ÇANKAYA UNIVERSITY

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY
MASTER'S THESIS

RELATIONSHIPS BETWEEN LEADERSHIP STYLES, FOLLOWER NEEDS, MULTIDIMENSIONAL WORK MOTIVATIONS AND ORGANIZATIONAL COMMITMENT: A MEDIATED MODEL

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JULY 2020

ABSTRACT

RELATIONSHIPS BETWEEN LEADERSHIP STYLES, FOLLOWER NEEDS, MULTIDIMENSIONAL WORK MOTIVATIONS AND ORGANIZATIONAL COMMITMENT: A MEDIATED MODEL

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Master's Thesis

M.A., Social and Organizational Psychology

Supervisor: Assoc. Prof. Aslı GÖNCÜ KÖSE

July 2020, 121 pages

The present study aimed to investigate the effects of the four leadership styles (i.e., transformational leadership, paternalistic leadership, task-oriented leadership and relationship-oriented leadership) on employees' multidimensional work motivations and organizational commitment and to reveal the mediating effets of psychological need satisfaction processes (i.e., satisfaction of emlployees' needs for autonomy, competence and relatedness) in the proposed relationships. Data were collected from 461 white-collar employees working in various sectors and analyzed by using Structural Equation Modeling. The findings revealed that TL and T-O leadership behaviors were important predictors of employees' autonomus, and controlled work motivations as well as amotivation via their effects on satisfaction of employees' needs for autonomy, competence and relatedness. Employees' intrinsic motivation levels were found to be positively associated with their affective and normative commitment and employees' identified regulation levels were found to be positively associated with their affective commitment. Moreover, employees' introjected motivation levels were found to be positively associated with their normative commitment and employees' external regulation levels were found to be positively associated with their continuance commitment. Also, as expected, employees' amotivation was found to be negatively associated with their affective, normative, and continuance commitment. Additionally,

TL and PL leaderhsip styles were found to be directly and positively associated with employees' affective and normative commitment. Finally, R-O leadership style was found to be the least effective leadership style in predicting the outcome variables. The findings are discussed in terms of theoretical and practical implications as well as suggestions for future research.

Keywords: Leaderhip styles; bullying; satisfaction of psychological needs; multidimensional work motivations; organizational commitment.

ÖZET

LİDERLİK TİPLERİ, ÇALIŞAN İHTİYAÇLARI, ÇOK BOYUTLU İŞ MOTİVASYONLARI VE ÖRGÜTSEL BAĞLILIK ARASINDAKİ İLİŞKİLER: ARACILI BİR MODEL ÖNERİSİ

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Temmuz 2020, 121 sayfa

Bu çalışma, dört liderlik stilinin (dönüşümcü liderlik, babacan liderlik, görev-odaklı liderlik ve ilişki-odaklı liderlik) çalışanların çok boyutlu iş motivasyonları ve örgütsel bağlılıkları üzerindeki etkilerini araştırmayı ve önerilen ilişkilerde çalışanların psikolojik ihtiyaç memnuniyet süreçlerinin aracı etkilerini ortaya koymayı amaçlamaktadır. (çalışanların özerklik, yetkinlik ve bağlılık ihtiyaçlarının karşılanması). Veriler, çeşitli sektörlerde çalışan 461 beyaz yakalı çalışandan toplanmış ve Yapısal Denklik Modellemesi (YDM) kullanılarak analiz edilmiştir. Sonuçlar, dönüşümcü liderlik ve görev-odaklı liderlik davranışlarının çalışanların özerklik, yetkinlik ve bağlılık ihtiyaçlarının karşılanması üzerindeki etkileri aracılığı ile çalışanların özerk ve kontrollü iş motivasyonlarınınve aynı zamanda motivasyonsuzluklarının önemli bir yordayıcısı olduğunu ortaya koymuştur. Çalışanların içsel motivasyon düzeylerinin duygusal ve normatif bağlılık düzeyleri ile pozitif yönde ilişkili olduğu ve çalışanların özdeşleştirilmiş düzenleme düzeylerinin duygusal bağlılık düzeyleri ile pozitif yönde ilişkili olduğu bulunmuştur.Ayrıca, çalışanların içe yansıtılmış motivasyon düzeylerinin normatif bağlılık düzeyleri ile pozitif ilişkili olduğu ve çalışanların dıştan gelen düzenleme düzeylerinin devam

bağlılığı düzeyleri ile pozitif yönde ilişkili olduğu bulunmuştur. Ayrıca, beklenildiği gibi, çalışanların motivasyonsuzluk düzeyleri duygusal, normatif ve devam bağlılıkları ile negatif ilişkili bulunmuştur. Ek olarak, dünüşümcü ve babacan liderlik tipleri, çalışanların duygusal ve normatif bağlılıklarıyla doğrudan ve pozitif ilişkili bulunmuştur. Son olarak, ilişki-odaklı liderlik tipinin, sonuç değişkenlerini tahmin etmede en az etkili liderlik tipi olduğu bulunmuştur. Bulgular, kuramsal ve uygulamaya yönelik çıkarımlar ile gelecekteki çalışmalara yönelik önerilerle birlikte tartışılmıştır.

Anahtar Kelimeler: Liderlik tipleri; psikolojik ihtiyaç tatmini; çok boyutlu iş motivasyonu; örgütsel bağlılık.

To my beloved family, to my dearest friends and to my nephew Altay Zeyrek…

ACKNOWLEDGEMENTS

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PL	:	Paternalistic Leadership
TL	:	Transformational Leadership
T-O	:	Task-oriented Leadership
R-O	:	Relationship-oriented Leadership
SDT	:	Self Determination Theory
OC	:	Organizational Commitment
MLQ	:	Multifactor Leadership Questionnaire
LOQ	:	Leadership Opinion Questionnaire
MWMS	:	Multidimensional Work Motivations Scale
SEM	:	Structural Equation Modeling
GFI	:	Goodness of Fit Index
TLI	:	Tucker-Lewis Index
NFI	:	Normed Fit Index
CFI	:	Comparative Fit Index
RMSEA	:	Root Mean Square Residual
LMX	:	Leader-member Exchange
OCBs	:	Organizational Citizenship Behaviors

CHAPTER 1

INTRODUCTION

Leadership can be explained as a process that involves guiding tasks, goals and policies of a group or an organization, having an impact on people in an organization for executing strategies and achievingobjectives, and influencing the culture of the organization (Yukl & Van Fleet, 1992). Since theability of motivating and influencing other people for contributing to efficiacy and success of the group or organizationis vital forthis process, motivation can be considered as one of the central elements of the leadership (Bouckenooghe, Zafar, & Raja, 2015). In the organizational contexts, motivating employees and maintaining a motivating work environment requires qualified leaders to communicate effectively, to generate creative opinions, to find creative solutions while managing personnel operations, and to provide reexamination of motivational issues (Carlisle & Murphy, 1996). The literature also demonstrated that the ways in which employees supervised were significant motivating factors which should be understood in more detail (Hebda, Vojak, Griffin, & Price, 2007).

Therefore, more studies that focused on the relationship between different leadership styles and employee motivation are needed. In the literature, one of the leadership styles that has been showed to have the most powerful relationships with employee motivation shown to be Transformational Leadership (TL). In previous studies, relationships between TL and several work outcomes have been investigated.To illustrate, Eyal and Roth (2011) investigated leadership styles within an educational setting and they have found that TL was significantly and positively correlated withemployees' autonomous work motivations. Similarly, Hater and Bass (1988) have found that followers of transformational leaders reported higher levels of job satisfaction and motivation. More recently, Alghazo and Al-Anazi (2016) investigated how leadership styles of managers affectemployees' motivaton in a private petrochemical company and discovered that participative and TL styles were positively correlated with employees' motivation. In addition, TL was examined in relation to several work and employee related outcomes such as job satisfaction (Bass

& Avolio, 1990; Boamah, Laschinger, Wong, & Clarke, 2018; Bycio, Hackett, & Allen, 1995; Kirkpatrick & Locke, 1996; Musinguzi, Namale, Rutebemberwa, Dahal, Nahirya-Ntege, & Kekitiinwa, 2018; Puni, Mohammed, & Asamoah, 2018; Ross & Offermann, 1997), job performance (Almutairi, 2016; Babalola, 2016; Barling, Weber, & Kelloway, 1996; Geier, 2016; Para-González, Jiménez-Jiménez, & Martínez-Lorente, 2018; Yukl, 19981), organizational commitment (Al-Yami, Galdas, & Watson, 2018; Babalola, 2016;Barling et al., 1996; Jain, Duggal, & Ansari, 2019), job crafting (Hetland, Hetland, Bakker, & Demerouti, 2018; Wang, Demerouti, & Le Blanc, 2017), organizational citizenship behaviors (Bottomley, Mostafa, Gould-Williams, & León-Cázares, 2016; Hackett, Wang, Chen, Cheng, & Farh, 2018; Majeed, Ramayah, Mustamil, Nazri, & Jamshed, 2017; Nasra & Heilbrunn, 2016), work engagement (Amor, Vázquez, & Faíña, 2019; Shaughnessy, Griffin, Bhattacharya, & Fitzpatrick, 2018; Zhu, Avolio, & Walumbwa, 2016) and psychological empowerment (Dvir, Eden, Avolio, & Shamir, 2002).

