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EFFECT OF TRANSFORMATIONAL LEADERSHIP ON PSYCHOLOGICAL EMPOWERMENT OF EMPLOYEES

MASTER'S THESIS

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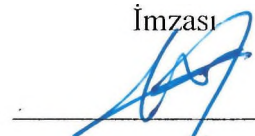
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Date of Viva: 11.07.2017

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ETHICAL DECLARATION

In this thesis study prepared in accordance with the Thesis Writing Rules of Institute of Social Sciences of Gaziantep University;

I have obtained the data, information and documents that I have given in the thesis under the academic and ethical rules,

I offer all information, documents, evaluations and results in accordance with scientific ethics and moral rules,

When I refer to the works that I have used in the thesis study by finding suitable references,

I have not made any changes to the data used,

In this thesis, the work I gave you is unique,

I hereby declare that I accept all other rights losses which may arise in case of the contrary.

Mustafa Al Eıta

ÖZ

Transformasyonel Liderliğin Psikolojik Güçlendirme Üzerindeki Etkisi

Al Eıta , Mustafa

Yüksek Lisans Tezi, İşletme ABD

Tez Danışmanı: Yrd. Doç. Dr. Özlem Yaşar Ugurlu

Temmuz 2017, 56 sayfa

Bu araştırmanın temel amacı, dönüşümcü liderlik boyutlarının çalışanların psikolojik güçlendirmesi üzerindeki etkisini saptamaktır. Bu bağlamda nicel araştırma yöntemlerinden anket kullanılmıştır. Anket verileri Türkiye/Gaziantep'te faaliyette bulunan yardım amaçlı kurulan sivil toplum kuruluşlarından elde edilmiştir. 303 adet anket analize tabi tutulmuştur. İstatistiksel Analiz sonucunda, transformasyonel liderlik boyutlarının her birinin personellerin güçlenmesine olumlu etki yaptığı saptanmıştır.

Araştırma Kelimeleri : Psikolojik Güçlendirme, Transformasyonel liderlik

ABSTRACT

Effect of transformational leadership on psychological empowerment of employees

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The aim of this study is to examine the impact of transformational leadership dimensions on the psychological empowerment of employees and to answer the main question of the research: What is the impact of transformational leadership on the psychological empowerment of employees. A quantitative method was used. Data was collected via electronic scanning tools using Survey Monkey platform, which makes it easy to carry out the questionnaire quickly and easily. The data was collected from employees who are working in non-governmental organizations in the city of Gaziantep. Then the statistical analysis was done, such as factor analysis, Cronbach Alpha test, Pearson test, and multiple linear regression. As a result of the statistical analysis, it was found that the dimensions of the transformational leadership have a positive impact on the empowerment of employees, especially the dimension of individual consideration, which had the greatest impact.

Keywords: Ideal Effect, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, Psychological Empowerment.

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CHAPTER I
INTRODUCTION

1. Introduction

Transformational leadership is one of contemporary leadership styles, where leaders support their followers, identify needed change, and create a stimulating climate to lead the change within an organization.

The importance of transformational leadership in an organization development is that it enables organizations to identify the strengths and support – as well as try to address – weaknesses; especially since this study have been applied in genuine research and practical study. Therefore, the Transformational Leadership dimensions enable workers of a better understanding of its importance and it will lead to the success and progress of the organization.

Transformational leaders identify the need for change, lead that change through inspiration (Den Hartog, Belschak, 2012). That because people will follow a person who inspires them, with this inspiration people do great things, and that is the best way to get things done with energy and enthusiasm. Transformational leaders can lead the change, not only to the organization, but also to the individuals who will affect the change (Raquib, Wahid Murad, 2010).

Therefore, the positive effects of transformational leadership and its role in promoting employees' self-efficacy and autonomy could be done through using transformational leadership techniques. Also, linking between these two concepts, transformational leadership and the empowerment of employees would lead to a support the psychological empowerment of employees. Therefore, this study came to examine the role of transformational leadership in psychological empowerment of employees, and the impact of this kind of leadership on the psychological empowerment of employees in non-governmental organizations working in the city of Gaziantep, Turkey.

The concept of transformational leadership relied on the model of Bass, (1994) Bass and Avolio (1995), and Hartog et al. (1997.) In this model, the dimensions of transformational leadership were:

- ➢ Idealized Influence.
- ➢ Inspirational Motivation.
- ➢ Intellectual Stimulation.
- ➢ Individualized Consideration.

According to that, leaders seek to develop the organization's vision and goals while expecting a high level of employees' performance. In order to reconstruct the organization design, leaders seek to provide individual support and cognitive stimulation to strengthen the Organization's culture through confidence building and cooperation (Leithwood & Sun, 2012). In the transformational leadership style, followers express more admiration, loyalty and respect for their leaders and seem willing to work harder than originally expected. That is because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. Unlike in the transactional approach which offered by Burns (1978) who focused on the interaction between leaders and followers to achieve a mutual benefit.

The concept of psychological empowerment based on the theory of empowerment was presented by the Spritzer's in (1995.) And it was expanded form the presentation of Thomas and Velthouse's (1990) which focused on work through stimulation. And it was based on four dimensions:

- ➢ Meaningfulness.
- ➢ Competency.
- ➢ Self-determination.
- ➢ Impact.

In this study, the dimensions of psychological empowerment were considered as one dependent variable.

The aim of this study is to examine the relationship between the dimensions of the transformational leadership and psychological empowerment of employees. The positive relationship between transformational leadership and the empowerment of

employees might help to adopt the management path and make managers of organizations improve the empowerment of employees.

Many of the previous studies have been applied on transformational leadership dimensions and psychological empowerment for workers in business, nursing, educational areas; however, few of these studies were applied to non-governmental organizations and civil society organizations. So, this research will add to the previous concepts the knowledge of the effectiveness of transformational leadership dimensions on psychological empowerment of employees.

This study is expected to help administrators and leading organizations include the dimensions of transformational leadership and link it to the empowerment of their employees, which would support a common vision between an organization and employees through enhancing their personal development opportunities, and a sense of independence in the implementation of their duties.

Finally, the research contains five chapters:

Chapter 1: includes a presentation of the background of the research, purpose of the research, the significance of the research, expectations of the research, and structure of the research.

Chapter 2: includes a literature review of many previous articles and researches dealing with transformational leadership and employees' empowerment and the relationship between them.

Chapter 3: includes the methodology used in the research, such as the research design and hypotheses, data sample, data collection procedures, scale, and data analysis procedures.

Chapter 4: includes the findings of the data analysis.

Chapter 5: includes a discussion of the results, limitations, and recommendations of the research.

CHAPTER II
REVIEW OF LITERATURE

2.1. The Concept of Leadership

The concept of leadership is very important to employees' attitudes toward their job, which in turn significantly effects the work outcomes. Leadership is an essential tool for management especially when it is used correctly. It may establish a strong relationship between employees, influence the organizational environment positively, and increase employee's performance and work outcomes. Since a long time, researchers have produced many works and researches on the leadership areas and styles.

The previous researchers presented the concept of leadership through its adjectives, but they have not introduced a standard and clear definition of this concept. To Burns (1978) leadership is one of the most incomprehensible phenomena in history. Schermerhorn (1999) defined it as a process that is used to affect the employees to do their best to achieve the goals of the organization. Burns (1978) defined leadership when leader push their subordinates to struggle for goals that represent wants, needs, and aspirations of both leaders and followers.

Hersey and Blanchard (1993) stated that leadership styles depend on how leaders manage their work through their followers. Leaders should find ways that foster interaction between them and their followers. To them, these ways include all techniques used by leaders to encourage employees to carry out their instructions.

Behaviors of leadership may vary from one organization to another. Researches over years have defined several styles of leadership. For example, Ewin, Lippit, and White (1939) focused on followers' participation in decision making. For instance. In the autocratic style, a leader makes decisions without any participation of followers or colleagues. They found that this style may cause dissatisfaction among followers, but on the other hand, they found that it is not so bad in all situations, especially when the

motivation of employees to carry out these decisions would not be affected whether they participated or not.

While in the democratic leadership style, the leaders involve their followers in the decision-making processes although reaching to common decision among the group varies among leaders who have or not have the last word.

According to the researchers, employees usually satisfy with democratic leadership style, especially if they have been suffered from autocratic leadership with which they may have no opportunity to participate in making decision. But on the other hand, they observed that this style of leadership may not fit all circumstances. It may cause problems if there are many different opinions or suggestions, or in case the absence of a mechanism to reach the final decision

Finally, in Laissez-faire style, employees can make their own decisions, and the role of leaders in decision-making becomes less; this style fit employees who are qualified for decision-making, and motivated in making the decisions (Lewin et al, 1939). However, Bass and Avolio (2004), in their full range leadership theory which included a wide range of leadership styles, built on the effect of leadership on employees' intention to stay with or leave the organization. According to this approach, leadership was defined from the behavioral aspects from laissez-faire style, through transactional leadership, reaching to transformational leadership.

2.2. Leadership Theories

As a revision of the previous leadership literatures, leadership theories have been progressed form great man and trait theories, reaching to new leadership theories like transformational and transactional theories.

Great man theories

Great man leadership theories were known in the 19th. Judge, Piccolo and Kosalka (2009) stated that this theory is attributed to Thomas Carlyle. While Eckmann (2005) mentioned to the argument of Carlyle, that heroes draw history through "the vision of their intellect, the beauty of their art, the prowess of their leadership, and most important, their divine inspiration." According to Kirkpatrick and Locke (1991), great man theories were built on the concept of leadership traits which was inherited especially by men of nobility classes. These theories emphasized that great men are

born (Hoffman et al., 2011.) Other researchers argued that the historical events stand behind special vision of great men (Vroom & Jago, 2007).

