigated and addressed. Once the missing values and outliers were removed, the dataset was reduced from 154 to 152 cases. Although the sample size was smaller, the remaining data was complete and suitable for analyses.

Before starting the analysis, an Exploratory Factor Analysis was conducted to evaluate the effectiveness of the measurement instruments used in the study. The analysis will help determine whether the chosen measurement tools measure the intended constructs effectively or if adjustments need to be made.

#### 5.1. Sample characteristics

Table 1 represents the characteristics of the sample, which includes 152 participants after cleaning and processing the data. The majority of the participants were females (67.1%), and most of them fell in the 25-34 age range (60.5%). However, most of the managers were males (70.4%) in the 45-54 age range (34.2%). The majority of the participants had a tenure of 1-3 years with their manager (38.8%), and 25% of them had less than two years of work experience. In summary, the sample primarily consists of young female employees with

short tenures, while the managers are mainly older males with extensive work experience. The sample exhibits a balanced representation across various demographic groups.

## 5.2. Reliability & validity analyses

When measuring constructs that involve multiple items, there is a possibility of encountering errors that can reduce the precision of the instruments and weaken the correlation between items and their respective dimensions (if the instruments are multidimensional) (Hair Jr, Black, Babin, & Anderson, 2014). Therefore, to ensure that the items accurately measure what they are intended to measure, measurement instruments are subjected to reliability and validity tests, and the set of measures should correspond to the appropriate dimensions of the targeted construct. The reliability of a multi-item scale is measured by calculating the internal consistency of the scales item by item. The result of this reliability test is a Cronbach's alpha value, with a reliable scale expected to have an alpha value of at least 0.70. However, in exploratory research, this value may drop down to 0.60 (Hair Jr et al., 2014). The reliability test scores for the measures used in this study are presented collectively in Table 3. As seen in the table, in this study Cronbach's alpha values are between 0.778 and 0.975. When all the scales used in a study have a reliability coefficient of 0.75 or higher, it provides additional advantages. Firstly, it ensures that the data collected using these scales are dependable and accurate, and therefore, the results of the study are more likely to be valid (Bland & Altman, 1997). Secondly, high reliability coefficients increase the statistical power of the study, making it easier to detect differences or relationships between variables (Fleiss, 1986). Finally, high reliability coefficients make it easier to compare results across different studies, enabling researchers to build on each other's work and develop a more comprehensive understanding of the topic under investigation (Portney & Watkins, 2009). It is essential to validate the accuracy of measuring instruments that capture various aspects of the desired construct since the validity of hypothesis tests is based on the assumption that these scales are functioning as intended. Table 4 shows a summary information of factor analyses for all variables; namely empowering leadership, work effort and job satisfaction, in

this study. Factor analysis is a statistical technique used to identify underlying dimensions or factors that explain patterns of correlations among multiple variables. Looking at the table 4, all of the variables are explained with a significant amount of the variance. The empowering leadership style variable has two factors that together explain 81.91% of the variance, while the other variables have one factor each that explains 62.77% and 68.68% of the variance. The Kaiser-Meyer-Olkin (KMO) measure is a statistic used to assess the suitability of data for factor analysis, a statistical method used to identify underlying dimensions or factors in a set of variables. The KMO measure assesses the proportion of variance in the variables that may be caused by underlying factors. The KMO measure is a value between 0 and 1, where values closer to 1 shows that the variables are good fit for factor analysis, and values closer to 0 indicate that factor analysis may not be appropriate for the data. A KMO value of 0.6 or higher is generally considered acceptable for factor analysis, while values below 0.5 indicate that the data may be unsuitable for factor analysis. In this case, all of the variables have KMO measures above 0.677, indicating that they are suitable for factor analysis.

Bartlett's test of sphericity is a statistical test used to determine whether a set of variables is suitable for factor analysis. The test assesses the null hypothesis that the correlation matrix of the variables is an identity matrix, meaning that the variables are uncorrelated, and thus unsuitable for factor analysis. If the p-value of Bartlett's test is less than the predetermined significance level (usually 0.05), the null hypothesis is rejected, indicating that the variables are sufficiently correlated and may be suitable for factor analysis. If the p-value is higher than the predetermined level of significance, then the null hypothesis cannot be refused. This implies that the variables may not be adequately correlated and could be unsuitable for factor analysis. In this case, all of the variables have p-values of 0.000, indicating that the correlation matrices are significantly different from an identity matrix and therefore suitable for factor analysis.

The lowest correlation in measures of sampling adequacy diagonal indicates the strength of the relationships among the variables. All of the variables have relatively high correlations, with the lowest being 0.730 for the job satisfaction variable.

Finally, the % of significant correlations in the correlation matrix indicates the level to which the variables are related to each other. In this case, all of the variables have 100% significant correlations, suggesting that they are all related to each other to some extent. Overall, this table suggests that the variables included in the factor analysis are appropriate for the analysis and that there are underlying factors that explain the patterns of correlations among the variables. However, further analysis and interpretation of the factors extracted is necessary to fully understand the relationships among the variables.