TL was the leadership style which was investigated with association to positive employee, work, and organizational outcomes especially in Western cultural contexts. However, in non-Western cultures, especially in the Middle East and Asia, another leadership style that has shown to be highly valid and efficient was the Paternalistic Leadership (PL) (Aycan, Schyns, Sun, Felfe, & Saher, 2013; Chan, Huang, Snape, & Lam, 2012).PL is generallyexplained as a leadership style in which fatherly benevolence and authoritarianism is combined (Farh & Cheng, 2000). Leaders with PL style want to maintain control and power in their work group; at the same time, they tend to display individualized consideration and concern towards their employees or subordinates (Martinez, 2005). In the literature, PL was examined in relation to follower work outcomes such as team commitment (Cheng, Huang, &, Chou, 2002), job satisfaction (Pellegrini, Scandura, &, Jayaraman, 2007; Uhl-Bien, Tierney, Graen, &, Wakabayashi, 1990; Wu, Hsu, &, Cheng, 2002), organizational commitment (Farh, Cheng, Chou, &, Chu, 2006; Pellegrini et al., 2007), perormance (Pellegrini & Scandura, 2006), and organizational citizenship behaviors (Chou, Cheng, &, Jen, 2005).However, relationships between PL and employee work motivations has been investigated by very few empirical research (Göncü Köse & Metin, 2019).

In addition to TL as a universally accepted and empirically investigated leadership style, and PL as an emic leadership style that has been shown to be effective especially in specific cultural contexts, two other leadership styles which have been

examined in the leadership research since 1950s are Task-Oriented (T-O) and Relationship-Oriented (R-O) leadership styles. Specifically, Stogdill (1950) has defined two different behavioral patterns demonstrated by leaders that can be used to classify the range of leadership styles that leaders could adopt. Leaders who adopt T-O leadership style tend to defineclear roles for employees to follow, and they focus mainly on goal achievement rather than interpersonal relationships at workplace. On the other hand, leaders who adopt R-O leadership style tend to demonstrate sympathy and respect to their employees, they show genuine concern for their subordinates' well-being and appreciation, provide assistance, and they emphasize interpersonal relationships more than task completion or goal achievement in workplace (Bass, 1990a, 1990b).In the literature, T-O and R-O leadership styles have been investigated in relation to a number of follower and organizational outcomes. For example, it was found that R-O leadership style had a stronger positive relationship with employee performance than T-O leadership style had (Hater & Bass, 1998).However, Jung and Avolio (1999) demonstrated that whereas individual performance and T-O leadership style was more strongly associated, R-O leadership style was found to contribute more to predicting collective performance. Brown and Dodd (1999) showed that T-O leadership style resulted in greater satisfaction with the supervisor and productivity than R-O leadership style.

The present study is expected to contribute to the literature by examining the effects of four majorleadership styles (i.e., transformational, paternalistic, relationship-oriented, and task-oriented) on employees' multidimensional work motivations (i.e., intrinsic motivation, identified regulation introjected motivation, external regulation, and amotivation) within the framework of Self Determination Theory (SDT; Deci & Ryan, 2000). Also, in line with the propositions of SDT, mediating effects of three psychological needs of employees, namely, relatedness, competence, and autonomy needs, in the relationships between aforementioned leadership styles and multidimensional work motivations are empirically tested. In addition, the links of these four major leadership styles with employees' organizational commitment are examined in a partially mediated theoretical model (Figure 1).
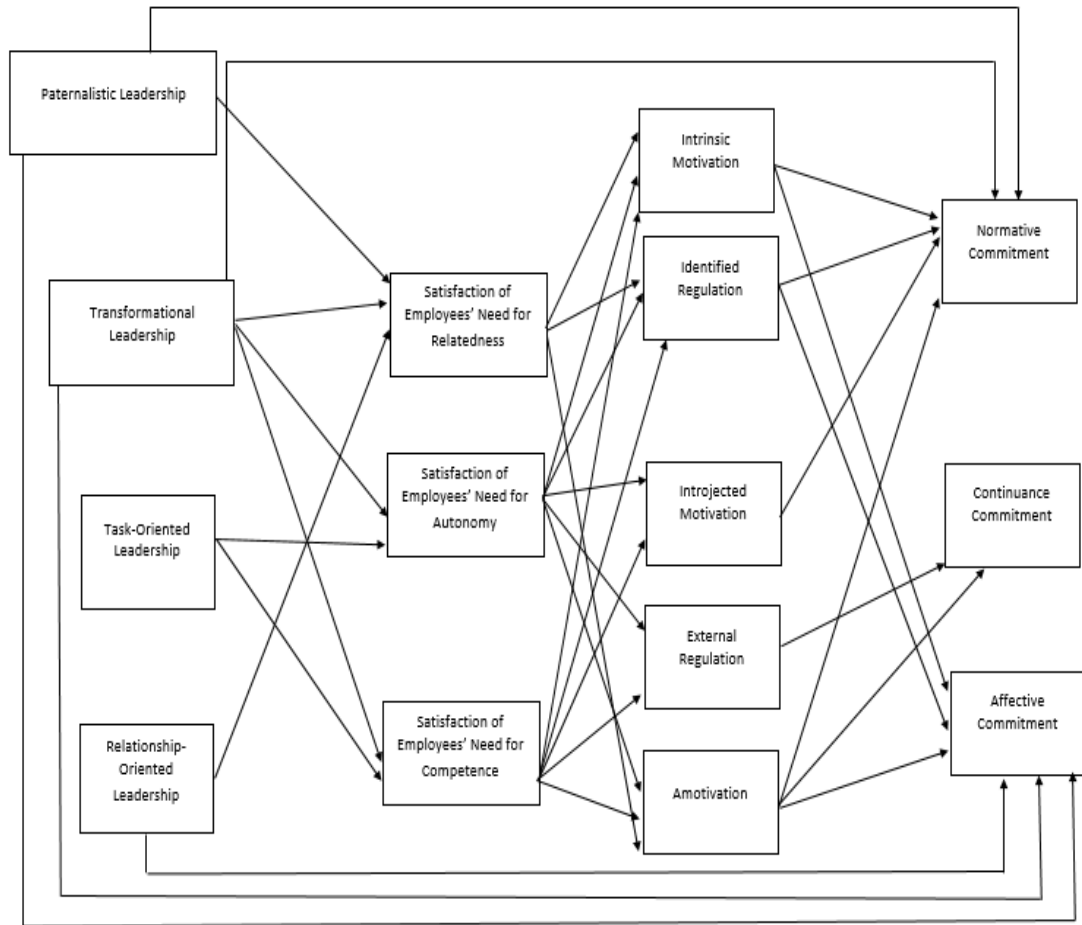
Figure 1. Proposed model of the study variables

1.1. SELF-DETERMINATION THEORY AND THE THEORETICAL FRAMEWORK OF MULTIDIMENSIONAL WORK MOTIVATIONS

According to the SDT (Deci & Ryan, 2000) individuals feel motivated primarily when their three basic psychological needs are satisfied. These three basic needs are need for autonomy, need for competence, and need for relatedness. The main proposition of the SDT is the notion that the humans have an innate tendency for psychological development, well-being and internalization; and fullfilment of this innate progression might be inhibited or accelerated as individuals distinctely acts upon their surroundings (Deci & Ryan, 2000). According to Deci and Ryan (1980, 2000) psychological development is usually demonstrated by showing interest and exploratory commitment in activities that people interpret as exciting and appealing and these behaviors are manifasted even in the abscence of external reinforcement or simply intrinsic motivation. Intrinsically motivated people can be defined as indiviudals who are concerned with producing or searching out challenging

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circumstances and thereafter who have desire for trying to overcome those challenges in a continuous and recurring process (Deci & Ryan, 1980). Within this framework, psychological internalization refers to when individuals turn their external motives for participating in an action into a state that is completely internalized and combined within the self (Deci & Ryan, 1985).