Trait theories

Great man theories were developed into trait theories in the early 20th (Judge et al., 2002; Kirkpatrick and Locke, 1991.) Trait theories based on the concept that leaders have special traits that make them different from others. That was the similarity between both theories. While trait theories differ in that they do not consider that leader is exclusive to some heroes (Judge et al, 2002.) Researchers have failed to agree on standard traits of leaders. According to Judge (2002) trait theories lack "a structure in describing personality leading to a wide range of traits being investigated under different labels".

For example, Kirkpatrick and Locke (1991) state six traits of leaders; these traits include knowledge capacity, drive, work knowledge, integrity, self-confidence, and willingness to leadership. While, House and Aditya (1997) have determined four traits for leadership including achievement motivation, prosocial influence, adaptation, and self-confident. Mann (1959) gave other traits to the leaders such as masculinity, adaptation, hegemony and conservatism

Behavioral theories

As a development of trait theories which were criticized by Derue et al (2011), behavioral theories have been emerged; these theories suppose that the leadership characteristics can be acquired. Supporters of behavioral leadership determined four styles: concern for tasks (production or output), concern for people, directive leadership and participative leadership. On the other hand, Blake and Mouton (1964) identified five theories of managerial behavior which depended on two variables, concern for production and concern for people. Integration between these variables will produces different styles of leadership as shown in the figure below.

Figure 2.2.1: Behavioral theories

Management Grid (source: http://slideplayer.com/slide/5779079/)
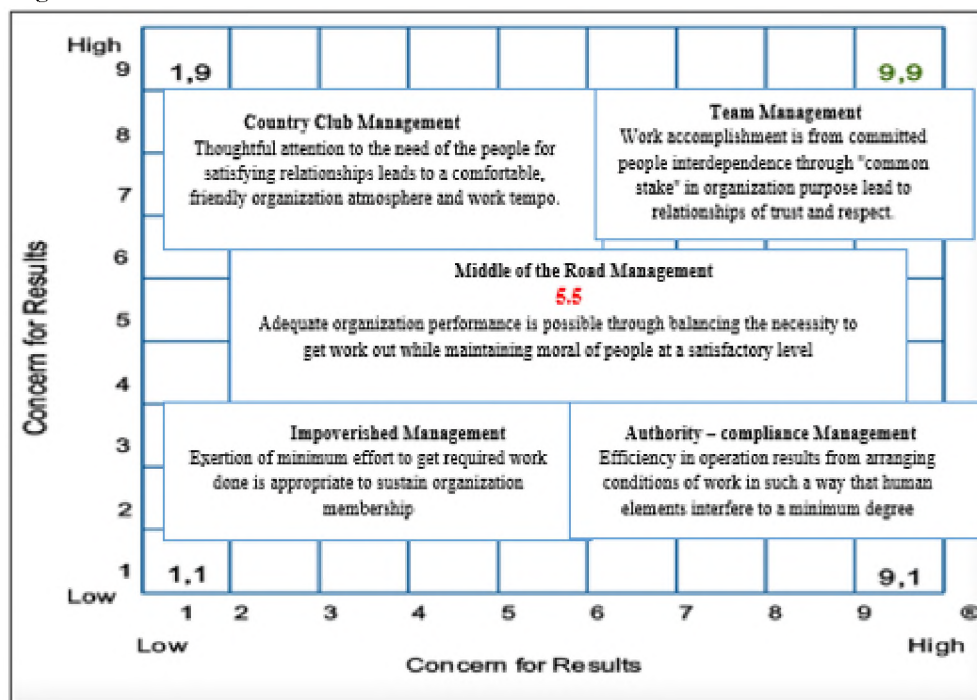
Contingency (situational) theories

Contingency (situational) theories are not limited to certain way or style; leaders may use different ways depending on the situations and followers (Gill, 2011). According to Hershey and Blanchard (1984), there are four leadership styles: directive, consultative, participating, and delegating. So, the merit and willingness of followers determine the proper style of leadership. For example, leaders may use directive style when their followers lack the dependability and ability to do the assigned tasks. And when the followers gain ability and confidence, leader may use participating or delegating style.

2.3. New leadership theories: transactional and transformational theories

The 1980's have witnessed the evolution of the concepts of leadership, reinforcing the concept of transformation, visionary, charismatic and inspirational leadership, Storey (2004.) Bass (1985, 1991) introduced transactional and transformational leadership styles; transactional leadership with its three factors: contingent reward, management by active exception, and management by passive exception; and transformational leadership with its four factors: charisma,

inspirational motivation, intellectual stimulation and individualized consideration. Bass (1999) describes transactional leadership as the exchange relationship between leaders and followers; this exchange may take the form of mutual benefits between leaders and followers. The same concept of transactional leadership was introduced by Kuhnert and Lewis (1987) who described transactional leaders as those who give their followers something to take something (Avolio & Bass ,1995.)

The supporters of the transformational theory describe this leadership style from the aspect of leaders' effect on their followers; they assert that transformational leaders have an unusual influence over their followers who are feeling admiration, loyalty, and confidence in their leaders; these feelings push the followers to do their best and commit to difficult tasks.

In fact, there is a remarkable difference between transactional and transformational leadership. Transactional leadership is described as an exchange relationship between leaders and followers, whereas, transformational leadership is an inspirational relationship.

2.3.1. The Concept of Transformational Leadership

Bernard M. Bass (1985), expanded the work of Burns (1978) by explaining the psychological mechanisms that stand behind transformational leadership. He used the term "transformational" instead of "transforming." Also, he gave more explanations about how transformational leadership could be measured and how it affects followers' performance. The followers of transformational leaders feel admiration, trust and respect for those leaders, because transformational leaders help their followers not only get self-interest from their works, but also, they provide followers with an inspiring vision. He supposed that transformational leaders could affect their follower to go beyond self- interest for the benefit of the organization, and, furthermore, motivate them to do more than they expected to do. According to Bass, leaders can motivate their followers through clarifying the importance of work goals and how to reach these goals. Moreover, transformational leadership depend on the ability of leaders to make difference on their followers who are supposed to trust and admire of them. In other words, this theory center on inspiring followers by involving them in the goals and

vision of the organization, helping them to solve problems in a creative way through coaching, mentoring and supporting (Bass & Riggio, 2006.)

2.3.2. Components of Transformational Leadership

In 1985, Bass developed a measure for transformational and transactional leadership; this measure was called Multifactor Leadership Questionnaire (MLQ.) It was applied to subordinates to rate their industrial supervisors. According to Bass (1985) transformational leadership consists of four factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Bass considered idealized influence (charisma) to be the most important factor. From Bass' perspective, the charismatic leaders make their employees very excited to do assignments. He stated that transformational leadership depends on leaders and followers. Leaders feel the respect and commitment of their followers, while followers consider their leaders as saviors in the tough times. The linkage between charisma and transformational leadership can be seen clearly during the hard times within an organization; through the leaders' impact on their followers. Therefore, charisma has been considered as one of transformational leadership factors (Bass, 1985.)

Secondly, Inspirational motivation, the second of the four factors, includes the raise motivation among employees. Employees' perception of desired future status and helping them to get this status are the core of the inspirational process. According to Bass, inspirational leadership is considered as the sequel to charismatic leadership; but inspirational leadership is more comprehensive than charismatic leadership because it stimulates the organization as a whole. Inspirational leaders seek to instill pride in their staff to become an important part of organizational culture, using an impassioned speech to raise the morale of staff. The other face of the similarities between charismatic leadership and Inspirational leadership is that it must be realized by employees to be more effective. The inspirational importance of leaders is important when followers' commitment is necessary for a real organizational performance (Bass, 1985.)

Thirdly, Intellectual stimulation allows leaders to encourage subordinates to solve problems in new and creative ways, to challenge the old ways of conducting activities within an organization, and to raise the follower's imagination to generate

ideas. According to Bass, transformational leaders can invest extra effort from their followers through intellectual stimulation; this includes raising the employees' awareness to deal with problems using their imaginations which is related to beliefs and values (Bass, 1985.) The significance of intellectual stimulation appears when the organization suffers a poor structured situation. This weakness in the structure could be improved through intellectual stimulation; but that depends on the intelligence of the employees (Bass, 1985.)

Finally, individualized consideration is the fourth of transformational leadership factors. Individualized consideration means giving personal attention to employees, especially, those who feel themselves neglected within the organization, helping them to get their wants (Bass, 1985.) Individual consideration shows the extent to which leaders are close to their followers, and the ability of leaders to deal with their staff according to their capabilities and needs. Individual consideration may take many forms. Appreciation for employees' performance is most frequently used in individual consideration as well as sharing expectations with employees (Bass, 1985.) Individual consideration is very necessary for the development of the organizational performance. Individual consideration is provided to employees in the areas of development like career guidance and delegation. Consideration of employees' capabilities help to identify the amount of delegation which will be provided by leaders. Individual consideration is an important factor of transformational leadership (Bass, 1985.)

2.3.3. Characteristics of Transformational Leader

Transformational leaders are persons who can make a remarkable change within an organization. This change is not limited to employees only; it extends to the entire organization (Griffin, 2003.) Transformational leaders lead changes in strategy, structure, and culture of an organization. That happens when leaders establish strong relationship with employees, share them values and ideas, and do what they can to clarify the importance of the activities carried out by their staff. In other words, leaders and employees work with each other to achieve the goals of the organization.

Transformational leaders also find a common base that allows them to involve their followers in processes of change. Bass described transformational leaders saying that they:

- Expand the range of followers' needs
- Raise followers' expectations
- Transform self-interest of followers into collective-interest
- Increase followers' self-confidence
- Encourage behavioral change
- Motivate others to self-actualization.