The present study utilized Exploratory Factor Analysis to assess the factors comprising Empowering Leadership style, and subsequently employed the Varimax Rotation technique to elucidate the relationships among these factors. However, due to an inadequacy in the distribution of questions across the identified factors, the assumption of independence was relaxed and an oblique rotation technique was applied. This approach is consistent with the existing literature, which indicates that autonomy support and development support are interrelated components of empowering leadership. Notably, previous research has demonstrated the positive relationship between these two facets of empowering leadership. Wang and colleagues (2020) reported that autonomy support and development support were positively linked to psychological empowerment, which in turn was positively related to job satisfaction. The authors posit that empowering leaders who provide both types of support can enhance employee empowerment and job satisfaction. In sum, the current study's utilization of an oblique rotation technique aligns with previous research highlighting the interrelatedness of autonomy support and development support in empowering leadership. Furthermore, to prevent the occurrence of cross-loading issues, Question 17 was excluded from the dataset. This decision was made as Question 17 was intended to measure a component of development support, rather than autonomy support. By removing this question from the analysis, the dataset was refined to ensure that the identified factors were representative of empowering leadership. This action was taken with the assurance that there were still an adequate number of questions remaining in the dataset to accurately assess the construct of empowering leadership. To provide greater clarity and precision, we made an

adjustment to the questionnaire in which the first 12 questions now measure autonomy support, while questions 13, 14, 15, 16, and 18 measure the development support component of empowering leadership. The revised factor analysis results are displayed in Table 2.

Table 2: Empowering Leadership Factor Analysis

<p>Varimax Rotation</p>	
<p>Oblique Rotation</p>	
<p>Removal Question 17</p>	

Negative-worded questions in job satisfaction are behaving in a manner that disrupts the one-dimensional structure of the scale, loading onto a second dimension. Despite the meticulousness and care taken during the scale construction process, this issue observed in

reverse-coded questions may stem from a loss of meaning during the translation and back-translation phase. As a solution, the weakest link in the scale, which was identified as the fourth question, was eliminated. This adjustment effectively resolves the issue and restores the one-dimensional structure of the scale. (Appendix C)

According to the literature, the work effort scale is considered to be one-dimensional, and the analysis conducted in this study aligns with this expectation. Thus, there is no hesitation with explaining work effort using a single dimension. The initial eigenvalue of the identified component is 62.774%, which is deemed acceptable (Appendix D).

We measured all subscales for factor analysis. These factor scores are standardized scores ( $m=0$ ,  $sd=1$ ), so we used them to test the models.

Table 3: Internal Consistency Of All Study Variables

Variable	Cronbach's alpha	Number of items
Autonomy Support	0.975	12
Development Support	0.958	5
Work Effort	0.944	5
Job Satisfaction	0.845	4

Table 4: Summary Information Of Factor Analyses

Variable	Number of Factors	Total Variance Explained	KMO Measure of Sampling Adequacy	Bartlett's Test of Sphericity	Lowest Correlation in Measures of Sampling Adequacy Diagonal	% of Significant Correlations in the Correlation Matrix
Empowering Leadership Style	2	81.91%	.953	.000	.932	100
Work Effort	1	62.77%	.801	.000	.751	100
Job Satisfaction	1	68.68%	.764	.000	.730	100

### 5.3. Correlation analysis

Pearson's correlation is a statistical measure that evaluates the linear relationship between two continuous variables. The range for Pearson's correlation coefficient is from -1 to 1. Variables that are highly correlated have coefficient values close to 1 or -1, while zero denotes no correlation. In other words, the Pearson correlation measures how closely two variables are related and the direction and strength of that relationship.

Having a correlation between two variables is essential, but it is not adequate evidence to establish a causal relationship between them. It is a "nice-to-have" analysis to conduct before linear regression because it helps assess the relationship between the independent and dependent variables before fitting a regression model. Linear regression might not be the best approach to investigate the relationship if there is no correlation or only

a weak correlation between two variables. Therefore, before conducting a linear regression analysis, bivariate correlations were used to test the variables' correlation with one another.

Table 5 exhibits the correlation coefficients between four distinct variables namely, autonomy support, development support, work effort, and job satisfaction. The findings of table 5 indicate that all variables demonstrate a positive correlation with one another, however, not all of the correlations are significant. Namely, work effort exhibits a weak positive correlation with autonomy support and development support.

In the previous section of this study, we mentioned that during the factor analysis of empowering leadership, we converted the varimax rotation to an oblique rotation due to the interrelatedness of the two components of empowering leadership: autonomy support and development support. By doing so, we were able to overcome the issue of cross-loading. Our approach was supported by the literature. Furthermore, now we can see that the significant correlation coefficient of  $r = 0.713$ , (where  $p < 0.01$ ) obtained from the Pearson correlation test is consistent with our factor analysis approach.  $p < 0.01$  denotes a statistically significant correlation at the 0.01 level, this signifies that the possibility of obtaining such results by chance is less than 1% and 99% confidence level.