SDT proposes distinct subtypes of extrinsic motivation and all of these subtypes differ in terms of their internalization levels, which means that they differ in their process of changing goal-driven actions which were orginally contolled by external factors (i.e., rewards or punishments) into internally regulated structures (Deci & Ryan, 2000; Gagné, Chemolli, Forest, & Koestner, 2008). The first type of extrinsic motivations, which is a motivation form that is fully non-internalized, can be defined as engaging in an activity in order to acquire rewards or to prevent punishment and it is called external regulation (Deci & Ryan, 2000). The second type, which is introjected regulation is explained as the regulation that stems from inwardly pushing forces like ego-involvement, guiltiness and embarrassment (Deci & Ryan, 2000; Ryan & Connell, 1989). The third type, identified regulation refers to engaging in an activity since an individual identifies with its significance or worth and assumes it as one of its own, so this form of motivation is considered to include willpower. However, identified regulation diverges from intrinsic motivation in a sense that actions driven by identified regulation is done for the instrumental value it symbolizes rather than an instinsic satisfaction (Deci & Ryan, 2000). Target-specific behaviors can differ in their extent to which they are performed with a complete sense of choice and freedom (Deci & Ryan, 2000). Autonomous work motivations (i.e., intrinsic motivation and identified regulation) refers to the intrinsic motivation and well-internalized extrinsic motivation, respectively, as they are self-determined behaviors, and controlled work motivations (i.e., external regulation motivation and introjected motivation) refers to controlled or non-self-determined behaviors which people feel obligated to do (Deci & Ryan, 2000). Lastly, amotivation can be described as the lack of motivation towards an action or an activity (Gagné et al., 2008).

SDT also states that satisfaction of the three main psychological needs, namely, need for autonomy, need for competence, and need for relatedness; are crucial for people to attain psychological development, internalization, and well-being in that experiencing need satisfaction results in more autonomous types of motivation and improved well-being (Deci & Ryan, 2000). Need for autonomy is described as

people's need for feeling psychologically independent and it is strongly related to individuals' desire for behaving in ways that allow themselves to be in charge of their actions (Deci & Ryan, 2000). Rather than affected by external forces, being responsible of one's own behaviors is the main premise of need for autonomy (deCharms, 1968). In scope of the SDT, need for competence is people's innate tendency to discover and control their environments and to search for ideal challenges. Finally, need for relatedness refers to longing for to be connected to others and a need for both to care for and to be cared for by other people (Baumeister & Leary, 1995). Need for relatedness is likely to be satisfied when people form intimate relations, consider themselves as a part of a group and have a strong sense of communion (Van den Broeck, Ferris, Chang, & Rosen, 2016).

McClelland (1985) has proposed a theory of motivation that is rather similar to the propositions of SDT. That is, the author argued that individuals are mainly motivated by three basic needs; achievement, affiliation, and power. When an individual can achieve his/her own aim without looking and evaluating achievements and situations of other people, it can be said that this individual's achievements need is fulfilled (McClelland 1985; Yamaguchi, 2003). Individuals with high need for achievement want to take credit for their accomplishments and to get success by chance make them feel uncomfortable (Robbins, 2003; Weiner, 1979). On the other hand, need for power can be conceptualized as the concern for influence and status and it is considered to be related to social dominance and risk taking (Winter & Stewart, 1978). Individuals who report high need for power constantly search for status and they usually want to be in ambitious and competitive environments (Veroff, 1992). Lastly, longing for obtaining intimate informal relationships with other people reflects need for affiliation (McClelland, 1961, 1985; Robbins, 2003). People with high need for affiliation display tendency towards devoting remarkable time searching for interactions with other people (McClelland & Koestner, 1992). Also, individuals who report high levels of need for affiliation are likely to search for teamwork and collaboration with others (Yamaguchi, 2003).

Whether motivation is investigated in the scope of McClellands' Theory of Needs or SDT, studies examining the relationship between leadership and motivation has been mainly focused on motivation of the leaders (e.g., Barbuto, Fritz, & Marx, 2000; Barbuto Jr, 2005; Chaudhry, & Javed, 2012; Conchie, 2013; Hansson & Andersen, 2007; McClelland & Boyatzis, 1982; Steinmann, Dörr, Schultheiss, &

Maier, 2015) rather than motivation of employees. Other than a couple of studies (Ahmad, Abbas, Latif, & Rasheed, 2014; Göncü Köse & Metin, 2019), studies on the managers' leadership styles and their effects on employees' motivation are somwehat limited.

1.1.1. PL, Employee Needs and Multidimensional Work Motivations

PL is defined as a hierarchical relationship in which the leader expects loyalty and respect from workers as he/she regularly behaves like a parent figure who provides guidance to his or her workers in situations related to their professional as well as personal lives (Aycan, 2006; Gelfand, Erez, & Aycan, 2007). PL is a leadership style that is often examined in Asian, Middle-Eastern, Latin American and African contexts (e.g., Ayman & Chemers, 1991; Behrens, 2010; Kabasakal & Bodur, 2004; Kim, 1994; Martinez, 2005). Aycan (2006) identified five subdimensions to operationalize PL which are 1) creating a family atmosphere at workplace, 2) establishing individualised relationships with subordinates, 3) getting involved in employees' non-work lives, 4) loyalty expectation, and 5) status hierarchy and authority. For instance, giving fatherly or motherly advice to his/her subordinates regarding both their professional and personal lives is one of the behavioral examples for "creating a family atmosphere at workplace" subdimension of PL (Özer, Doğan, & Tınaztepe, 2013). In addition, a paternalistic leader wants to know every worker individually and s/he demonstrates genuine concern for every employees' well-being and these behaviors are among the components of "establishing individualised relationships with subordinates" subdimension of PL. Attending subordinates' important events like their weddings and funerals are behavioral indicators of "getting involved in employees' non-work lives" subdimension (Aycan, 2006). In line with "loyalty expectation" subdimension, paternalistic leaders expect their subordinates to be loyal and respectful in response to care, attention, and protection they provide to them (Cerit, 2013). Lastly, "status hierarchy and authority" subdimension of the PL generally refers to paternalistic leaders' belief that they know what is best for their subordinates and they don't want to be questioned regarding their authority (Aycan, 2006).

According to Hofstede (1980), specific leadership behaviors may be effective in some cultures, but may not be that effective in other cultures or contexts. For example, in western countries, paternalistic leaders' interest in non-work life of employees can be perceived as an indicator of invasion of privacy. In contrast,

behaviors included in this subdimension can be interpreted as valuable and desirable in non-western cultural contexts which are characterized by high collectivism (Aycan, 2006). In his study, Hofstede (1980) pointed out that group goals and needs are being prioritized more than individualistic goals and needs in collectivistic cultures and in such cultural contexts in which conformity, interdependence and reciprocity are common, paternalism is perceived as an effective and valuable leadership style (Ötken & Cenkci, 2012). Power distance is also an important cultural construct which has important implications for PL. Power distance related to individuals' perceptions of power differences (Hofstede, 1980) and according to Hofstede (1980), big power gaps between a leader and a subordinate usually considered as normal in cultures with high power distance. Accordingly, in cultural contexts characterized by high power distance subordinates are expected to understand that they are inferior compared to a leader who is superior in terms of experience, capability and knowledge (Aycan, 2006) and this kind of approach to the power relations between a subordinate and a leader is consistent with PL. According to Cesur, Erkilet, and Taylan (2015) individualism-collectivism, power distance, and masculinity-femininity dimensions are among the main cultural antecedents of PL. Consistently, a study conducted in six countries by Aycan, Schyns, Sun, Felfe, and Saher (2013) revealed that in high power distance and collectivistic cultures, subordinates preferred to work with leaders who had paternalistic, authoritarian and performance-oriented leadership styles.

In a number of studies conducted in Turkey it was found that the leaders with PL style were successful in increasing their subordinates' feelings of trust in their leaders, organizational commitment and psychological empowerment (e.g., Aksoy, 2008; Erben & Güneşer, 2008; Göncü, Aycan, & Johnson, 2014; Yüzbaşioğlu & Doğan, 2018). PL's effects on several work, organization and follower related outcomes such as in-role job performance (Özçelik & Cenkci, 2014), organizational citizenship behaviors (Ersoy, Born, Derous, & van der Molen, 2012), job performance (Arsezen-Otamis, Arikan-Saltik, & Babacan, 2015; Saygılı, Özer, & Karakaya, 2020; Ugurluoglu, Aldogan, Turgut, & Ozatkan, 2018), innovative performance (Karakitapoğlu-Aygün, Gumusluoglu, & Scandura, 2020), psychological well-being (Çetin, Toylan, Çakırel, & Çakırel, 2017)were also investigated within the Turkish work context. However, other than Göncü Köse and Metin's study (2019), no study so far focused on the underlying psychological mechanisms and motivational processes involved in the links of PL with multidimensional work motivations.