Tichy and Devanna described leaders from another aspect, which allow leaders to inspire their followers to do beyond expectation (Tichy and Devanna, 1986.)

- They see themselves as change leaders.
- They are courageous.
- They lead through their values and beliefs.
- They are life-long learners.
- They can deal with difficulties.

Other researchers described transformational leadership as:

Figure 2.3.3. Transformational Leader Characteristics

• Clear sense of purpose, expressed simply (e.g. metaphors, anecdotes)	• Emotionally mature
• Value driven (e.g. have core values and congruent behavior)	• Courageous • Risk sharing
• Strong role model	
• High expectations	• Risk taking
• Persistent	• Visionary
• Self-knowing	• Unwilling to believe in failure
• Perpetual desire for learning	• Considerate of the personal needs of employees
• Love work	• Listens to all viewpoints to develop spirit of cooperation
• Lifelong learners	• Mentoring
• Identify themselves as change agents	• Able to deal with complexity, uncertainty and ambiguity.

Sources: Bass (1990a); Cox (2001); Epitropaki (undated); Hall, Johnson, Wysocki & Kepner (2002); Lussier & Achua (2004); Stone, Russell &Patterson (2003); Tichy & Devanna (1986); and University of Regina (undated).

2.3.4. Criticisms of Transformational Leadership

Using leaders' effect on followers at work in transformational leadership was not clear, and there are a little works examining that effect (Yukl 1999.) Yukl noted that there is an overlap between the concept of idealized influence and inspirational motivation. He detected some ambiguity about the impact of situational variables on the effectiveness of leadership.

Shamir, House and Arthur (1993) argued that the motivational concepts included in transformational leadership theory did not clarify how followers' behavior could be transformed from self-interests to group interests.

Kuhnert and Lewis (1987) stated that the transformational and transitional leadership models of Bass (1987) were based on Burns' model (1978), and they mentioned that these models lack some interpretations of internal processes, which lead to the development of the transformational leader's behaviors. But no one of the two researchers introduced a framework for understanding the personality differences

that lead to these types of leadership (Kuhnert and Lewis, 1987: 648.) Yukl (1999) also stated that transformational leadership theory lacks clarity of constructs, and lacks enough focus on dyadic processes. Other researchers like Rafferty and Griffin (2004) found that despite the spread of transformational leadership theory, there are some concerns regarding the definitions of its dimensions, which resulted in some researches that presented a mixed understanding for differentiation of the factors of this theory. They also referred to some problems in Multifactor Leadership Questionnaire (MLQ) which have been used to measure transformational leadership factors (Hartog, Muijen and Koopman, 1997.)

2.4. Employee Empowerment

The concept of empowerment has been thrived in the last three decades. Grunig (2008) defined empowerment as the exchange of power; this concept means cooperation to increase the power of everyone in the organization to the benefit of the whole organization. Contrary to this concept, which includes that leaders are trying to control in everything to make their followers depend on them (Men & Stacks, 2013.)

Some researchers defined employee empowerment as one of the types of participatory management, which ensures the participation of employees in decision-making (Pitts, 2005.) Pitts also described it from power perspective, which means to transmit the power from upper levels into lower level. Others linked the concept of the power with self-motivation [e.g. Tracy, 1990]. Others provided definitions based on a set of characteristics (Petter et al, 2002; Herrenkohl et al, 1999)

- _ Transfer the power from upper to lower levels.
- _ Participation of employees in the decision-making
- _ Employees' freedom in doing their job
- _ Allowing employees to take initiative in their jobs;
- - Giving employees the opportunity to use their own knowledge and skills in their work;
- _ Redistributing the responsibility to lower levels.

2.4.1. Aspects of Empowerment

Employees' empowerment can be seen from two perspectives. The first one is a comprehensive concept that focuses on structural empowerment, While the second one is concerned with the psychological empowerment of employees in a workplace. In fact, there are noticeable differences between the two. In this study, the psychological empowerment was considered as a dependent variable.

2.4.1.1. Structural Empowerment

Structural empowerment is the set of practices and behaviors that aim to empower employees at lower managerial levels (Dewettinck & Ameijde, 2011.) Based on this definition, employee empowerment can be considered as a relational construct which describes how resources, information, and power can be shared with employees who are lacking those (Moldogaziev & Fernandez, 2013.)

Kanter (1993) distinguished between two kinds of structural empowerment, the first is opportunity structures which means to facilitate the process of employee's empowerment such as learning and growth opportunities. The second one is power structures which includes provision of information, resources, and support for employees (as cited in Smith et al., 2012)

2.4.1.2. Psychological Empowerment

Thomas and Velthouse (1990) defined psychological empowerment as increasing the motivation of employees toward conducting the assigned tasks. And they identified four factors of psychological empowerment. These factors are: meaningfulness (the importance of a work objectives and its relation to the employees believes and values); choice (employees' behavior is determined individually); impact (indicates to what extent employee's behaviors make difference in an organization, and competence (employees' self-confidence to perform the tasks) (Thomas & Velthouse, 1990). Psychological empowerment can be perceived as "a cognitive state characterized by a sense of perceived control, competence and goal internalization".

Many factors have been discussed in the relevant previous studies as preconditions to employee's empowerment. Foster-Fishman and Keys (1997, p.348) stated that there are two essential preconditions for employee's empowerment: the first

one is the conditions related to power and control, and the second one is related to inclusion and trust. They argued that both preconditions organizational practices and employees' behaviors should promote employee's empowerment within organization, for instance, in respect of power and control, which were viewed from two perspectives; organizational and individual prerequisites. The desire and willingness of leaders to share power with their employees is an organizational prerequisite of employee's empowerment, while employees' willingness for increased control is an individual prerequisite. Bowen and Lawler (1992, 1995) referred to other factors such as knowledge, information, rewards, and power (as cited in Melhem, 2004)

Melhem (2004) added 'trust' to Bowen's and Lawler's study. Trust was defined by Melhem as the leaders trust in their employees, especially at the low managerial levels. To Melhem, that will increase the probability of employees' involvement in the dissension making process. Menon (2001) described the psychological empowerment as a cognitive state of feeling with competence and control.

2.4.2. The Benefits of Empowering Employees

Empowering employees reflect substantial benefits to both organization and employees. When employees are given freedom in decision-making and problem-solving, that pushes them to do their best to make an organization succeed. That may reflect many results, such as more quality of Work, more employee satisfaction, more collaboration among staff, more productivity, and fewer costs. All these results are positively reflecting on the organization, give a competitive advantage and maximize profits (Wagner & Harter, 2006).

<u>**Quality of Work**</u>

Employees have a strong desire to feel they are an essential element in the development of the organization, and that they participate in the organization's success. When leaders trust in their employees and give them the freedom in decision-making. That will motivate them to do their best; therefore, that will reflect on the quality of the work.

Employee Satisfaction

Work environment and structure influences employees' job satisfaction. This notion was supported by Wagner & Harter (2006.) They stated that organizations which support empowerment have employees with more satisfaction than organizations with more structured or hierarchical environment.

Collaboration

Empowered employees feel themselves important components in the organization, so give them self-confidence and encourage them to cooperate with their colleagues, share information and exchange ideas with all credibility, and thus, enhance the team work. These behaviors naturally occur in environments that support empowerment and not in a disjointed work environment.

Productivity

The power granted to employees through the empowerment process makes them more responsible and accountable to work, aspiring to conduct their tasks in the right time and ways to achieve the organization objectives. This sense of responsibility encourages employees to increase productivity and provide better results for the organization to prove that they deserve the given power.

Reduction of costs

Empowering Employees results in the reduction of costs incurred by the organization, either in the short or long term. When employees feel empowered they become more satisfied and dedicated to get the job done efficiently. On the other hand, empowering employees may reduce the cost of the organization in the long term through decreasing the employees' turnover costs as well as job transition costs. Also, empowering employees makes them more responsible to perform tasks efficiently, and thus reduce the routine which costs the organization a lot of money (Wagner & Harter, 2006.)

2.4.3. Barriers towards Employees' Empowerment

There are many barriers that hinder the process of employees' empowerment, structural or psychological empowerment. These barriers can be classified into two categories. The first category is the organization's level. And the second is the

individual level. In order to get a real empowerment, there must be integration between these two levels. i.e. the existence of leaders' desire and willingness to empower their employees, through providing a climate and environment that support empowerment and involve the employees in the organization's values and mission. On the other hand, employees' desire and willingness to be empowered must also exist. Without this integration, any empowerment efforts would be useless.

2.4.3.1. Organization-Level Barrier

Organizational Culture

As it is known, the organizational culture has a great impact on an organization, not only on with related employee's empowerment, but also on all factors that contribute to the success of the organization. Organizational culture could enhance or hinder employee's empowerment (Foster-Fishman & Keys, 1997.)

Many previous studies discussed the empowering culture within an organization. Although these studies did not identify a specific definition of empowering culture, they provided a general description of some characteristics of this culture. For instance, Appelbaum et al. (2014) described that the organizational culture – in which the relationship among employees is characterized by communication, trust, and teamwork - is positively related to empowerment. Wang (2010) stated that the organizational cultural factors of teamwork and outcome orientation are more helpful to employees' empowerment.

According to Wang (2010), cultures which support teamwork contribute to the employee's empowerment through sharing information and communication, which in turn increases the employee's involvement in decision-making process. Also, outcome-oriented cultures focus on work results rather than the ways to reach organization goals, it is expected that this culture gives autonomy to employees of decision-making.