The Autonomy Support dimension of empowering leadership was found to be positively correlated with the employee outcomes of job satisfaction ( $r = 0.359$ ,  $p < 0.01$ ), while correlation between work effort is not statistically significant although it is positive, and implies weak correlation ( $r = 0.156$ ). The development support dimension of empowering leadership is found to be positively correlated with the job satisfaction ( $r = 0.272$ ,  $p < 0.01$ ), while correlation between work effort is not statistically significant although it is positive, and implies weak correlation ( $r = 0.143$ ). These correlations suggest that empowering leadership, characterized by the provision of autonomy support and development support, has been shown to be an effective strategy for enhancing employees' job satisfaction.

Table 5: Results Of Pearson’s Correlation Test

<b>Correlations</b>				
	Autonomy Support	Development Support	Work Effort	Job Satisfaction
Autonomy Support	1	.713**	.156	.359**
Development Support	.713**	1	.143	.272**
Work Effort	.156	.143	1	.494**
Job Satisfaction	.359**	.272**	.494**	1

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

#### 5.4. Regression analyses

The results of the correlation analysis indicate that there is a relationship between the independent variable and dependent variables. To further explore this relationship and check our hypotheses, linear regression analysis is required to see if empowering leadership can indeed predict job satisfaction and work effort. Linear regression models measure the effect of an independent variable on a dependent variable while keeping all other factors constant. This means that regression analysis helps us to understand how much of the variation in the dependent variable can be explained by the variation in the independent variable alone. For instance, control variables like age, gender, tenure with the manager, and work experience can also affect the dependent variable, but their impact is held constant in regression analysis. This allows us to isolate the specific influence of the independent variable on the dependent variable, and better understand the relationship between them.

First, we entered the control variables of age, manager’s age, sex, manager’s sex, tenure with the manager, and work experience. Thus, Model 1 includes only the control variables. With this, independent variables of interest are included in the Model 2. The tables 6 & 7 show the standardized regression coefficients  $\beta$  for each variable in the model as well as their associated significance level of the relationship. In regression analysis, trying to explain the relationship by only looking at the beta coefficient may be misleading. The significance level is important, because a low significance level indicates that the finding

may be random or due to a small sample size. Therefore, we need to have acceptable significance levels and beta coefficients to obtain a meaningful relationship. Within the realm of regression analysis, multiple notations are utilized to indicate varying levels of statistical significance. Specifically, the notations  $*p \leq .05$ , and  $**p \leq .01$  are indicative of statistically significant relationships between variables.

In the context of our analysis, we utilized two aspects of empowering leadership. As indicated in the reliability and validity analyses chapter, these two aspects are strongly correlated with each other, which may result in multicollinearity issues. To address this concern, we developed simple regression models in which we included each aspect of empowering leadership separately, namely autonomy support and development support. Given that the correlation between the two aspects is already greater than 70%, we anticipated that both aspects would exert a substantial positive impact on work outcomes. Thus, we conducted single regressions for development support & autonomy support separately. We found that when these components were examined separately, they had a significant effect.

#### 5.4.1 Linear regression - development support

Table 6 presents the results of a hierarchical regression analysis conducted to examine the impact of various control variables and independent variables as development support, on work outcomes, specifically, job satisfaction and work effort. The analysis was conducted in two steps: Step 1 and Step 2, where Step 1 included only the control variables, and Step 2 added the independent variable of development support to the model, and the control variables accounted for a notable proportion of the variation in the model regarding job satisfaction ( $R^2 = .223$ ). Among the control variables, having more experience and tenure with a manager have a positive significant relationship with job satisfaction.

When development support was included in the model in Step 2, it had a significant positive effect on job satisfaction ( $\beta = .229$ ,  $p < .01$ ), and the overall model fit improved, as evidenced by the increase in  $R^2$  from .223 to .270 and the significant change in  $R^2$  from step

1 to step 2 ( $\Delta R^2 = .047$ ). The adjusted  $R^2$  also increased from .138 in Model 1 to .184 in Model 2, indicating that the addition of the independent variable has improved the model fit. In terms of work effort, the control variables collectively explain a small portion of the variance in the model ( $R^2 = .124$ ). Among the control variables, only the manager's sex showed a notable relationship with work effort at the 90% confidence level; therefore, in this scope of analysis, it is not regarded as a significant relationship. Including development support only increased  $R^2$  from .124 to .145 ( $\Delta R^2 = .021$ ). Also, it's worth noting that we can see some evidence that when employees receive support for their professional development, it may positively impact their work effort with a coefficient of  $\beta = .153$  at 90% confidence level. So, this relationship is not statistically significant in the scope of this research. We can say there is no statistically significant relationship between work effort and development support.

Overall, the results suggest that development support is an important factor for both work outcomes, and other control variables, such as experience and manager tenure, also play a significant role in predicting job satisfaction.

However, the overall explained variance was relatively low particularly for work outcomes, indicating that other factors may also be important in predicting work effort. Therefore, organizations should consider providing development support and addressing other factors to enhance work outcomes among their employees.