It can be said that PL is a leadership style that meets the relatedness needs of employees more than it meets the competence and autonomy needs of them because it is stated that managers who demonstrate an effort to create a sincere family environment at work, personalized relationships with their employees, protect them against external criticism, and demonstrate PL style which is characterized by being included in the lives of their employees outside of work, are expected to strongly meet their workers' needs for intimacy and contribute to their internal motivations (Deci & Ryan, 2000; Göncü Köse & Metin, 2019). Also, it is hypothesized that the "creating a family atmosphere in the workplace", "establishing close and individualised relationships with subordinates" and "getting involved in non-work domain" dimensions of the paternalistic leadership style will be positively related to employees' intrinsic motivation (Karakitapoğlu-Aygün, & Gümüşlüoğlu, 2013). Because managers with PL style treat their employees as if they are a family elder, they can expect their employees to adopt their own values and the values of the organization and employees who respond positively to this expectation are expected to try to do well in order to comply with these values which they are internalized (Göncü Köse & Metin, 2019). Therefore, PL is also expected to increase employees' identified regulation. Göncü Köse and Metin (2019) showed that there was a significant positive relationship between PL and both intrinsic motivation and identified regulation of employees, also they showed that there was a significant negative relationship between PL and employees' amotivation. However, the authors called for future studies that would investigate the underlying psychological mechanisms involved in the relationships of PL and these motivation types. In the present study, it is suggested that PL is likely to contribute mainly to employees' satisfaction of need for relatedness, which in turn, is expected to enhance employees' intrinsic motivation and identified regulation, and decrease their amotivation.

Consistent with expected positive relationships of satisfaction of need for relatedness with intrinsic motivation and identified regulation, and the negative link between satisfaction of need for relatedness and amotivation, Van den Berghe, Soenens, Aelterman, Cardon, Tallir, and Haerens (2014) found that there was a significant positive relationship between satisfaction of employees' need for relatedness and both intrinsic motivation and identified regulation. In addition, satisfaction of employees' need for relatedness was found to be significantly and

negatively associated with amotivation (Parfyonova, 2009). Therefore, the first set of hypotheses of the present study is generated as follows:

Hypothesis 1a: PL is positively associated with employees' autonomous work motivations (i.e., intrinsic motivation and identified regulation) via its positive effects on satisfaction of employees' need for relatedness.

*Hypothesis 1b:*PL is negatively associated with employees' amotivations via its positive effects on satisfaction of employees' need for relatedness.

1.1.2.TL, Employee Needs and Multidimensional Work Motivations

TL is known as the leadership style in which leaders encourage their followers to overstep their own interests and are seen as talented in effecting their followers intensely and remarkably (Robbins, 2003). Avolio & Bass (2001) have divided characteristics of managers with TL style into four subdimensions as; idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation. Idealized influence is conceptualized as generating a charismatic role model by expressing high expectations regarding groups' aims and tasks, which gains the appreciation of followers (Kovjanic, Schuh, Jonas, Quaquebeke, & Van Dick, 2012). Inspirational motivation refers to maintaining a vision and purpose to followers through displaying optimism and trust that objectives can be reached (Avolio & Bass, 2001). Intellectual stimulation is explained as couraging followers to question available methods and beliefs by restructuring problems in order to discover new solutions (Avolio & Bass, 2001). And, individual consideration refers to being aware of and taking into account followers' uniqe needs, strengths and desires to be able to improve their capacities (Avolio & Bass, 2001; Kovjanic et. al., 2012).

Leaders with TL style succesfully frame attractive goals and they are specifically defined as masters in attributing universalistic values that are alluring to followers (Bass, 1985). As a result, followers tend to perceive these goals as their own and perceive them as congruent with their own values and principles (Bono & Judge, 2003). Kirkman, Chen, Farh, Chen, and Lowe (2009) stated that one of the complementary feature of TL behavior is employee participation as they provide employees autonomy when they are out and fulfill their duties. In other words, transformational leaders give their subordinates a sense of self-control rather than presenting a leadership style that has a dominant or controlling pattern (Ryan & Deci, 2008). Managers with TL are also suggested to connect collective objectives to

followers' individualistic goals which causes followers to be more likely to autonomously follow these objectives (Shamir, House, & Arthur, 1993). Manik (2016) examined the relationship between TL and motivation in scope of McClellands' Theory of Needs (1985) and he found out that TL and achievement motivation of the employees was positively associated. Shamir, House and Arthur (1993) stated that managers with TL style increases employees' feelings of competence through indicating high expectations (idealized influence) and by communicating their confidence in that these expectations can be fulfilled (inspirational motivation). It was suggested that these factors are central in increasing followers' sense of competence (Locke & Latham, 2002). Another fundamental characteristic of TL is that it fosters a sense of relatedness among employees (Kovjanic et. al., 2012). Managers with TL style typically demonstrate self-sacrificing behaviors and they are ready to ignore their own interests for the good of the group (Avolio, 1999) and these selfless actions receive respect and appreciation from the followers (Conger & Kanungo, 1998). Accordingly, Wang, Law, Hackett, Wang, and Chen (2005) revealed that TL and dyadic interaction quality between managers with TL style and their followers were positively associated. In turn, this should play a part in satisfying followers' need for relatedness (Kovjanic et. al., 2012).

In their study, Jensen and Bro (2017) observed a positive significant direct relationship between the TL leadership style and the satisfaction of each of the three basic psychological needs. Furthermore, they reported that satisfaction of employees' needs for autonomy and competence serves as a mediator in the relationship between TL and intrinsic motivation. Accordingly, a thesis study conducted in 2019 examined the relationship between the components of TL and satisfaction of the followers' basic psychological needs and the results of the study indicated a significant positive relationship between idealised influence dimension of TL and both satisfaction of the followers' basic psychological needs for competence and autonomy (Alturiqi, 2019). It was found by Gillet, Gagné, Sauvagère and Fouquereau (2013) that perceived support of the leader on followers' autonomy had a positive effect on employees' intrinsic motivation and their identified regulation.

In their meta analysis, Van den Broeck and colleagues (2016) reported that satisfaction of employees' needs for competence and autonomy was significantly positively associated with both intrinsic motivation and identified regulation. Also, the directions of the relationships of all three types of employees' need satisfaction and

amotivation were found to be negative. Relationships between satisfaction of employees' psychological needs and controlled motivation were less clear-cut. For example, Ping-ying's (2017) study revealed that satisfaction of employees' needs for competence and relatedness were negatively associated with employees' controlled motivations; however, satisfaction of employees' need for autonomy was found to be positively associated with employees' controlled motivation. According to Haivas, Hofmans, and Pepermans (2012) satisfaction of employees' three psychological needs were negatively associated with external regulation; whereas, satisfaction of employees' three psychological needs were positively associated with introjected motivation. In line with the theoretical background regarding TL and multifactor work motivations and the previous research findings, the next set of hypotheses of the present study is generated as follows:

*Hypothesis 2a:*TL is positively associated with employees' autonomous work motivations (i.e., intrinsic motivation and identified regulation) via its positive effects on satisfaction of employees' need for relatedness.

*Hypothesis 2b:*TL is positively associated with employees' autonomous work motivations (i.e., intrinsic motivation and identified regulation) via its positive effects on satisfaction of employees' need for autonomy.

*Hypothesis 2c:*TL is positively associated with employees' autonomous work motivations (i.e., intrinsic motivation and identified regulation) via its positive effects on satisfaction of employees' need for competence.

*Hypothesis 2d:*TL is negatively associated with employees' controlled work motivations (i.e., external regulation motivation and introjected motivation) via its positive effects on satisfaction of employees' need for competence.

*Hypothesis 2e:*TL is negatively associated with employees'controlled work motivations (i.e., external regulation motivation and introjected motivation) via its positive effects on satisfaction of employees' need for autonomy.

*Hypothesis 2f:*TL is negatively associated with employees' amotivations via its positive effects on satisfaction of employees' needs for relatedness, autonomy and competence.

1.1.3. T-O Leadership, Employee Needs and Multidimensional Work Motivations

T-O leaders attach importance to task achievement; they build order and guide followers in setting performance goals and reaching high performance (Fleishman, 1953). T-O leaders are considered to be task driven which results in them being less worried for maintaining interpersonal relationships with their followers. Therefore, it can be suggested that T-O leaders are more inclined to satisfy their followers' competence needs rather than relatedness needs (Göncü, 2011).

According to the Job Demands-Resources model (Bakker & Demerouti, 2007), T-O leaders provide their followers with resources that meet the demands of their jobs, either by giving them clear instructions or directly by telling them what to do. Therefore, T-O leadership style is expected to satisfy competence needs of employees. However, since leaders or supervisors adopting T-O leadership style highly emphasize task accomplishment and getting the job done in prespecified timelines, they are expected to give the clear-cut instructions regarding the work processes and about how the task should be completed. In other words, such leaders are not likely to encourage their subordinates to find new ways to do a task or to have flexibility in terms of procedures or timelines. Therefore, T-O leadership style is expected to have negative effects on satisfaction of employees' need for autonomy.