Some other studies dealt with other dimensions of the empowering environment such as: the nature of relationship between leaders and employees (non-democratic or participative); the decision-making process (centralized or decentralized); degree of teamwork orientation; degree of experimentation and flexibility; and degree of outcome orientation (Mahmoud, 2015).

On the other hand, some researchers (Cameron & Quinn, 2006) described the non-empowering organizational culture as a hierarchy culture; which is characterized by controlling and centralized decision-making and a strong structured environment. This culture focuses on the implementation of instructions and compliance with rules rather than goals to be achieved. In addition, this culture looks for stability rather than innovation; it depends on leaders as good coordinators more than encouraging teamwork.

Lack of Transformational Leadership

In order to establish an empowering environment that requires the commitment and desire on the part of the organizational management, few studies have addressed the issue of leader's styles and its relationship to empowering employees (Meyerson & Kline, 2008.) But as in the organizational culture, most of previous studies have discussed some of leaders' characteristics that help them to empower their staff.

Some researchers identified five practices that are considered supportive of empowerment; these practices are: leaders' confidence in their employees; involvement of employees in decision-making processes; giving them autonomy in the performance of their work; identifying a meaningful goal of organization; and using power in positive ways (Conger & Kanungo, 1988.)

Other five practices and behaviors were identified in the model of Arnold et al (2000.) This model was called Leadership Empowerment Behavior (LEB.) It included some of leaders' practices and behaviors that help leaders empower their followers, such as coaching (enhancing employees' development); informing (sharing information with employees about the organization); leading by example (acting as an example for the team); interaction with the team (interest in the affairs and needs of employees); and, finally, participative decision-making (involving employees in decision making.)Sigler (1997, p.37), Liden and Tewksbury (1995), in their research, described the empowering leaders as those who can understand their followers' needs and interests and recognize their ability to do their job.

Bass and Avolio (1995) found that the practices and characteristics of empowering leaders are quite similar to the characteristics of the transformational leaders. These characteristics are: charismatic role modeling (leaders' behaviors which

show a high moral and ethical standards) as cited in Yang's study (2012); individualized consideration (taking the needs and desire of each employee into consideration through coaching and mentoring); inspirational motivation (clarification of an organization objectives and motivating employees to reach them); and intellectual stimulation (which includes encouraging employees to challenge the current situation and find new ways.) (Bushra et al., 2011.) According to Edwards et al, through intellectual stimulation leaders motivate their followers to think 'outside the box' (Edwards et al., 2012.)

Work-context Factors

<u>**Lack of Information Sharing**</u>

Many studies related to employees' empowerment talked about the importance of sharing information among employees within an organization. Randolph (1995) mentioned that information sharing is a critical component to employee's empowerment. Kanter (1989) stated that information should be shared at more managerial levels to enhance empowerment within an organization. Onaka (1988) also mentioned that the dissemination of information between different managerial levels supports the employees' feeling of autonomy (as cited in Gkorezis & Petridou, 2008, p.22.)

On the other hand, few researchers referred to the type of information which should be shared among employees. Lawler (1992), for instance, assumed that the information related to the organization's mission should be shared. He argued that employees will not be able to take initiative if they have no information about the goals the organization is looking for (as cited in Spreitzer, 1995.)

That information is helpful for employees to know how their decisions are in line with the organization objectives. Lawler (1992) also referred to the importance of sharing information with related to employee's performance. That information would enhance the feeling of meaningfulness among employees, which in turn is considered one of the psychological empowerment factors. Therefore, the lack of information related to the organization's mission and employee's performance is considered a possible barrier toward psychological empowerment of employees (Mahmoud, 2015).

Lack of Provision of Performance-based Financial Rewards

The impact of financial incentives and rewards on the psychological empowerment of employees cannot be ignored (Conger & Kanungo, 1988.)

Some researchers proposed that the provision of financial incentives according to employees' performance could lead to employees' feeling of self-efficacy which also enhance the employees' perception of psychological empowerment (Spreitzer, 1995.) Spreitzer explained that the provision of incentives and rewards means that leaders are recognizing employees' skills and competencies which in turn leads to more psychological empowerment for employees.

2.4.3.2. Employee- individual Level Barriers

Employees' Non-readiness

Employee's readiness has been defined as employee's ability to perform the assigned tasks (Blanchard & Hersey, 1993.) On the other hand, some researchers defined it as the employees' willingness to be empowered. Both factors of employees' unwillingness and inability could hinder empowerment in the organization.

Employees' Unwillingness

Employees' willingness is the motivation of employees to be empowered; this motivation could be divided into two categories: employees' internal motivation and employees' external motivation, for example, provision of financial incentives (Mahmoud, 2015).

Employees' internal motivation means the internal desire of employee to be empowered, while the second category refers to motivating employees to get empowered. Regarding 'desire', many researches mentioned the importance of desire to employee's empowerment. For example, Foster-Fishman and Keys (1997) found that employees' desire for control is an individual prerequisite for empowerment.

On the other hand, many researches have discussed the relationship between organizational incentives and employees' empowerment. Financial performance-based rewards support the employees' empowerment (Bowen & Lawler,1992.) These incentives should be paid according to employees' performance rather than the position they occupy (as cited in Gkorezis & Petridou, 2008.) According to Spreitzer (1995),

these incentives enhance employee's empowerment when they influence the decision-making processes at work.

Employees' Inability

Many relevant studies dealt with the definition of employee's ability, some of them defined it as the employees' competence and capability to do the assigned tasks. Others defined it as having the competence to be empowered. Employee's ability can be defined as the skills or the knowledge of the job that employees own to be empowered (Mahmoud et al., 2015).

It is worth mentioning that there is a difference between skill and knowledge, employees may have a good skill to be empowered, but on the other hand, they may lack enough work-related knowledge. Therefore, the lack of sufficient knowledge of work content will not help employee's empowerment process (Holbeche, 2005).

According to Holbeche (2005), employees' willingness to take responsibilities is not enough for their empowerment; also, it needs the needed skill for empowerment. Other researchers asserted that employees will not affect the decision-making if they do not have the right skills.

Finally, some researchers mentioned the importance of training for effective employees' empowerment. Wang (2010) pointed out three phases that help leaders to empower their followers. The first phase is assessing the current needs of staff. Secondly, leaders coach their employees to work above their current capacity. Thirdly, leaders gain the employees' commitment by sharing values and mission of organization with employees

Employee's Personality

Lack of Internal Locus of control

There are two kinds of locus of control, internal and external. The first kind, the internal locus of control can be defined as employees' expectation that their work results depended on their personal characteristics (Rotter ,1990.) While the second kind, external locus of control, is considered as the employees' outcomes as a function of chance, or under the control of external conditions.

According to Spreitzer (1995), employees who have internal locus of control feel themselves able to control and shape their work. Also, he stated that internal locus of control is positively related to psychological empowerment.

On the other hand, Luo and Tang (2003) mentioned that employees who have internal locus control are more likely to be empowered than those who have external locus control (as cited in Wang et al. 2013.)

Finally, the concept of locus of control is similar to the concept of impact which was defined by Thomas and Velthouse (1990) as one of psychological empowerment dimensions. Employees who can control their work and have an impact on their workplace environment have more possibility to be empowered.

Lack of Self-esteem

Self-esteem in general means the employees' feeling of self-regard. It leads employees to feel more competent, and leads them also to more positive orientation toward their career development (Gist & Mitchell, 1992.) Some researches supported that high self-esteem is related to employees' perception of psychological empowerment. If employees feel themselves excluded or disregarded by their leaders rather than being effective, they are less to be psychologically empowered; therefore, it is safe to say that the lack of self-esteem is a barrier of psychological empowerment.

2.5. Transformational Leadership and Empowerment

From the perspective of Alimo-Metcalfe and Alban-Metcalfe (2002), transformational leadership includes dealing with followers as partners in developing the organization, through empowering them to lead, and provision of an encouraging environment for creative thinking, challenging the current situations about how the work should be done. They stated that interest in followers' well-being is more effective than leaders' charisma. Gill (2006) stated that effective leaders empower followers to be able to do what needs to be done.

Other researchers stated that, by drawing a vision for future through participative environment, leaders will be able to empower their followers (Bennis & Nanus, 1985). They also argued that, by inspirational motivation, leaders will enable

their followers to build their self-confidence for goals achievement (as cited in Ozaralli, 2003, p.336).

Many previous studies addressed the relationship between transformational leadership and employees' empowerment, such as:

Ozaralli (2002), who studied the effects of transformational leadership on empowerment and found a positive relationship.

Kark et.al. (2003) study, which aimed to identify the relationship between transformational leadership and subordinates' empowerment with dependence on the leader. Using a sample of 888 bank employees working under 76 branch managers, the researcher found that transformational leadership is positively related to workers' empowerment.

Bartram and Casimir (2007) study, which examined the relationship between the transformational leadership style and followers' performance and satisfaction as well as the mediating role of employees' empowerment and trust in leaders. They found that the effects of transformational leadership style on performance were mediated by psychological empowerment and trust in the leader.

Meyerson & Kline (2008) study, which targeted 197 undergraduate university students in Canada to examine the effect of transformational leadership on empowerment. This study found that the leaders using transformational leadership techniques increased their follower's empowerment in implementing their tasks.

Allameh et al. (2012) study, in which 150 teachers were surveyed in the schools of Abade Township. The transformational leadership dimensions were based on the style of multi-leadership questionnaire of Bass (1990.), where the psychological empowerment survey was based on Spreitzer's theory of psychological empowerment (1995.) This study found a significant relationship between the dimensions of transformational leadership and the dimensions of psychological empowerment. The correlation coefficient between dimensions of transformational leadership and dimensions of psychological empowerment was significant. A step-by-step regression was applied. However, the best predictor of psychological empowerment in dimensions of being meaningful and competency is ideal influence, in the

independence dimension is inspiring motivation, and in the being effective dimension is personal consideration.