Table 6: Results Of Hierarchical Regression Of Development Support On Work Outcomes

Results of Hierarchical Regression Analyses for Work Outcomes						
		Job Satisfaction			Work Effort	
Variables		Step 1 $\beta$	Step 2 $\beta$	Step 1 $\beta$	Step 2 $\beta$	
Control Variables	Sex	Female	-.094	-.065	.020	.039
	Manager's Sex	Female	-.092	-.102	-.141	-.147
	Age (years)	≤24	.060	.016	-.067	-.096
		25-34	-.195	-.192	-.165	-.163
		35-44	.074	-.016	-.244	-.304
	Manager Age (years)	25-34	-.240	-.205	-.050	-.027
		35-44	-.141	-.116	.080	.096
		≥45	-.144	-.122	-.081	-.066
	Tenure with Manager	1-3	-.236*	-.246**	-.043	-.050
		3-5	-.075	-.083	-.067	-.072
		>5	-.063	-.077	.148	.139
		Experience (years)	2-4	.161	.165	-.029
	5-9		.251*	.277**	.132	.149
	10-19		.509**	.491**	.244	.232
>20	.173		.235	.230	.272	
Independent Variables	Development Support		.229**		.153	
	R <sup>2</sup>		.223	.270	.124	.145
	R <sup>2</sup> change			.047		.021
	Adjusted R <sup>2</sup>		.138	.184		.043

Notes: N=152 \*p ≤ .05 \*\*p ≤ .01

#### 5.4.2 Linear regression - autonomy support

Table 7 presents the results of a hierarchical regression analysis conducted to examine the impact of various control variables and independent variable as autonomy support, on work outcomes, specifically, job satisfaction and work effort. As done in previous analysis, it was conducted in two steps: Step 1 and Step 2, where Step 1 included only the control variables, and Step 2 added the independent variable of autonomy support to the model, and the control variables accounted for a notable proportion of the variation in the model regarding job

satisfaction ( $R^2 = .223$ ). When autonomy support was included in the model in Step 2, it had a significant positive effect on job satisfaction ( $\beta = .355, p < .01$ ), and the overall model fit improved, as evidenced by the increase in  $R^2$  from .223 to .329 and the significant change in  $R^2$  from step 1 to step 2 ( $\Delta R^2 = .106$ ). The adjusted  $R^2$  also increased from .138 in Model 1 to .249 in Model 2, indicating that the addition of the independent variable has improved the model fit.

In terms of work effort, the control variables collectively explain a small but portion of the variance in the model ( $R^2 = .124$ ) and also the none of the relationship is significant. As autonomy support is included in step 2, it had weak a positive effect on work effort ( $\beta = .166, p < .1$ ), however the relationship is not significant. As mentioned previously, not having a statistically significant relationship creates questions about whether the relationship is random or due to a small sample size.

The table presents lucid and insightful findings pertaining to the regression analyses, indicating the salience of autonomy support as a pivotal predictor of job satisfaction. Nonetheless, the potency of work effort in relation to autonomy support is not robust, owing to the absence of statistical significance in the association.

Table 7: Results Of Hierarchical Regression Of Autonomy Support On Work Outcomes

<b>Results of Hierarchical Regression Analyses for Work Outcomes</b>							
				Job Satisfaction		Work Effort	
Variables			Step 1 $\beta$	Step 2 $\beta$	Step 1 $\beta$	Step 2 $\beta$	
Control Variables	Sex	Female	-.094	-.066	.020	.033	
	Manager's Sex	Female	-.092	-.078	-.141	-.134	
	Age (years)	≤24	.060	.113	-.067	-.041	
		25-34	-.195	-.118	-.165	-.129	
		35-44	.074	-.006	-.244	-.282	
	Manager Age (years)	25-34	-.240	-.146	-.050	-.006	
		35-44	-.141	-.049	.080	.123	
		≥45	-.144	-.051	-.081	-.037	
	Tenure with Manager	1-3	-.236*	-.295**	-.043	-.071	
		3-5	-.075	-.082	-.067	-.069	
		>5	-.063	-.117	.148	.123	
	Experience (years)	2-4	.161	.106	-.029	-.055	
		5-9	.251*	.241*	.132	.127	
		10-19	.509**	.472**	.244	.227	
>20		.173	.271	.230	.276		
Independent Variables	Autonomy Support			.355**		.166	
	R <sup>2</sup>		.223	.329	.124	.145	
	R <sup>2</sup> change			.106		.021	
	Adjusted R <sup>2</sup>		.138	.249	.027	.043	

Notes: N=152 \*p ≤ .05 \*\*p ≤ .01

Table 8. Summary Of The Results Of The Hypotheses Testing

Research Question 1	Research question 1: What is the relationship between empowering leadership and employee work outcomes (job satisfaction & work effort)?	
H1	Empowering leadership will have a positive effect on job satisfaction.	Supported
H2	Empowering leadership will have a positive effect on work effort.	Not Supported

## CHAPTER 6

### CONCLUSION AND DISCUSSION

#### 6.1 Conclusion:

This study was conducted to contribute to the line of research that explores ways to leadership approaches, namely empowering leadership on employees; an issue that is growing in prominence. Several factors underlie the increasing prominence of empowering leadership in the current literature. The changing nature of work and the growing significance of knowledge have resulted in a greater need for employee empowerment. Employees in such work environments require a sense of ownership and engagement, which can be facilitated by empowering leadership. In addition, previous research has demonstrated that empowering leadership correlates with favorable outcomes, such as employee satisfaction, motivation, and performance, as well as organizational innovation and adaptability. (Liu, Liao, & Loi; 2012).