Hypothesis 3a: T-O leadership style is positively associated with employees' autonomous work motivations (i.e., intrinsic motivation and identified regulation) via its positive effects on satisfaction of employees' need for competence.

Hypothesis 3b: T-O leadership style is negatively associated with employees' controlled work motivations (i.e., introjected motivation and external regulation) via its positive effects on satisfaction of employees' need for competence.

Hypothesis 3c: T-O leadership style is positively associated with employees' controlled work motivations (i.e., introjected motivation and external regulation) via its negative effects on satisfaction of employees' need for autonomy.

Hypothesis 3d: T-O leadership style is negatively associated with employees' autonomous work motivations (i.e., intrinsic motivation and identified regulation) via its negative effects on satisfaction of employees' need for autonomy.

Hypothesis 3e: T-O leadership style is negatively associated with employees' amotivations via its positive effectson satisfaction of employees' need for competence.

*Hypothesis 3f:*T-O leadership style is positively associated with employees' amotivations via its negative effects on satisfaction of employees' need for autonomy.

1.1.4. R-O Leadership, Employee Needs and Multidimensional Work Motivations

R-O leaders behave towards their followers' with respect and display genuine interest in them by emphasizing communication with them, listening them, showing faith and trust in their actions and by demonstrating appreciation for their contributions (Fleishman, 1953, Halpin & Winer, 1957a; Yukl, 1981). According to Ehrhart and Klein (2001), employees who value establishing interpersonal relationships at work would more likely to benefit from R-O leadership style since they would have similar values and expectations with a leader or a supervisor who adopted this style. The authors also argued that employees who value goal achievement and who have high need for structure, on the other hand, would not like to work with a R-O leader who mainly focuses on communication and employee well-being rather than structure and guidance.

Because leaders whose dominant leadership style is R-O leadership are primarily interested in establishing and sustaining good relationships with their followers rather than providing structure and establishing clear guidelines and procedures for task accomplishment as leaders whose dominant leadership pattern is a T-O one, they are more likely to satisfy their followers' relatedness needs rather than their competence and autonomy needs. Therefore, (mainly) R-O leaders are expected to satisfy their followers' need for relatedness, and in contrast, they are expected to fail to satisfy their followers' needs for competence and autonomy. In line with the theoretical background and the previous findings, the next set of hypotheses of the present study is generated as follows:

*Hypothesis 4a:*R-O leadership style is positively associated with employees' autonomous work motivations (i.e., intrinsic motivation and identified regulation) via its positive effects on satisfaction of employees' need for relatedness.

*Hypothesis 4b:*R-O leadership style is negatively associated with employees' amotivations via its positive effects on satisfaction of employees' need for relatedness.

1.2.LEADERSHIP STYLES, EMPLOYEE NEEDS, MULTIDIMENSIONAL WORK MOTIVATIONS, AND ORGANIZATIONAL COMMITMENT

There has been growing attention among scholars in the concept of Organizational Commitment (OC) and in empirical assessments of its causes and results in a range of organizational settings. According to Meyer and Allen (1997) "it expresses the psychological approach of the employee to the organization and is a psychological situation that leads to the decision to continue the membership of the organization that reflects the relationship between the employee and the organization" (p. 11). Factors such as demonstrating a strong will to continue to be a member of the organization, believing in goals and values of the institution and volunteering to do everything for the organization are at the heart of the concept of OC (Swailes, 2002). In the literature, OC is examined in three dimensions which are affective commitment, continuance commitment and normative commitment. Even though the function of the three commitment sub-dimensions is to establish a link between the organization and the employee, the nature of the bond that is created by each dimension differs (Allen & Meyer, 1990). Affective commitment is a product of the reconciliation between the individual and the institutional values, which leads an employee to be emotionally involved in the organization (Meyer &Allen, 1997; Wiener, 1982). Normative commitment can be defined as employees' evaluation of commitment to the organization as a duty and responsibility and acceptance of this commitment as the right thing to do (Gül, 2002; Meyer & Allen, 1997). Unlike these two dimensions, continuance commitment can be explained as a desire or will to remain in the organization due to the belief that the consequences of leaving the organization will be heavier than staying (İlsev, 1997; Meyer & Allen, 1997).

Whether it has been exhibited as performance, attendance or sticking with the organization, work motivation is considered to be the one of the key factors influencing OC levels and types of employess, and therefore, the relationships between these two constructs has been widely investigated (George & Sabapathy, 2011). In addition, several studies concluded that high levels of OC and highly motivated employees are among the most important factors that contribute to the welfare of the organization (Locke & Latham, 1990; Meyer & Allen, 1997; Pinder, 1998).

In their study which was conducted to examine the relationship between teachers' work motivations and OC, George and Sabapathy (2011) reported that affective and normative commitment were found to be significantly and positively

related to work motivation, whereas continuance commitment was found to be unrelated to work motivation. Similarly, in a study conducted in Indonesia, it was hypothesized and found that there was a strong positive relationship between OC and work motivation (Mangkunegara & Octorend, 2015). In a different study, Salleh, Zahari, Said and Ali (2016) demonstrated a positive relationship between work motivation and OC. In a recent research which examined the relationship among nurses' locus of control, wok motivation factors and their OC, Kalil, Abd-Elrhaman and Sliman (2019) reported that overall score of work motivation factors and OC were positively associated and the authors recommended hospital administrators to give greater significance to establishing creative methods that would contribute to sustainment of high work motivation, which in turn, would increase OC among employees. Lastly, in a study it was hypothesized that higher levels of motivation led to higher levels of commitment among workers and in line with this hypothesis, the results indicated a strong positive relationship between work motivation and OC (Manalo, de Castro, & Uy, 2020).

People who autonomously motivated for their job and who experience a sense of pleasure and interest while working are expected to feel responsibility for their organization, to feel emotionally attached to their workplaces, and to have a high desire to continue to work in their organization. Consistently, Choong, Lau, and Wong (2011) showed that there was a significant positive relationship between employees' intrinsic motivation and all three types of OC. Particularly, the results demonstrated that the correlation between intrinsic motivation and affective commitment was the strongest and it was followed by normative commitment and continuance commitment. According to Gagné, Chemolli, Forest, and Koestner (2008), employees' intrinsic motivation and identified regulation levels were positively associated with their affective commitment levels. In another study which was conducted in Turkey, Altındiş (2011) found that employees' intrinsic motivation was positively associated with affective and normative commitment levels; however, it was negatively associated with continuance commitment. Gagné and her collegues (2008) argued that normative commitment and introjected motivation would be positively related hence they are similar in a way that they both represent an internalized feeling of obligation and duty. Accordingly, the results of their study showed that introjected motivation was positively associated with normative commitment. Continuance commitment can also be considered similar to external regulation hence it focuses on evaluation of gains

and losses associated with staying in or leaving the organization. In other words, they both represent material and external elements influencing workplace demeanor. In a previous research which examined continuance commitment by dividing it into two dimensions, namely, high sacrifice and low alternatives, it was found that external regulation was significantly positively related to only low alternatives subdimension of continuance commitment (Gagné et al., 2008). In line with the theoretical background regarding multidimensional work motivations and organizational commitment and the previous research findings, the next set of hypotheses of the present study are generated as follows:

Hypothesis 5: Employees'intrinsic motivation and identified regulation levels are positively associated with their affective commitment and normative commitment levels.

*Hypothesis 6:*Employees'introjected motivation levels are positively associated with their normative commitment levels.

*Hypothesis 7:*Employees' external regulation levels are positively associated with their continuance commitment levels.

*Hypothesis 8:*Employees'amotivations levels are negatively associated with their affective, normative, and continuance commitment levels.

1.3. DIRECT EFFECTS OF LEADERSHIP STYLES ON ORGANIZATIONAL COMMITMENT

According to the previous research, work experiences, personal and organizational elements can all be considered as predictors of OC (Eby, Freeman, Rush, & Lance, 1999; Meyer & Allen, 1997; Allen & Meyer, 1990). Among these variables, leadership style of supervisors had been one of the most investigated variables since it has both direct and indirect effects on OC via its influence on key factors such as trust, perceived organizational justice, perceived organizational support, motivation, and loyalty (e.g., Göncü et al., 2014; Mowday, Porter & Steers, 1982).