The current study has characterized from the previous studies in the practical field as it is now in the non-governmental organizations in Turkey. Although there have been many studies examining the relationship of transformational leadership with some dimensions of empowerment in business, education, industry, and nursing sectors, however, researches in NGOs are limited. Therefore, this study may add to the transformational leadership literature by examining the relationship between the transformational leadership dimensions and psychological empowerment. Actually, this research aims to take advantage of previous studies summaries which commensurate with the topic of this research.

CHAPTER III
METHODOLOGY

This chapter provides a description for the methodology used in this research. This description provides information of interest to research design, sample size, data collection procedures, measurement tools.

3.1. Research Design and Hypotheses

The research design was a non-experimental quantitative survey design that measured the relationship between the dimensions of transformational leadership and psychological empowerment. The independent variables represent the dimensions of transformational leadership. While the dependent variable represents the psychological empowerment.

The independent variables consist of the four transformational leadership dimensions:

- Ideal effect.
- Inspirational motivation.
- Intellectual stimulation.
- Individualized consideration.

The dependent variable for this study consists of psychological empowerment of employees. The research design is shown in the following figure:

Figure 3.1. Research Model
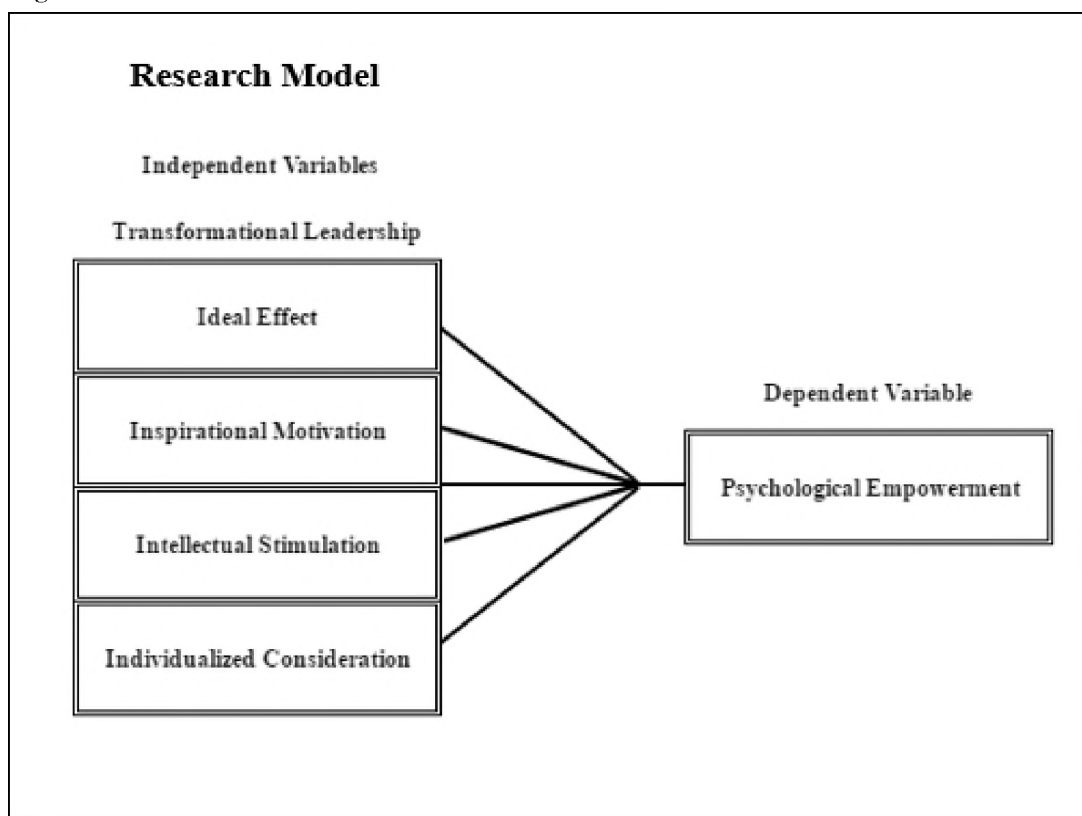
The unit analysis for this study was the employees in non-governmental organizations. The use of this type of design was preferred for its possibility to disseminate the results to the entire community including all employees in non-governmental organizations in Gaziantep.

An electronic questionnaire was used as a tool to collect data digitally using Monkey Survey application. Before relying on electronic questionnaire there were some visits to the human resources managers and some of the staff in other organizations in order to ensure that the questions are understandable. We use the help of specialists to translate the questions into Arabic to avoid misunderstanding any questions.

The main question for this study is, "What is the impact of the dimensions of transformational leaders on the psychological empowerment of employees?" This significant question leads to the following sub-questions:

1. From the perspective of NGOs employees in the city of Gaziantep, how may leaders in these organizations practice the transformational leadership theory?

2. From the perspective of NGOs employees in the city of Gaziantep, what is the level of empowerment of employees in these organizations?

3. Is there a relationship between the transformational leadership and the employees' empowerment?

From the previous main question, the research hypothesis can be derived:

Ideal Effect

H1: Ideal Effect has a positive impact on the psychological empowerment of employees.

Inspirational Motivation

H2: Inspirational Motivation has a positive impact on the psychological empowerment of employees.

Intellectual Stimulation

H3: Intellectual Stimulation has a positive impact on the psychological empowerment of employees.

Individualized Consideration

H4: Individualized Consideration has a positive impact on the psychological empowerment of employees.

3.2. Data Sample

Random sampling was used to choose a sample of employees from non-governmental organizations (NGOs) in Gaziantep which implement relief and non-relief activities inside and outside Syria. These organizations are registered in the OCHA platform, the sample frame of this study, which consists of 141 Syrian organizations – according to specific criteria set by OCHA to ensure the organizations' commitment to humanitarian principles and standards.

These organizations work on multiple sectors, including all relief sectors (such as health, education, protection, food security, livelihood, water, sanitation, and hygiene), as well as non-relief sectors (such as peace building, governance, capacity development, CSO empowerment, and rule of law and media.)

The total number of employees working in these organizations was approximately 1200.The sample size was 292 employees, which represented about 25% of the research population– calculated using an Internet online calculator at 95% confidence level and 5% margin of error. 353 questionnaires were received; 50 of them were excluded because of missing data, and the remaining 303 questionnaires were vailed to be analyzed.

3.3. Data Collection Procedures

The best form fitting most for collecting data at the present time is the electronic scanning tools. In this research, we used Survey Monkey, which makes it easy to carry out the questionnaire quickly and easily. First, as a pilot sample, 50 copies of the paper questionnaire were carried out during interviews with Human Resources' managers, in order to ensure that all the questions were understood. Then we created a designed electronically link which we sent to human resource managers by emails and other social media tools.

After all we transformed all the information into SPSS Statistic analyzer software. There were some delays in the responses due to several reasons, however at the end with the help of human resources mangers and visiting the working fields we collected all the information with all the required data.

In order to encourage employees to participate in the survey due to the sensitivity of some of the questions as they relate to the Supervisor or Director, we kept the name of workers anonymous and the name of the organization was optional answer.

3.4. Scales

The survey questionnaire has three sections. Firstly, the demographic variables. Secondly, transformational leadership which has 20 items that were modified from the multi factor leadership questionnaires (Bass, 1994, 1999; Bycio et al., 1995; Dionne et al., 2003; Hartog et al., 1997). Transformational leadership has 20 items that were modified from the multi factor leadership questionnaires (Avolio & Bass, 2004).

All the transformational leadership items used were measured using 5 points Likert scale ranging from "Not at all" (1) to "Frequently, if not always" (5). These items were divided to 4 factors of the transformational leadership.

While the scale of psychological empowerment of employees was adopted from the study of Mohamed et al. (2011), using ten items that were modified from empowerment literature (Ashforth, 1989; Hackman & Oldham, 1980; Jones, 1986; Tymon, 1988.) The items were measured using a 5-point Likert scale ranging from "Strongly disagree" (1) to "Strongly agree" (5).

In order to verify the reliability and validity of the internal structure of the questionnaire, Cronbach Alpha and Factor analyses tests were conducted as shown in the following pages.

3.4.1. Factor Analysis

To verify the validity of internal structure of the questionnaire of the research. Factor Analysis test was conducted. Bartlett's test was significant ($p < .001$), a more discriminating index of factor analyzability, and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) was considered. For the data of this study, KMO = .73 which is considered large.

Table 3.4.1.1. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.737
Bartlett's Test of Sphericity	Approx. Chi-Square	12002.703
	df	406
	Sig.	.000

The Principal Component Analysis procedure was used to extract the factors from the variable data. However, five factors were extracted. These factors can explain 72.52 % of all the variable variances.

Table 3.4.1.2. Extraction Sums of Squared

Component	Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
Psychological Empowerment	8.217	28.333	28.333
Ideal Effect	4.863	16.769	45.102
Individualized Consideration	3.489	12.032	57.134
Inspirational Motivation	2.436	8.400	65.534
Intellectual Stimulation	2.027	6.989	72.523

A Varimax with Kaiser Normalization rotation was performed on the five components. The results are shown in the following table.