This has resulted in a heightened interest in exploring empowering leadership as a means of enhancing organizational effectiveness. Moreover, the global shift towards more collaborative and team-based work has also contributed to the increasing importance of empowering leadership. Empowering leaders can foster a culture of collaboration and trust where employees feel appreciated and supported in their endeavors to contribute to the team's success. The increasing significance of the field has resulted in the emergence of various research domains. Within the ambit of our research, we endeavor to scrutinize the work outcomes, particularly work effort and job satisfaction, pertaining to empowering leadership. While analogous investigations have been carried out, our study distinguishes itself by conducting research in Turkey, encompassing a sample that predominantly comprises highly educated individuals (holding university degrees or higher) employed across diverse sectors. Based on the Globe Study, conducted in Turkey, it has been observed that the "as is values" of power distance within organizations are high. Power distance refers

to the extent of the social hierarchy's influence and denotes an unequal distribution of power among parties. Conversely, the same study reveals that the "should be values" of power distance are low. This indicates that, according to societal expectations, the existing power distance should not be as pronounced (Kabasakal & Bodur, 2002). Turkish society desires a more egalitarian organizational structure. These findings align with our research on empowerment. Specifically, empowering leadership characterized by lower power distances leads to positive work outcomes.

This study makes a valuable contribution to the existing literature.

## 6.2 Theoretical implications

The results of the present study are consistent with prior research in the empowering leadership literature, as the regression analyses reveal that empowering leaders exert an influence on employees' work outcomes, specifically job satisfaction. These findings are not surprising, as previous scholars have reported similar results.

Firstly, in line with previous studies, a significant direct relationship between empowering leadership and job satisfaction is observed, confirming that empowering leadership is a significant predictor of employee job satisfaction. The study contributes to the literature by demonstrating that employees who feel empowered and valued are more likely to experience a sense of autonomy, leading to increased job satisfaction.

Secondly, the current findings didn't support the hypothesized relationship between empowering leadership and work effort. Although our simple linear regression model shows a positive relationship, it does not meet the accepted confidence level. The insignificant relationship observed in the linear regression analysis may be attributed to the presence of unmeasured factors, such as job design, job demands, and social support from colleagues, which can significantly impact employee work effort. Thus, the positive but insignificant relationship between empowering leadership and work effort in this study has implications for existing literature that has identified empowering leadership as a significant predictor of

work effort. This study suggests that empowering leadership is not sufficient on its own to influence employee work effort. Future research may benefit from examining the effects of these unmeasured factors on the relationship between empowering leadership and work effort to shed more light on this issue. The study contributes to the existing literature on leadership by providing insights into effective leadership traits in the Turkish business environment, where significant changes have occurred in recent years, by examining the relationship between empowering leadership and employee work outcomes.

### 6.3 Limitations

The primary constraint of this study is the vulnerability of utilizing cross-sectional and self-reported evaluations, which are commonly acknowledged as a common method bias in research.

The second constraint is related to the cognitive bias known as the "peak-end rule," which suggests that people evaluate an experience based on how they felt at its peak and at its end, rather than on the experience as a whole (Kahneman, Fredrickson, Schreiber, & Redelmeier, 1993). There are several experiments conducted to analyze this situation. In a study by Van Boven and Ashworth (2007), participants who ate a series of candies evaluated the taste of the candies based on their last few experiences, rather than on the overall experience of eating all of the candies. Similarly, in a study by Hsee and Zhang (2004), participants evaluated a 10-minute massage as more enjoyable when it ended with a stronger, more pleasant touch, even if the overall intensity of the massage was lower. These studies suggest that people tend to evaluate their experiences based on the peak and end of the experience, rather than on the experience as a whole. This finding has implications for how people evaluate various aspects of their lives, including work, relationships, and leisure activities. In the scope of our research, this cognitive bias might lead participants to evaluate their supervisor, the relationship between them and their job outcomes based on most recent work-related experiences. Such a situation may create biased evaluations.

The third constraint pertaining to the research design concerns the sample size, which comprises only 152 observations. This relatively small sample size raises concerns about the degree to which the sample accurately represents the intended population, and the potential applicability of the results to other contexts. Moreover, the non-random sampling method that was used as a part of the data collection procedure caused the sample to disproportionately represent the target population. For instance, 60.5% of the sample were 25 to 34 years old while only 11% were aged below 24 years old. In addition to that, most of the respondents (67.1%) are female. Since the gender distribution in our sample is slightly different from the employee gender distribution in the population, we might think it to conduct additional research (Krosnick, J. A. ,1999 & Groves, R. M. ,2004) to obtain a more representative sample, or using statistical techniques such as weighting (Lohr, S. ,2010 & Baker, R et al., 2013) or stratification (Lohr, S & Groves, R. M. 2004) to adjust for the differences in gender distribution.

Last but not least, the research is conducted in Turkey, so the social and economic conjuncture will be different in other countries. Therefore, the results are not generalizable.