In their study that examined the relationship between PL and organizational commitment, Hakimian, Farid, Ismail, and Ismail (2014) reported significant positive relationships between PL and all of the three types of OC. However, the relationships between PL and affective commitment and normative commitment were stronger than the relationship between PL and continuance commitment. Supporting the positive

relationship between PL style of supervisor and employees' normative commitment, Erben and Guneser (2008) showed that employees who worked with paternalistic leaders were less likely to leave their organizations even if a better job with higher income was offered to them. Paternalistic leaders who communicate their expectations regarding loyalty and put high emphasis on creating a family atmosphere at the workplace are expected to contribute to employees' internalization of sense of obligation towards the organization they work for. Employees who feel that they should be loyal and deferent towards both their paternalistic leader (who is the closest representative of the organization) and their organization even in adverse circumstances would develop and report high levels of normative commitment. At the same time, a paternalistic leader who acts as a parent figure in guiding workers both inside and outside of the work environment (Gelfand, Erez, & Aycan, 2007) and who demonstrates high levels of supportive behaviors may be more successful than their non-paternalistic counterparts in creating emotional bonds and interactions with their employees, which in turn, may be expected to contribute to employees' affective commitment. However, employees' evaluation about the costs of leaving the organization and continuance commitment is suggested to be affected by various factors including availability of alternatives, monetary rewards presented by the current organization, and downward as well as upward comparisons; and therefore, leadership style is not expected to be significantly related to employees' continuance commitment and the next set of hypotheses of the presented study is generated as follows:

Hypothesis 9a: PL style of the supervisors is positively and directly associated with employees'affective commitment.

Hypothesis 9b: PL style of the supervisors is positively and directly associated with employees'normative commitment.

Transformational leaders give reference and emphasis on collective identity, they emphasize sense of belongingness, and forming common mission and vision. By this way, they are expected to increase their employees' affective and normative commitment levels. Supporting this proposition, Mert, Keskin, and Baş (2010) found that TL was significantly and positively associated with employees' affective commitment. Similarly, Riaz, Akram, and Ijaz (2011) and Pradhan and Pradhan (2015) reported strong positive relationships between TL and employees' affective commitment. According to Chan and Mak (2014) TL was positively related to pride

in being a follower of the leader, and affective and normative commitment levels. Bučiūnienė and Škudienė (2008) found that TL had a very weak influence on continuance commitment compared to affective and normative commitment. This finding provided support for the notion that continuance commitment was mainly associated with the costs that an employee associates with economic losses and benefits rather than how employees were managed (Bučiūnienė & Škudienė, 2008). In line with the theory of TL and the previous findings, in the present it is suggested that TL will be directly associated with employees' affective and normative commitment levels and the next set of hypotheses are generated as follows:

Hypothesis 10a: TL style of the supervisors is positively and directly associated with employees'affective commitment.

Hypothesis 10b: TL style of the supervisors is positively and directly associated with employees'normative commitment.

Leaders who have R-O leadership style show genuine concern for their subordinates and try to develop close interpersonal relationships among work group members (Moldogaziev & Silvia, 2015). Since affective commitment refers to to be emotionally attached in the organization, leadership efforts aiming to form better relations with and among subodtinates and harmonization between individual and institutional values are expected to have positive effects on employees' affective commitment. Consistently, in their study, Gilbert, De Winne, and Sels (2011) demonstrated that there was a significant positive relationship between R-O leadership style and employees' affective commitment. Also, in a study that examined the associations between various leadership roles undertaken by public sector managers and employees' affective commitment, it was found that there was a significant positive relationship between R-O leadership style and employees' affective commitment (Moldogaziev & Silvia, 2015). Similarly, in a study conducted in Korea, significant positive relationship between R-O leadership style and employees' affective commitment was demonstrated (Hong, Cho, Froese, & Shin, 2016). Therefore, it is expected that R-O leadership style is directly associated with employees' affective commitment levels. However, unlike PL and TL, R-O leaders do not demonstrate high levels of effort to increase employees' feelings of belonginess to the work group and loyalty to the organization. Therefore, R-O leaders are not expected to make direct contribution to employees' normative commitment, rather R-O leadership style is expected to be positively related to employees' normative

commitment via its effects on employees' need satisfaction and multidimensional work motivations and the last hypothesis of the present study is generated as follows:

Hypothesis 11: R-O leadership style of the supervisors is positively associated with employees'affective commitment.

CHAPTER II

METHOD

2.1. PARTICIPANTS AND PROCEDURE

A total of 461 white-collar workers from Turkey participated in the present study. Participants were informed beforehand that gathered data would be used in the scope of the present research and their responses would remain confidential. 264 of the participants (57.5%) were women and 195 of the participants (42.5%) were men. Participants were working in the organizations operating in public, education, health, service, food, automotive, banking and finance, textile, fast-moving consumer goods, metal, pharmaceutical, durable consumer goods, media, construction and materials sectors. The demographic characteristics of the sample are presented in Table 1. The ages of the participants were ranged from 19 to 62 and lots of the participants were young adults ($M = 34.32$, $SD = 10.55$). Participants' average tenure years were calculated as 7.83 ($SD = 8.88$). The average number of years that the participants have been working with their current managers was 3.20 ($SD = 3.57$). Most of the participants were graduated from university (60.5%). Inclusion criterion was to be working with the current supervisor at least for 6 months.

Table 1

Demographic characteristics of the participants

Demographic characteristics of the participants		
Age		
	M	34.32
	SD	10.55
Gender (%)		
	Male	42.50
	Female	57.50
Education (%)		
	Secondary school	2.40
	High school	17.10
	Academy	9.50
	Unıversity	60.50
	Master's degree	9.80
	Doctoral degree	7
Tenure (years)		
	M	7.83
	SD	8.88
Tenure with Manager (years)		
	M	3.20
	SD	3.57
Industry (%)		
	Public	31.60
	Education	13.40
	Health	10.10
	Service	9.20
	Food	4.40
	Automotive	2.90
	Banking and finance	2.90
	Textile	2.20
	Fast-moving consumer goods	2.20
	Metal	.40
	Pharmaceutical	.90
	Durable consumer goods	.90
	Media	1.10
	Construction and materials	5.50
	Other	12.30

2.2. MEASURES

2.2.1. Transformational Leadership

Multifactor Leadership Questionnaire (MLQ–Form 5X; Avolio, Bass, & Jung, 1999) was used to measure transformational leadership style of the supervisors of the participants. The questionnaire consists of 20 items and four dimensions which are idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation. Participants were asked to rate each item using a 5-point Likert scale ranging from "0 = not at all" to"5 = frequently, if not always". A standardized and validated Turkish version of MLQ-Form 5X was available (http://www.mindgarden.com/products/mlqr.htm). A sample item is "He/she talks optimistically about the future". In the literature, the reliability coefficients of the original overall scale were reported to range from 0.74 to 0.91 (Bass & Avolio, 1995; Howell & Hall-Marenda, 1999). For the Turkish version of the scale, Göncü Köse and Metin (2019) reported that the Cronbach's alpha coefficients were .90, .84, .81, and .81 for idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation subscales, respectively. Internal reliability coefficient of the overall Turkish scale was resported as .96.

2.2.2. Paternalistic Leadership

Paternalistic Leadership Scale developed by Aycan (2006) in Turkish was used to measure PL levels of the supervisors. The scale consists of 21 items and the participants give their responses by using a 5-point Likert-type scale (1 = Never, 5 = Always). High scores indicate high levels of PL. The scale assesses paternalism in five dimensions: Creating family atmosphere at workplace, forming individualized relationships with subordinates, involvement in employees' non-work lives, loyalty expectations, status hierarchy and authority. A sample item of the scale is "Behaves like a family member (father/mother or elder brother/sister) towards his/her employees". Aycan (2006) reported the Cronbach's alpha coefficients of creating family atmosphere at workplace subscale as .89, forming individualized relationships with subordinates subscale as .85, involvement in employees' non-work lives subscale as .82, loyalty expectations subscale as .79, status hierarchy and authority subscale as .88, and the Cronbach's alpha of the overall scale was resported as $\alpha = .87$.

2.2.3. Relationship-Oriented and Task-Oriented Leadership Styles

Fleishman's (1953) Leadership Opinion Questionnaire (LOQ) was used to assess employee perceptions of R-O and T-O leadership styles of their supervisors. The scale was adapted to Turkish by Sümer and Bilgiç in an unpublished research. The scale consists of 40 items, and 20 items measure the leader's R-O leadership style (a sample item is "S/he gets the approval of the staff on important matters before getting ahead"), and 20 items assess the leader's T-O leadership style (a sample item is "S/he pushes the staff for greater effort"). Responses are gathered on a 5-point Likert scale ranging from "1 = never" to "5 = always. Fleishman (1953) reported that the Cronbach's alpha of the R-O leadership style scale was $\alpha = .89$ and that the Cronbach's alpha of the T-O leadership style scale was $\alpha = .88$. For the Turkish version of the scale, Göncü (2013) reported that the Cronbach's alpha coefficients of the R-O leadership scale and T-O leadership scale were .88 and .77, respectively.