Table 3.4.1.3. Rotated Component Matrix

Rotated Component Matrix					
	Component				
	PE	**II**	**IC**	**IM**	**IS**
My job activities are personally meaningful to me.	0.90				
I have considerable opportunity for independence and freedom in how I do my job.	0.90				
My job is well within the scope of my abilities	0.89				
My impact on the happenings in my department is large	0.86				
I really care about what I do in my job	0.84				
I have significant autonomy in determining the way of doing my	0.83				
I am confident with my ability in doing my job	0.77				
I can decide on my own of how to go about my work	0.71				
I have a great deal of control over the happenings in my	0.65				
The work that I do is important to me	0.64				
Acts in ways that builds my respect		0.93			
Displays a sense of power and confidence		0.92			
Instills pride in me for being associated with him/her		0.82			
Goes beyond self-interest for the good of the group		0.82			
Specifies the importance of having a strong sense of purpose		0.76			
Emphasizes the importance of having a collective sense of		0.74			
Talks about his/her most important values and beliefs		0.68			
Considers the moral and ethical consequences of decisions.		0.56			
Spends time teaching and coaching.			0.97		
Considers me as having different needs, abilities, and aspirations from others			0.97		
Helps me to develop my strengths			0.96		
Treats me as an individual rather than just as a member of a group			0.96		
Articulates a compelling vision of the future.				0.85	
Expresses confidence that goals will be achieved				0.85	
Talks optimistically about the future				0.79	
Talks enthusiastically about what needs to be accomplished.				0.78	
Gets me to look at problems from many different angles					0.89
Re-examines critical assumptions to question whether they are appropriate.					0.89
Seeks differing perspectives when solving problems.					0.81
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 6 iterations.					
Note. Psychological Empowerment (PE), Ideal Effect (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), Individualized Consideration (IC)					

3.4.2. Reliability

Initially, Cronbach Alpha test was conducted on the pilot test which included 50 copies. However, the results show that the dependent variable achieved 0.90, while other four independent variables achieved at least 0.70. That means the questionnaire used in the research was firm enough. Then, the same test was conducted after collecting all the data, and the result was:

Table 3.4.2.1. Cronbach's Alpha for the study variables (N = 303)

Variable	Cronbach's alpha	Number of Items
Transformational Leadership	.835	19
Ideal Effect	.914	8
Inspirational Motivation	.854	4
Intellectual Stimulation	.854	3
Individualized Consideration	.989	4
Psychological Empowerment	.944	10

3.5. Data Analysis Procedures

Correlational analysis and multiple regression analysis were used to analyze the data and study the relations between the variables of transformational leadership and psychological empowerment. Data was analyzed using Statistical Package for the Social Sciences (SPSS). A statistical analysis (mean, standard deviation, bivariate correlation, linear regression) was conducted. A block entry regression analysis was performed between the dependent variable of psychological empowerment, the independent variables of transformational leadership. Regression was used to address the following questions:

- What was the size of the overall relationship between psychological empowerment and transformational leadership?
- How much does each dimension of transformational leadership contributed to that relationship?

CHAPTER IV
FINDINGS

This chapter presents the results of the data analysis of the effect of transformational leadership dimensions on psychological empowerment. The chapter contains descriptive analysis, correlations, and multiple linear regression.

4.1. Descriptive Analysis
4.1.1. Respondent Demographic Profile

Figure 4.1.1.1. Respondents by Gender
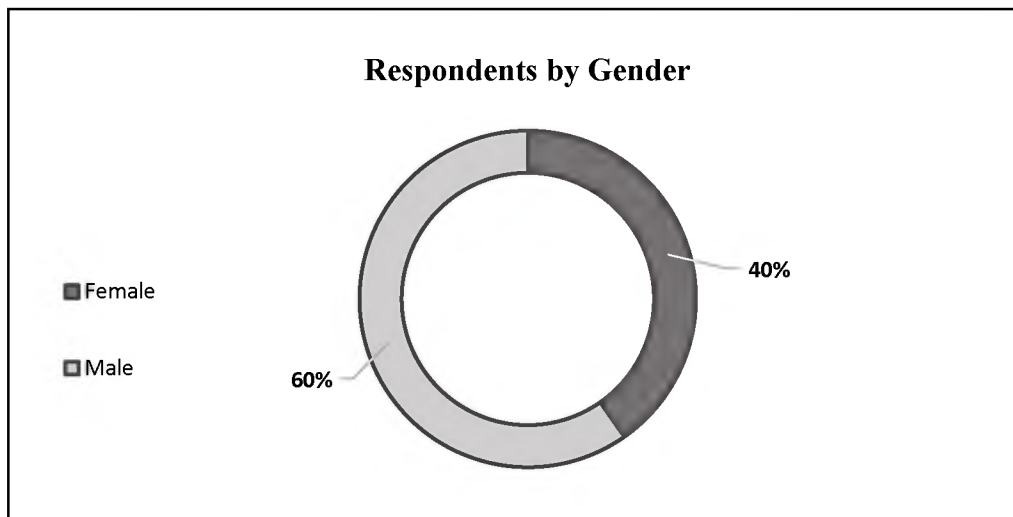
The figure above shows that 182 (60%) out of the total respondents are males while the other 121(40%) are females.

Figure 4.1.1.2. Respondents' Education Level

Figure: Respondents' Education Level

	Under-Graduated	Graduated	post-Graduated	PhD
☐ Percentage	8%	75%	16%	1%
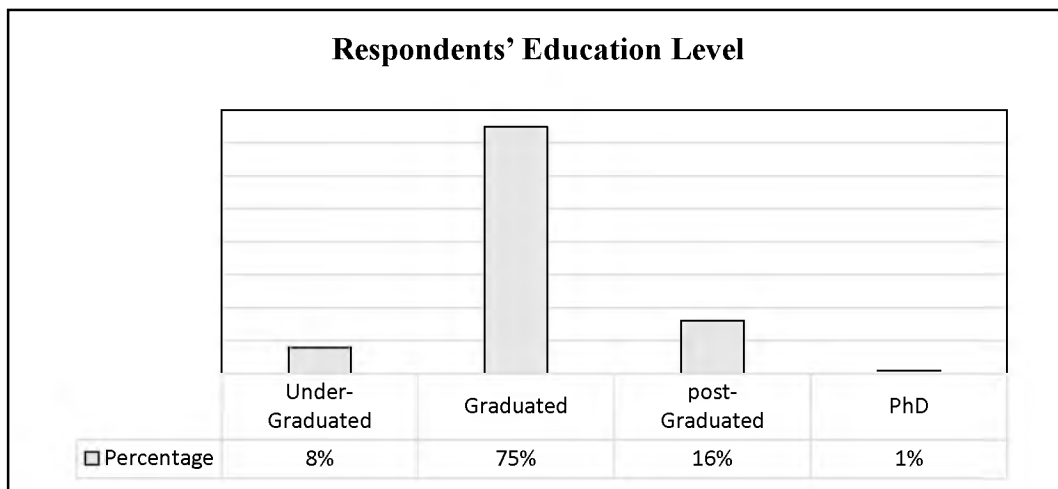
According to the figure above, 24(8%) respondents are undergraduate, 227(75%) are graduated, 49 (16%) are post-graduated, and 3 (1%) have PhD degree.

Figure 4.1.1.3. Respondents' Age

Figure: Respondents' Age

	20 - 30	31 - 40	41 - 50	> 50
☐ Percentage	48%	42%	7%	3%
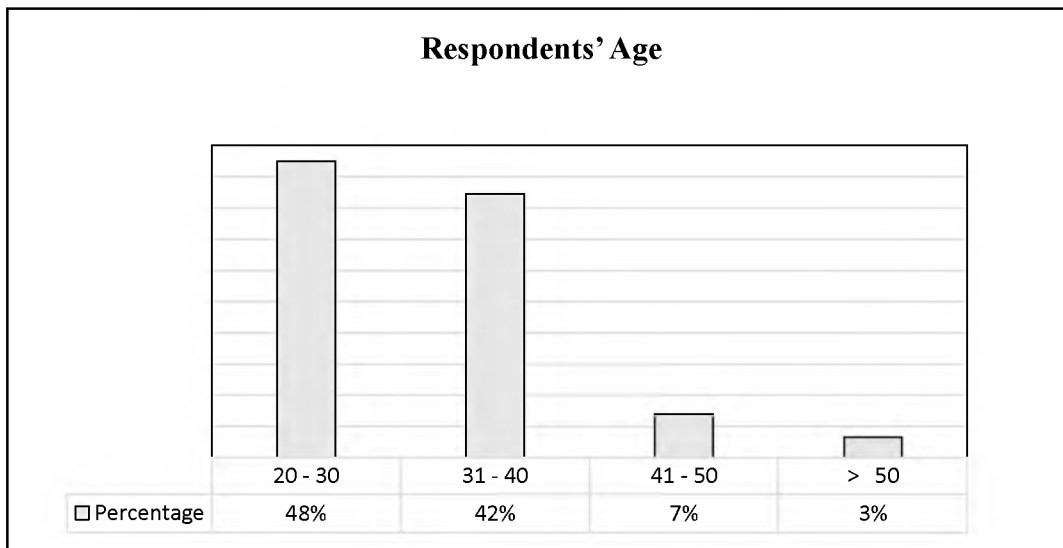
The figure above shows that 145(48%) respondents are between 20-30 years old, 127(82%) are between 31-40 years old, 21(7%) are between 41-50 years old, and 10 (3%) are bigger than 50 years old.