#### 6.4 Practical implications

Our research initiated around a particular leadership style, Empowering Leadership, exploring the importance of leadership for organizations and managers. Our research confirms that empowering leadership increases the job satisfaction of the employees. This consequence is important in several ways. Employee job satisfaction is a crucial factor for leaders and companies as it can lead to various positive outcomes such as lower absenteeism, reduced turnover intention, and improved overall organizational performance. This is because satisfied employees are more motivated, committed, and engaged with their work, leading to higher levels of job performance (Judge et al., 2001; Harter et al., 2002). Moreover, job satisfaction can have a direct impact on the bottom line of a company. For example, one study found that an increase in job satisfaction of one standard deviation led to a 12% increase in productivity (Wright et al., 2002). Another study found that companies

with higher levels of employee job satisfaction had better financial performance than companies with lower levels of employee job satisfaction (Harter et al., 2002). This study provides evidence for the significant implications of contented employees from a broader perspective. The outcomes of job satisfaction should not be overlooked by companies as they can potentially have profound impacts on overall organizational success. In the event that the enhancement of job satisfaction is contingent on the provision of empowering leadership, it requires practitioners to duly consider this factor in their decision-making processes.

### 6.5 Discussion & future research

This study contributes to the existing literature on empowering leadership by examining the relationship between empowering leaders and employee work outcomes, specifically work effort and job satisfaction. However, the lack of conclusive evidence regarding the positive impact of empowering leadership on work effort raises questions about whether such leadership practices may have some ambivalent consequences. Empowering leadership is characterized by a leader's actions that involve sharing power, granting increased responsibilities and autonomy to their followers, and making work more meaningful by demonstrating confidence in high performance, encouraging participation in decision-making, and enabling autonomy by reducing bureaucratic constraints (Ahearne et al., 2005; Chen et al., 2011; Kirkman & Rosen, 1999; Zhang & Bartol, 2010). Previous research has highlighted the potential negative consequences of empowering leadership, with scholars cautioning against uncontrolled empowerment leading to followers becoming overconfident and making strategic or tactical mistakes (Conger & Kanungo, 1988; Honold, 1997). Similarly, Honold (1997) suggests that empowering leadership may create confusion and ambiguity among followers, leading to a lack of clarity about their roles and responsibilities, ultimately resulting in a decrease in work effort. Thus, the impact of empowering leadership on work effort remains uncertain and requires further investigation.

The research we conducted is founded on Self-Determination Theory, which is highly respected in the empowering leadership field. SDT suggests that when employees are

given autonomy, competence, and a sense of relatedness in their work, their intrinsic motivation, job satisfaction, and overall performance are likely to increase. However, it is important to note that this theory may have some limitations in fully explaining all outcomes related to comprehensive work outcomes.

APPENDIX A  
ENGLISH QUESTIONNAIRE

Dear Participant,

This research; It is about the effect of managers with empowering leadership style on the job satisfaction and effort of the employees. We kindly ask you to spare 6-7 minutes of your time to support this research.

Your answers will be used for the research of the master's thesis at Boğaziçi University, Department of Business Administration and will remain anonymous. Responses cannot be matched with participants, as personal information (eg ID, Name-Surname, IP address, etc.) is not collected from participants. Your participation in this survey is voluntary, there are no known risks involved. In the scope of the research; while scaling your manager's empowering leadership style in the first section, evaluating your relationship with your manager in the second section, and your job satisfaction and work effort in the third section; In the last part, you are expected to answer your demographic information.

If you have any further questions about this study, you can contact the researcher at [edatezcan6@gmail.com](mailto:edatezcan6@gmail.com).

Thank you very much for your participation and contribution!

## Empowering Leadership

You need to answer this section by thinking of your manager, to whom you are directly affiliated. Please tick the most correct answer for you.

(Response scale: 1 = Strongly disagree, 2 = Mostly disagree, 3 = Partially disagree, 4 = Neither agree nor disagree, 5 = Partially agree 6 = Mostly agree 7 = Totally agree.)

### Autonomy Support:

1. My leader conveys that I shall take responsibility.
2. My leader gives me power
3. My leader gives me authority over issues within my department.
4. My leader expresses positive attitudes related to me starting with my own defined tasks.
5. My leader encourages me to take initiative.
6. My leader is concerned that I reach my goals
7. My leader is concerned that I work in a goal-directed manner
8. My leader listens to me
9. My leader recognizes my strong and weak sides
10. My leader invites me to use my strong sides when needed
11. My leader conveys a bright view of the future
12. My leader discusses shared affairs with me

### Development Support:

1. My leader lets me see how he/she organizes his/her work
2. My leader's planning of his/her work is visible to me
3. I gain insights into how my leader arranges his/her workdays
4. My leader shows me how I can improve my way of working

5. My leader guides me in how I can do my work in the best way
6. My leader tells me about his/her own way of organizing his/her work.

Work Effort:

You have to answer the questions in this section by thinking about yourself. Please tick the most correct answer for you.

(Response scale: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree.)