2.2.4. Work-Related Basic Need Satisfaction

The Work-Related Basic Need Satisfaction scale (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010) was used to assess participants' need satisfaction. The scale consists of 18 items assessing satisfaction of the need for autonomy (e.g., ''I feel free to do my job the way I think it could best be done''; six items), need for competence (e.g., ''I am good at the things I do in my job''; six items), and need for relatedness (e.g., ''At work, I feel part of a group''; six items). Participants were asked to give their responses by using a 5-point Likert-type scale (1 = totally disagree, 5 = totally agree). Uri (2018) reported that the Cronbach's alpha coefficients of the subdimensions (satisfaction of the need for autonomy, satisfaction of the need for competence, and satisfaction of the need for relatedness needs) were ranged from .84 to .90. For Turkish sample, Dönmez (2014) reported that the Cronbach's alpha coefficients of the subscales were .75 for the satisfaction of the need for relatedness subscale, .77 for the satisfaction of the need for competence subscale, and .77 for the satisfaction of the need for autonomy subscale.

2.2.5. Multidimensional Work Motivations

Multidimensional work motivations of the participants were measured by Multidimensional Work Motivations Scale (MWMS) which was developed by Gagné and her colleagues (2014). The scale was adapted to Turkish by Göncü Köse and Metin

(2019). Responses are given on a 7- Likert point scale ranging from 1 (strongly disagree) to 7 (strongly agree). Multidimensional work motivation scale consists of 19 items and 5 subdimensions. Respondents are asked to answer the question of "Why do you put an effort when doing your current job?". Amotivation is measured by 3 items and a sample item is "I don't, because I really feel that I'm wasting my time at work". External regulation is measured by 6 items (three items for external social regulation and three items for external material regulation) and a sample item is "Because I risk losing my job if I don't put enough effort in it". Intrinsic motivation is measured with four items and a sample item is "Because what I do in my work is exciting". Identified regulation is measured with 3 items and a sample item is "Because putting efforts in this job aligns with my personal values", and introjected motivation is measured with 3 items a sample item is "Because it makes me feel proud of myself". Gagné and her colleagues (2014) reported the Cronbach's alpha coefficients of the subscales as .79, .76, .70, .75, and .90 for amotivation, external regulation, introjected motivation, identified regulation, and intrinsic motivation subscales, respectively. Göncü Köse and Metin (2019) reported the Cronbach's alpha coefficients of the subscales as .74 for the amotivation, .80 for external regulation, .76 for introjected motivation, .78 for identified regulation, and .77 for intrinsic motivation.

2.2.6. Organizational Commitment

Organizational commitment was measured by organizational commitment scale developed by Allen and Meyer (1990). The scale was adapted to Turkish by Wasti (1999) and the author added 7 items to the scale which are intended to further capture organizational commitment in Turkish cultural context. The Turkish version of the scale measures 3 dimensions with 25 questions. In the scale, affective commitment is measured with 8 items and a sample item is "I really feel as if this organization's problems are my own". Continuance commitment is measured with 7 items and a sample item is "I believe I have too few options to consider leaving this organization". Normative commitment is measured with 10 items and a sample item is "I would feel guilty if I left this organization now". Responses are given on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). For the Turkish measure, Wasti (1999) reported that the Cronbach's alpha reliability coefficients of the subscales were .84, .80, and .70 for affective, continuance, and normative commitment subscales, respectively.

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CHAPTER III

RESULTS

3.1. OVERVIEW

In this chapter data screening and cleaning procedures, descriptive statistics, correlational relationships among the study variables and the results of the main analyses are presented. Data screening and cleaning procedures are explained in the first section. In the second section, reliability analyses of the measures are presented. In the third section, bivariate and partial correlations among the study variables are presented and interpreted. The fourth section demonstrates the results of the main analyses conducted for hypothesis testing.

3.2. DATA SCREENING AND DATA CLEANING

Firstly, the data from 461 participants were checked with the consideration of out of range values in order to determine the accuracy of data entry process. The results indicated that the data didn't contain any out of range values. However, it was found that out of 461 participants, 26 did not meet the inclusion criterion which was to be working with the current supervisor at least for six months, and therefore, their data were exluded from the data set. After that the data were examined for missing values. It was determined that there were 62205 data points in the data set. Apart from demographic data, a total of 167 (0.3%) missing data were found in 62205 data points. According to Tabachnick and Fidell (2007), when the data set contains missing values less than 5%, mean replacement method can be used in order to handle the missing data. Therefore, missing values in the data set were handled with the series mean replacement method.

Once the missing data were handled, outlier analysis was performed. Mahalonobis distance analysis was used in order to identify multivariate outliers. After conducting Mahalonobis distance analyses, 12 participants were identified as multivariate outliers and they were excluded from the data set. As a result, the final sample included 423 participants.

3.3. RELIABILITY ANALYSES OF THE STUDY MEASURES

Prior to the computation of scale scores, descriptive statistical analyses and testing of the hypotheses, reliability analyses of the study measures were carried out. Since there were no translated/backtranslated and/or recently developed measures in the present study, only the Crobach's alpha was used as the estimate of reliability.

3.3.1. Transformational Leadership

Transformational leadership scale includes 20 items and 4 dimensions. These subscales are intellectual stimulation (4 items), idealized influence (8 items), inspirational motivation (4 items), and individual consideration (4 items). Cronbach's alpha value of the scales were found to be $\alpha = .80$, $\alpha = .90$, $\alpha = .83$, and $\alpha = .83$, respectively. The overall reliability of the transformational leadership scale was .96.

3.3.2. Paternalistic Leadership

The Cronbach's alpha value of the 21-item scale was .92. However, in the reliability analysis of the paternalistic leadership scale it was revealed that the item-total correlations of the items 9 (i.e., While making decisions about his/her employees (e.g., promotion, firing) performance is not the most important criterion for him/her) and 12 (i.e., When necessary, s/he can do something in the name of his/her employees without getting their approval) were lower than the expected value of .30 (i.e., .25 and .17, respectively). Therefore, a decision was made to remove these two items. The Cronbach's alpha value of the subscales were found to be .88 for the creating family atmosphere at workplace, .75 for the forming individualized relationships with subordinates, .75 for the involvement in employees' non-work lives, .65 for the loyalty expectations, and .66 for the status hierarchy and authority. The Cronbach's alpha value of the overall scale which included 19 items was .93.

3.3.3. Relationship-oriented and task-oriented leadership styles

The reliability analysis revealed that the T-O leadership scale had an acceptable internal consistency estimate (.77). However, when item-total correlations were examined, two of the items were found to have negative item-total correlations (i.e., -.07 and -.01; and the Cronbach's alphas if item deleted were .79 and .79, respectively). Therefore, these two items were removed from the scale. The Cronbach's alpha

coefficient of the 18-item scale was found to be .80. The Cronbach's alpha coefficient of the 20 items R-O leadership scale was found to be $\alpha = .91$.

3.3.4. Work – Related Basic Need Satisfaction

The Work-Related Basic Need Satisfaction scale includes 18 items and 3 subdimensions. Each subdimension includes 6 items. The Cronbach's alpha values of the subscales were as follows; $\alpha = .84$ for the satisfaction of need for relatedness subscale, $\alpha = .82$ for the satisfaction of need for competence subscale, and $\alpha = .75$ for the satisfaction of need for autonomy subscale.

3.3.5. Multidimensional Work Motivations

Multidimensional work motivations scale consists of 19 items and 6 dimensions. However, the results of Göncü Köse and Metin's (2019) study showed that external social regulation and external material regulation subdimensions did not differ significantly in Turkish sample and were loaded on the same factor. Therefore, these two sub-dimensions were combined and examined under a single dimension called external regulation. The Cronbach's alpha reliabilities of the amotivation, external regulation, introjected motivation, identified regulation and intrinsic motivation subscales were at convenient levels ($\alpha = .75$, $\alpha = .80$, $\alpha = .70$, $\alpha = .81$, $\alpha = .80$, respectively).

3.3.6. Organizational Commitment

The Cronbach's alpha value of the affective commitment subscale was found to be .83. Total item correlations of two very similar reverse coded items were below .30 ($r = .20$ and $r = .20$, respectively). However, excluding these items were not found to make a significant increase in the reliability coefficient (i.e., .02) and the common problem with these items were thought to be their reverse coded nature. Therefore, the scale score for the affective commitment subscale was calculated by including all of the 8 items. The Cronbach's alpha values of the continuance commitment and normative commitment subscales were found to be .77 and .86, respectively. The Cronbach's alpha value of the overall scale was .92.