Figure 4.1.1.4. Respondents by Department

Respondents by Department

Department	Percentage
Programs	30%
partnership	3%
Monitoring & Evaluation	17%
Media	5%
Logistics	16%
IT	4%
HR	12%
Finance	13%
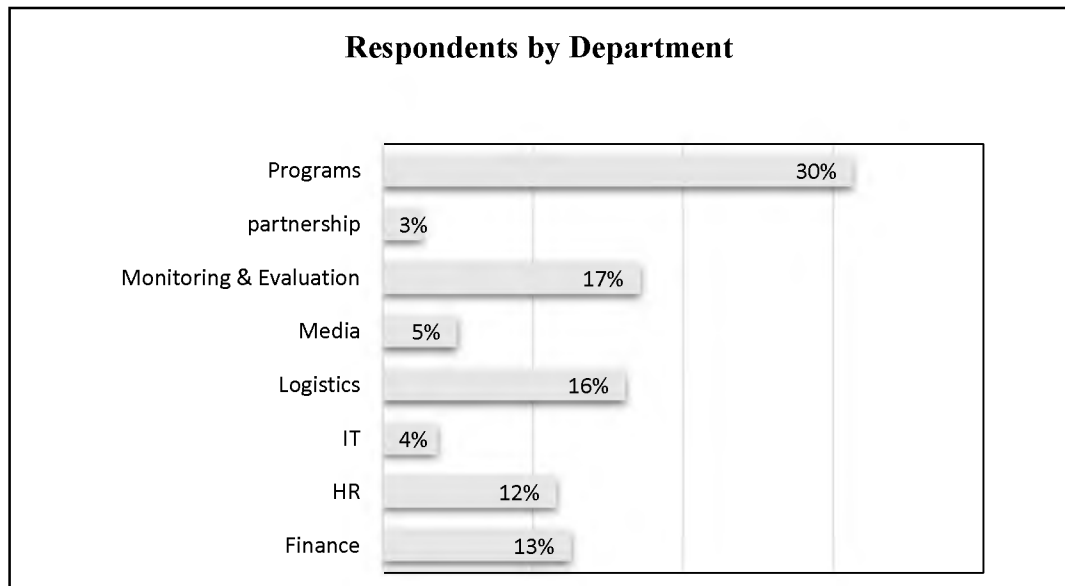
The figure above shows respondents by department. The results show that 39(13%) respondents are in finance department, 36(12%) respondents are in HR department, 12(4%) respondents are in IT department, 48(16%) respondents are in Logistics department, 15(5%) respondents are in Media department, 51(17%) respondents are in Monitoring & Evaluation department, 8(3%) respondents are in Partnership department, and 94(31%) respondents are in Programs department.

Figure 4.1.1.5. Respondents' Work-Experience

Respondents' Work-Experience

	> 5 years	3-5 years	1-3 years	0-1 year
☐ percentage	16%	17%	37%	30%
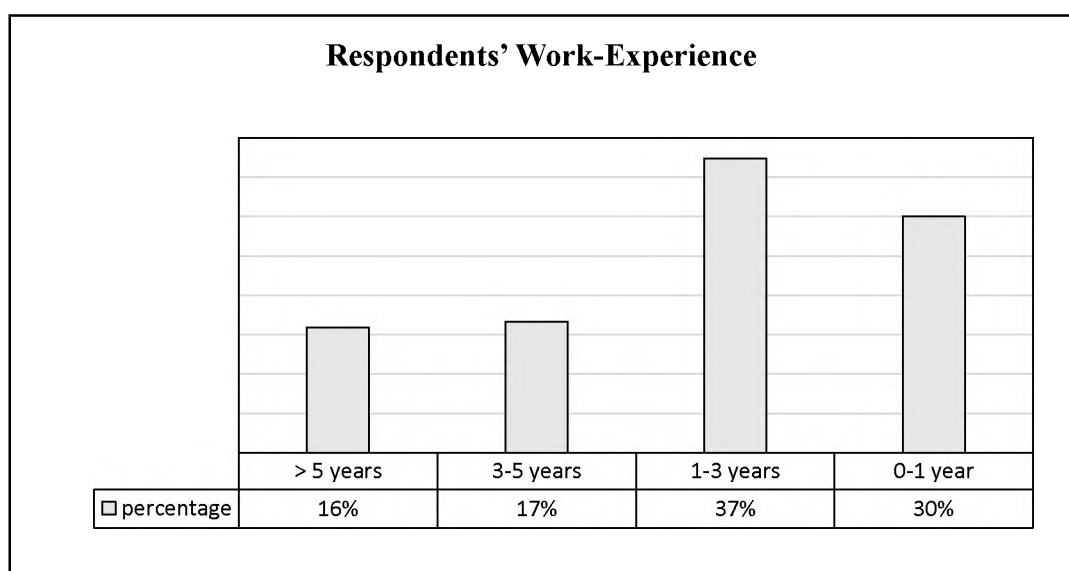
According to the figure above, 91 (30%) respondents have less than one year of work experience; 112(37%) of them have 1 to 3 years of experience, 51(17%) have 3 to 5 years of experience, and 52(16%) of them have more than 5 years of experience.

4.1.2. Central Tendencies Measurement of Constructs

Table 4.1.2.1. Central Tendencies Measurement

Descriptive Statistics			
	N	**Mean**	**Std. Deviation**
Ideal Effect	303	3.4171	.93665
Inspirational Motivation	303	3.6271	.87076
Intellectual Stimulation	303	3.5367	.79507
Individualized Consideration	303	3.7913	.88794
Psychological Empowerment	303	3.9116	.59147

4.2. Correlations

Ideal Effect

According to Pearson test, there is positive relationship between independent variable ideal effect and dependent variable employee's psychological empowerment. The value of .218** indicates that the ideal effect is positively correlated to employees' empowerment.

Inspirational Motivation

According to Pearson test, there is positive relationship between independent variable inspirational motivation and dependent variable employee's psychological empowerment. The value of .224** indicates that the ideal effect is positively correlated to employees' empowerment.

Intellectual Stimulation

According to Pearson test, there is positive relationship between independent variable intellectual stimulation and dependent variable employee's psychological empowerment. The value of .183** indicates that the intellectual stimulation is positively correlated to employees' empowerment.

<u>**Individualized Consideration**</u>

Pearson test shows that there is positive relationship between independent variable individualized consideration and dependent variable employee's psychological empowerment. The value of .279** indicates that the individualized consideration is positively correlated to employees' empowerment.

The result of Pearson Correlation Test is shown in the following table:

Table 4.2.1. Correlations

Correlations					
	PE	II	IM	IS	IC
PE	1	.218**	.224**	.183**	.279**
II		1	.254**	.014	.006
IM			1	.032	.021
IS				1	-.100
IC					1
Note. **. Correlation is significant at the 0.01 level (2-tailed).					
Note. Psychological Empowerment (PE), Ideal Effect (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), Individualized Consideration (IC)					

4.3. Multiple Linear Regression

4.3.1. Model summary

Table 4.3.1.1. Multiple Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.441[a]	.195	.184	.53433
a. Predictors: (Constant), Individualized Consideration, Ideal Effect, Intellectual Stimulation, Inspirational Motivation				

Based on the model summary above, the R square value had gain .195, which is about 20 percent. This means that 20% of dependent variable of employees' empowerment can be interpreted by 4 independent variables of transformational leadership. In other

words, it means that 80% of dependent variable of employees' empowerment is interpreted by other factors.

4.3.2. ANOVA

Table 4.3.2.1. ANOVA Model Summary

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	20.569	4	5.142	18.011	.000[b]
	Residual	85.080	298	.286		
	Total	105.650	302			
a. Dependent Variable: Psychological Empowerment						
b. Predictors: (Constant), Individualized Consideration, Ideal Effect, Intellectual Stimulation, Inspirational Motivation						

The table above presents a significance level of the model. So, model that used in this study is good.

4.3.3. Multiple Regression Analysis

Table 4.3.3.1. Multiple Regression Coefficient Analysis

Coefficients						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.691	.274		6.181	.000
	Ideal Effect	.108	.034	.171	3.173	.002
	Inspirational Motivation	.114	.037	.168	3.131	.002
	Intellectual Stimulation	.183	.047	.205	3.926	.000
	Individualized Consideration	.196	.035	.295	5.638	.000
a. Dependent Variable: Psychological Empowerment						

As it is clear in the table above, the individualized consideration factor has the highest beta of 0.295 which means that the independent variable of individualized consideration contributed the most and has a stronger effect toward the psychological

empowerment of employees if compared to the other factors of transformational leadership. The influence of the remaining factors on psychological empowerment of employees were intellectual stimulation, ideal effect, and inspirational motivation respectively.

CHAPTER V
RESULTS AND DISCUSSION

This chapter will discuss hypothesized findings, determine the limitation faced in this study, and provide recommendations for future research.

The results of hypotheses analysis by using multiple regression tests were:

- Ideal Effect has a positive impact on the psychological empowerment of employees (ß=.171, p < .01) The transformational leadership dimension of ideal effect builds on the perception that employees, in this study, would be more excited to do assignments when they see their leaders as a role model and consider them as saviors in the tough times (Bass & Avolio ,1995.) Ideal effect was measured using items such as, "Acts in ways that builds respect," and "Considers the moral and ethical consequences of his /her decisions."

- Inspirational Motivation has a positive impact on the psychological empowerment of employees (ß =.168, p < .01) The transformational leadership dimension of inspirational motivation addressed capacity of leaders to motivate their employees and make them struggle to achieve the organization goals. This dimension was measured by statements such as, "Talks enthusiastically about what needs to be accomplished," and "Articulates a compelling vision of the future."

- Intellectual Stimulation has a positive impact on the psychological empowerment of employees (ß =.205, p < .01) The transformational leadership dimension of intellectual stimulation addressed the role of leaders in making employees create new ideas to solve problems and to challenge old ways of dealing with problems and issues that arise during the work (Bass, 1985) On the other hand, the role of intellectual consideration to help leaders determine the kind of tasks that intellectually fit their employees. This dimension was measured by statements such as, "Re-examines the assumptions to question whether they are appropriate or not," and "Seeks different perspectives when solving problems."