1. I often expend extra effort in carrying out my job
2. I usually don't hesitate to put in extra effort when it is need
3. I intentionally expend a great deal of effort in carrying out my job
4. I try to work as hard as possible
5. I almost always expend more than an acceptable level of effort

Job Satisfaction:

You have to answer the questions in this section by thinking about yourself. Please tick the most correct answer for you.

(Response scale: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree.)

1. I consider my job rather unpleasant.
2. I feel fairly well satisfied with my present job.
3. Most days I am enthusiastic about my work.
4. Each day of work seems like it will never end.
5. I find real enjoyment in my work

Demographic Information:

You must answer the questions in this section by thinking about yourself and your manager.

Please tick the most correct answer for you.

Your gender

Your Manager's Gender

Your age

Age of your manager

Tenure with your manager

Your total work experience

Industry you work in

APPENDIX B  
TURKISH QUESTIONNAIRE

Değerli Katılımcı,

Bu araştırma; güçlendirici liderlik stili olan yöneticilerin, çalışanların iş memnuniyeti ve işteki çabasına etkisi hakkındadır. Yaklaşık 6-7 dakikanızı ayırarak bu araştırmaya destek vermenizi rica ederiz.

Yanıtlarınız Boğaziçi Üniversitesi İşletme Bölümü'nde yüksek lisans tezi araştırması için kullanılacaktır ve anonim kalacaktır. Katılımcılardan kişisel bilgiler (ör. Kimlik, Ad-Soyad, IP adresi vb.) toplanmadığı için, yanıtlar katılımcılarla eşleştirilemez. Bu ankete katılımınız isteğe bağlıdır, katılımın bilinen hiçbir risk yoktur. Araştırma kapsamında; ilk bölümde yöneticinizin güçlendirici liderlik stilini ölçeklendirirken, ikinci bölümde yöneticiniz ile olan ilişkinizi, üçüncü bölümde iş memnuniyetinizi ve iş çabanızı değerlendirirken; son bölümde ise demografik bilgilerinizi cevaplandırmanız beklenmektedir.

Bu çalışma ile ilgili başka sorularınız olursa araştırmacıyla [edatezcan6@gmail.com](mailto:edatezcan6@gmail.com) adresinden iletişime geçebilirsiniz.

Katılımınız ve katkılarınız için çok teşekkür ederiz!

## Güçlendirici Lider

Bu bölümü doğrudan bağlı olduğunuz yöneticinizi düşünerek cevaplamamız gerekmektedir.

(Cevap ölçeği: 1=Hiç katılmıyorum, 2=Çoğunlukla katılmıyorum, 3=Kısmen katılmıyorum, 4=Ne katılıyorum ne katılmıyorum, 5=Kısmen katılıyorum 6=Çoğunlukla katılıyorum 7=Tamamen katılıyorum.)

### Özerklik Desteği:

1. Yöneticim, sorumluluk almam gerektiğini bana aktarır
2. Yöneticim, bana güç verir.
3. Yöneticim, benim departmanımdaki sorunlara yönelik bana yetki verir.
4. Yöneticim kendi tanımladığım görevlerden başlayarak benimle ilgili olumlu tutumlar ifade eder.
5. Yöneticim, inisiyatif almam için beni cesaretlendirir.
6. Yöneticim hedeflerime ulaşmam konusunda ilgilidir.
7. Yöneticim hedefe yönelik çalışmam konusunda ilgilidir.
8. Yöneticim beni dinler.
9. Yöneticim güçlü ve zayıf yönlerimi bilir.
10. Yöneticim gerektiğinde güçlü yönlerimi kullanmam için beni teşvik eder.
11. Yöneticim geleceğe dair pozitif yaklaşımını bana aksettirir.
12. Yöneticim çekincelerini benimle paylaşır

### Geliştirici Destek:

1. Yöneticim kendi çalışma stilini nasıl organize ettiğini görmeme izin verir.
2. Yöneticim planlamalarını bana gözlemlene imkanı verecek şekilde yapar.
3. Yöneticimin iş günlerini nasıl organize ettiğine dair fikir edinebilirim.

4. Yöneticim, çalışma şeklimi nasıl geliştirebileceğime dair yol gösterir.
5. Yöneticim işimi nasıl en iyi şekilde yapabileceğime dair beni yönlendirir.
6. Yöneticim kendi çalışma stilini nasıl organize ettiğini bana anlatır.

### İş Çabası:

Bu bölümdeki soruları kendinizi düşünerek cevaplamanız gerekmektedir. Lütfen ifadelere sizin için en doğru cevabı işaretleyiniz. (Cevap ölçeği: 1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Ne Katılıyorum Ne Katılmıyorum, 4=Katılıyorum, 5=Kesinlikle Katılıyorum.)

1. Sıklıkla işimi yaparken ekstra efor harcarım.
2. Genellikle gerektiği zaman ekstra efor harcamaktan çekinmem.
3. İşimi yaparken kasıtlı olarak çok çaba harcarım.
4. İşimi yaparken mümkün olduğunca çok çalışmaya gayret gösteririm.
5. Neredeyse her zaman kabul görenden fazla efor harcarım.