- Individualized Consideration has a positive impact on the psychological empowerment of employees (ß =.295, p < .01) The transformational leadership dimension of individualized consideration addressed the extent to which employees are considered individually and treated according to their needs and capabilities.

Table 5.1. Hypothesized Findings

Hypothesis	Result	
H1: Ideal Effect has a positive impact on the psychological empowerment of employees.	Beta=.171 p=.002 (p < 0.05)	Supported
H2: Inspirational Motivation has a positive impact on the psychological empowerment of employees.	Beta=.168 p=.002 (p < 0.05)	Supported
H3: Intellectual Stimulation has a positive impact on the psychological empowerment of employees.	Beta=.205 p=0.00 (p < 0.01)	Supported
H4: Individualized consideration has a positive impact on the psychological empowerment of employees.	Beta=.295 p=0.00 (p < 0.01)	Supported

As a conclusion, leaders of the Non-Governmental Organizations (NGOs) often face many challenges and difficulties at the organizational level. These difficulties differ from that in profit sectors. NGOs leaders are often isolated. There is a general agreement about leadership deficit in the NGOs sector. Therefore, there is a need to examine how to empower the staff of these organizations. The transformational leadership style may contribute to create a new generation of leaders. Several previous studies addressed the positive role of transformational leadership in the psychological empowerment of employees. The current study found that transformational leadership is positively related to psychological empowerment of employees. The most influential factor in employee's psychological empowerment is an individualized consideration. The influence of other transformational leadership factors is, respectively, intellectual stimulation, inspirational motivation, and ideal effect. This means that managers should be more concerned with these factors, which would reflect more positively on employee's psychological empowerment. The results of our research are in line with the results of Alimo-Metcalfe and Alban-Metcalfe (2002), where they stated that transformational leadership includes dealing with followers as partners in developing the organization through: empowering them to lead, provision of an encouraging

environment for creative thinking, challenging the current situations about how the work should be done.

These results matched with the factors of individual consideration and intellectual counseling, which were the most influential factors on the psychological empowerment of the employees in this research. Contrary to the findings of Bennis and Nanus (1985) who argued that leaders by inspirational motivation and drawing a vision for future will enable leaders to empower their followers.

On the other hand, the research partially agreed with the study of Allameh et al (2012), in terms of individual consideration, which was more specific in regard to examining the effect of each factor of transformational leadership on each factor of psychosocial empowerment of employees. Their study revealed that the best predictor of psychological empowerment in dimensions of being meaningful and competency is an ideal influence, in the independence dimension is inspiring motivation, and in the dimension of being effective is a personal consideration.

Other studies – such as the study of Meyerson & Kline (2008) which targeted 197 undergraduate university students, and the research of Kark et.al (2003) which included a sample of 888 bank employees – revealed that the leaders who used techniques of transformational leadership increased their followers' empowerment to implement their tasks. Therefore, the results of this research are generally considered to be in accordance with the results of previous studies and researches.

In general, this study agreed with most of the previous studies that dealt with this topic, but in varying proportions. In general, this study agreed with most of the previous studies that dealt with this topic, but in varying proportions. Relationships between the variables were not strong enough. This could be related to the nature of the organizational culture prevailing in the research community. Also, it could the result of other factors that have more impact on employee's empowerment in the researched organizations.

5.1. Limitation of the Study

The number of respondents who surveyed were 303, and they were from the same area. So, it not exactly safe to say that the result of the study can be estimated accurately, also, it is difficult to say that the research has achieved its aim effectively.

Shortage of time was one of the problems faced in this study, especially regarding the collection of a large number of questionnaires, which required a lot of time. Also, some of the questionnaires included many missing values. These questionnaires were excluded to collect others instead of them. That also took a lot of time.

Many researches were conducted regarding the relationship between transformational leadership and empowerment of employees in different industrial, nursing and educational sectors. The journals and articles found lacked researches that dealt with the same topic in non-governmental organizations.

5.2. Study recommendation

Although there are differences between the non-governmental organizations in the availability of transformational leadership elements (such as charisma, inspirational motivation, intellectual motivation and individual considerations), however these differences are not at high percentage. There is a need to strengthen the elements of the transformational leadership in non-governmental organizations with the following:

- Motivate the employees and create a competitive working environment to drive their potential and strengthen their abilities.
- Encourage the employees to submit creative ideas and opinions to solve all the challenges they face at work.
- Increase the strength of the worker's awareness to understand the challenges they have.
- Enhance the power of workers.
- Strengthen the mechanism of an open and direct communication with the workers and listen to them and take their needs into consideration.
- Increase the attention to all the employees without prejudice or exception.

As a result of this research, many other factors have an effect on the psychological empowerment of employees – other than the four factors of transformational leadership which discussed in the research. So, researchers should conduct researches about employees' empowerment continuously due to its very important role in the development of organizations. In the dynamic work environment, employees' empowerment should be a very important issue in many organizations.

By reviewing researches on the relationship between transformational leadership and psychological empowerment of employees, many different results have been reached about the impact of transformational leadership on employee's empowerment. Other researches are needed in the future to examine the impact of other kinds of leadership on psychological empowerment of employees. That may give an opportunity to know which kind of leadership is more appropriate to employees' psychological empowerment.

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Appendix 1. Questionnaire

Gaziantep University

Dear respondent,

Research questionnaire

I am conducting a research on 'The relationship between transformational leaderships and empowerment' in fulfillment of the requirement for award of master degree in business administration in Gaziantep university. You are required to fill the questionnaire attached to this letter. Strict confidentially is guaranteed in respect of the information that will be provided by you. The research work is strictly an academic exercise and is not intended undermine your operations. I hereby solicit your honest answer to the question as I promise to treat your response with utmost confidentiality.

Thanks for your cooperation and response

Your faithfully

Mustafa AL Eita

Section A: Personal information (Demographic profile)

Age

☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ More than 50

Gender

☐ Male ☐ Female

Educational Qualification:

☐ Under-Graduated ☐ Graduated ☐ post- Graduated

☐ Higher Qualification

If any other, please mention

……………………………………………………………………….

Department

☐ Programs ☐ HR ☐ partnership ☐ Finance Media

☐ Monitoring & Evaluation ☐ Logistics ☐ IT

If any other, please mention

………………………………………………………………………

Work Experience

☐ 0-1 year ☐ 1-3 years ☐ 3-5 years ☐ > 5 years

Section B: Transformational Leadership

How frequently does each statement fit the manager you are describing?

Scale (1 – Not at all, 2 – Once in a while, 3 – Sometimes, 4 – Fairly often, 5 – Frequently)

	Transformational Leadership					
Ideal Effect		1	2	3	4	5
1	Instills pride in me for being associated with him/her					
2	Goes beyond self-interest for the good of the group					
3	Acts in ways that builds my respect					
4	Displays a sense of power and confidence					
5	Talks about his/her most important values and beliefs					
6	Specifies the importance of having a strong sense of purpose					
7	Considers the moral and ethical consequences of decisions.					
8	Emphasizes the importance of having a collective sense of mission					
Inspirational Motivation						
9	Talks optimistically about the future					
10	Talks enthusiastically about what needs to be accomplished.					
11	Articulates a compelling vision of the future.					
12	Expresses confidence that goals will be achieved					
Intellectual Stimulation						
13	Re-examines critical assumptions to question whether they are appropriate.					
14	Seeks differing perspectives when solving problems.					
15	Gets me to look at problems from many different angles					
16	Suggests new ways of looking at how to complete assignments.					
Individualized Consideration						
17	Spends time teaching and coaching.					
18	Treats me as an individual rather than just as a member of a group					
19	Considers me as having different needs, abilities, and aspirations from others					
20	Helps me to develop my strengths					

<u>**Section C**</u>: **Employees Empowerment**

Please determine the degree to which you agree or disagree with the following statements.

Scale (1 – strongly agree, 2 – agree, 3 – neutral, 4 – disagree, 5 – strongly disagree)

	Employees Empowerment					
		1	2	3	4	5
21	I am confident with my ability in doing my job					
22	The work that I do is important to me					
23	My impact on the happenings in my department is large					
24	I can decide on my own of how to go about my work					
25	My job activities are personally meaningful to me.					
26	I have a great deal of control over the happenings in my department					
27	I have significant autonomy in determining the way of doing my job					
28	I really care about what I do in my job					
29	My job is well within the scope of my abilities					
30	I have considerable opportunity for independence and freedom in how I do my job.					

VITAE

Mustafa Al Eita is working as a Monitoring and evaluation specialist. In 2009, he graduated from Damascus University, Faculty of Trade and Economics, department of Banking and Insurance. In 2002, he got a diploma from the high institution for the teacher's preparation Math department. In 2014, he gained project management credential of Project Management Professional (PMD PRO) from Project Management Institute (PMD). His work experience in Monitoring and Evaluation protection and educational projects. He speaks Arabic and English fluently and intermediate level of Turkish.

ÖZGEÇMİŞİ

Kendisi projeler izleme ve değerlendirme uzmanıdır. Şam üniversitesi Ticaret ve iktisat fakültesi bankalar ve Sigorta Bölümünden 2009 tarihinde mezun olmuştur. Yine 2002 tarihinde Matematik Bölümünde öğretim üyesi hazırlama enstitüsünde diploma almıştır. 2014 Kasım ayında (PMD) projeler Yönetimi Enstitüsünden (PMD PRO) kalkınma proje yönetimi diplomasını almıştır. İş deneyimi koruma ve eğitim projelerinin denetleyicisi ve değerlendirmecisidir. Kendisi Arapça ve İngilizceyi açık şekilde konuşmaktadır. Türkçe orta düzeydedir.