### İş memnuniyeti:

Bu bölümdeki soruları kendinizi düşünerek cevaplamanız gerekmektedir. Lütfen ifadelere sizin için en doğru cevabı işaretleyiniz. (Cevap ölçeği: 1=Kesinlikle Katılmıyorum, 2=Katılmıyorum, 3=Ne Katılıyorum Ne Katılmıyorum, 4=Katılıyorum, 5=Kesinlikle Katılıyorum.)

1. İşimi oldukça nahos buluyorum.
2. Şuanki işimden oldukça memnunum.
3. Çoğu gün işimle alakalı hevesliyimdir.
4. Her gün hiç bitmeyecekmiş gibi geçer.
5. İşimden gerçek anlamda zevk alıyorum.

## Demografik Bilgiler

Bu bölümdeki soruları kendinizi ve doğrudan bağlı olduğunuz yöneticinizi düşünerek cevaplamamız gerekmektedir. Lütfen ifadelere sizin için en doğru cevabı işaretleyiniz.

Cinsiyetiniz

Yöneticinizin Cinsiyeti

Yaşınız

Yöneticinizin Yaşı

Yöneticiniz ile birlikte çalışma süreniz

Toplam iş tecrübeniz

Çalıştığınız sektör

## APPENDIX C

### JOB SATISFACTION FACTOR ANALYSIS

Table A1. Job Satisfaction Component Plot

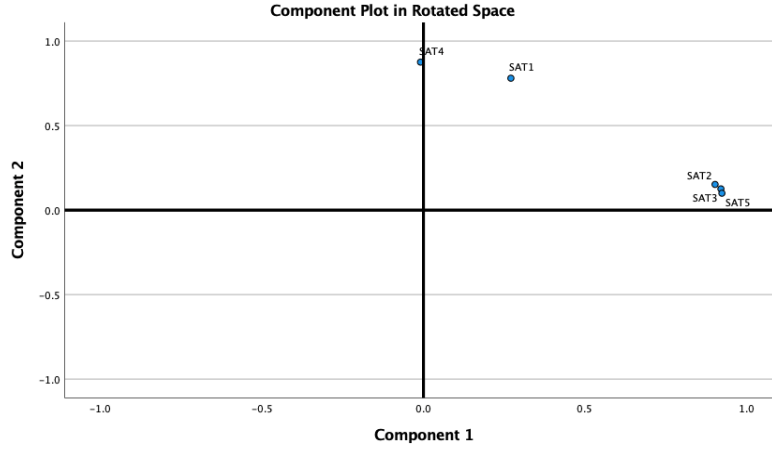


Table A2. Job Satisfaction Measures Of Sampling Adequacy

		<b>Anti-image Matrices</b>				
		İş memnuniyeti niz [İşimi oldukça nahış buluyorum.] R	İş memnuniyeti niz [Şu anki işimden oldukça memnunum.]	İş memnuniyeti niz [Çoğu gün işimle alakalı hevesliyimdir .]	İş memnuniyeti niz [Her gün hiç bitmeyecekmiş iş gibi geçer.] R	İş memnuniyeti niz [İşimden gerçek anlamda zevk alıyorum.]
Anti-image Covariance	İş memnuniyetiniz [İşimi oldukça nahış buluyorum.] R	.707	-.134	-.030	-.310	.055
	İş memnuniyetiniz [Şu anki işimden oldukça memnunum.]	-.134	.322	-.096	.070	-.119
	İş memnuniyetiniz [Çoğu gün işimle alakalı hevesliyimdir.]	-.030	-.096	.276	-.003	-.154
	İş memnuniyetiniz [Her gün hiç bitmeyecekmiş gibi geçer.] R	-.310	.070	-.003	.814	-.050
	İş memnuniyetiniz [İşimden gerçek anlamda zevk alıyorum.]	.055	-.119	-.154	-.050	.265
Anti-image Correlation	İş memnuniyetiniz [İşimi oldukça nahış buluyorum.] R	.638 <sup>a</sup>	-.281	-.068	-.409	.128
	İş memnuniyetiniz [Şu anki işimden oldukça memnunum.]	-.281	.784 <sup>a</sup>	-.323	.137	-.408
	İş memnuniyetiniz [Çoğu gün işimle alakalı hevesliyimdir.]	-.068	-.323	.761 <sup>a</sup>	-.007	-.570
	İş memnuniyetiniz [Her gün hiç bitmeyecekmiş gibi geçer.] R	-.409	.137	-.007	.525 <sup>a</sup>	-.109
	İş memnuniyetiniz [İşimden gerçek anlamda zevk alıyorum.]	.128	-.408	-.570	-.109	.725 <sup>a</sup>

a. Measures of Sampling Adequacy(MSA)

APPENDIX D

WORK EFFORT FACTOR ANALYSIS

Table B1: Work Effort Components' Factor Analysis

**Total Variance Explained**

Component	Total	Initial Eigenvalues	
		% of Variance	Cumulative %
1	3.139	62.774	62.774
2	.720	14.393	77.166
3	.529	10.578	87.745
4	.382	7.648	95.393
5	.230	4.607	100.000

Extraction Method: Principal Component Analysis.

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