3.4. DESCRIPTIVE STATISTICS, BIVARIATE AND PARTIAL CORRELATIONS AMONG THE STUDY VARIABLES

The means, standard deviations, minimum and maximum values of study variables are presented in Table 2. Involvement in employees' non-work lives subdimension of PL, R-O leadaership style and amotivation were found to have the lowest mean scores, whereas, status hierarchy and authority subdimensions of PL, satisfaction of employees' need for competence and identified regulation found to have the highest mean scores. The mean scores of all the remaining variables were close to the midpoint.

Table 2

Means, Standard Deviations; Minimum and Maximum Values of Study Variables

Variable	Mean	SD	Min.	Max.	Rating scale
Creating family atmosphere at workplace	3.29	.97	1	5	1-5
Forming individualized relationships with subordinates	3.33	.86	1	5	1-5
Involvement in employees' non-work lives	3.02	.05	1	5	1-5
Loyalty expectations	3.42	.05	1	5	1-5
Status hierarchy and authority	3.69	.03	1	5	1-5
Paternalistic leadership	3.37	.75	1.16	4.95	1-5
Ideliazed influence	3.31	.92	1	5	1-5
Individualized consideration	3.28	.89	1	5	1-5
Intellectual stimulation	3.53	.89	1	5	1-5
Inspirational motivation	3.32	.95	1	5	1-5
Transformational leadership	3.32	.04	1	5	1-5
Relationship-oriented leadership	3.00	.03	1.20	5	1-5
Task-oriented leadership	3.46	.03	2.11	4.83	1-5
Satisfaction of employees' need for relatedness	3.60	.04	1.67	5	1-5
Satisfaction of employees' need for autonomy	3.25	.78	1	5	1-5
Satisfaction of employees' need for competence	4.00	.72	1.67	5	1-5

Intrinsic motivation	4.49	1.51	1	7	1-7
Identified regulation	5.26	1.42	1	7	1-7
Introjected motivation	4.85	1.34	1	7	1-7
External Regulation	3.38	1.36	1	7	1-7
Amotivation	2.34	1.35	1	7	1-7
Affective commitment	4.37	1.24	1.25	7	1-7
Continuance commitment	4.21	1.17	1	7	1-7
Normative commitment	4.23	1.20	1.60	6.90	1-7

Bivariate correlations among the study variables are presented in Table 3.As expected, age was found to be positively correlated with tenure with the manager, positional tenure and satisfaction of employees' need for competence. On the other hand, age was found to be negatively correlated with all of the subdimensions of TL and overall TL score given for the supervisors. Moreover, age was found to be negatively correlated with creating family atmosphere at workplace and forming individualized realtionships with subordinates subdimensions of PL andoverall PL score given for the supervisors. Finally, age was found to be negatively associated with perceived R-O leadership style and external motivation.

Table 3

Intercorrelations among the study variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Age	-														
2. Gender	.09	-													
3. Education	-.06	-.11*	-												
4. Tenure with Manager	.38**	.08	-.24**	-											
5. Positional Tenure	.68**	.07	-.08	.50**	-										
6. Idealized Influence	-.15**	-.03	-.02	-.01	-.11*	-									
7. Individualized Consideration	-.15**	-.03	-.05	.03	-.09	.90**	-								
8. Intellectual Stimulation	-.17**	-.03	.03	-.02	-.09	.83**	.80**	-							
9. Inspirational Motivation	-.12*	-.01	.00	-.02	-.06	.88**	.78**	.76**	-						
10. Transformational Leadership	-.16**	-.03	-.01	-.00	-.10*	.98**	.93**	.90**	.92**	-					
11. Creating Family Atmosphere at Workplace	-.18**	.02	-.04	-.00	-.17**	.66**	.64**	.57**	.59**	.66**	-				
12. Forming Individualized Realtionships with Subordinates	-.15**	-.01	.02	-.05	-.14*	.64**	.65**	.58**	.58**	.66**	.80**	-			
13. Involvement in Employees' Non-work Lives	-.05	.04	-.01	-.04	-.08	.55**	.54**	.48**	.48**	.55**	.73**	.75**	-		
14. Loyalty Expectations	-.03	.03	-.03	-.05	-.10*	.46**	.42**	.38**	.44**	.46**	.62**	.61**	.62**	-	
15. Status Hierarchy and Authority	-.08	-.06	-.00	.06	-.06	.54**	.50**	.49**	.50**	.55**	.60**	.57**	.45**	.57**	-

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16. Paternalistic Leadership	-.13**	.00	-.01	-.01	-.14**	.69**	.67**	.61**	.63**	.70**	.92**	.90**	.84**	.77**	.76**
17. Relationship-Oriented Leadership	-.12*	-.03	-.03	-.00	-.08	.72**	.75**	.65**	.62**	.73**	.61**	.60**	.55**	.36**	.37**
18. Task-Oriented Leadership	-.02	-.00	.06	-.02	-.02	.06	-.02	.10*	.12*	.06	.01	.06	-.03	.17**	.27**
19. Satisfaction of Employees' Need for Relatedness	.06	-.04	.06	.07	.07	.43**	.38**	.35**	.37**	.41**	.30**	.35**	.32**	.26**	.26**
20. Satisfaction of Employees' Need for Competence	.18**	-.05	.08	.12*	.17**	.26**	.22**	.20**	.26**	.26**	.17**	.22**	.09	.18**	.26**
21. Satisfaction of Employees' Need for Autonomy	.08	-.04	-.04	.11*	.07	.49**	.48**	.41**	.43**	.49**	.32**	.36**	.33**	.15**	.19**
22. Amotivation	-.08	.10*	-.03	-.10	-.05	-.35**	-.32**	-.28**	-.32**	-.34**	-.28**	-.29**	-.25**	-.24**	-.29**
23. External Regulation	-.21**	.04	-.10*	.01	-.20**	.08	.09	.08	.09	.09	.05	.02	.03	.05	.12*
24. Identified Regulation	.07	-.10*	.10*	.09	.05	.35**	.33**	.32**	.33**	.36**	.25**	.24**	.19**	.23**	.28**
25. Introjected Motivation	.01	-.11*	.06	.08	-.03	.30**	.29**	.26**	.27**	.31**	.22**	.21**	.18**	.22**	.29**
26. Intrinsic Motivation	-.03	-.06	.07	.04	-.04	.40**	.37**	.34**	.38**	.41**	.29**	.28**	.25**	.23**	.24**
27. Affective Commitment	.09	-.00	.02	.13**	.09	.54**	.53**	.46**	.47**	.54**	.44**	.41**	.39**	.32**	.32**
28. Continuance Commitment	.05	-.04	-.14**	.14**	.08	.24**	.25**	.21**	.23**	.25**	.27**	.23**	.22**	.27**	.30**
29. Normative Commitment	.03	-.02	-.07	.14**	.07	.44**	.44**	.36**	.38**	.44**	.40**	.34**	.35**	.35**	.38**

Note. Numbers on the diagonal are Cronbach's alpha coefficients.

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

* Correlation is significant at the 0.05 level (2-tailed).

Education level ranges from 1 (= Primary school) to 5 (= Doctoral Degree).

Table 3
Continued

	16	17	18	19	20	21	22	23	24	25	26	27	28	29
16. Paternalistic Leadership	-													
17. Relationship-Oriented Leadership	.61**	-												
18. Task-Oriented Leadership	.10*	-.33**	-											
19. Satisfaction of the Need for Relatedness	.35**	.39**	.02	-										
20. Satisfaction of the Need for Competence	.22**	.20**	.15**	.56**	-									
21. Satisfaction of the Need for Autonomy	.33**	.55**	-.21**	.56**	.49**	-								
22. Amotivation	-.32**	-.33**	-.01	-.48**	-.42**	-.47**	-							
23. External Regulation	.06	-.02	.14**	-.13**	-.20**	-.15**	.28**	-						
24. Identified Regulation	.28**	.27**	.03	.40**	.40**	.43**	-.56**	-.05	-					
25. Introjected Motivation	.26**	.18**	.13**	.27**	.30**	.27**	-.38**	.18**	.77**	-				
26. Intrinsic Motivation	.31**	32**	-.01	.43**	.35**	.53**	-.45**	-.02	.69**	.54**	-			
27. Affective Commitment	.45**	.47**	.01	.52**	.40**	.58**	-.50**	-.07	.54**	.44**	.55**	-		
28. Continuance Commitment	.30**	.16**	.11*	.20**	.16**	.17**	-.20**	.19**	.28**	.29**	.17**	.46**	-	
29. Normative Commitment	.43**	.31**	.08	.42**	.28**	.39**	-.38**	.09	.41**	.41**	.40**	.73**	.70**	-

Note. Numbers on the diagonal are Cronbach's alpha coefficients.
** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Gender was found to be negatively associated with education levels of the participants meaning that women reported higher levels of education than men thas has participated in the study. Moreover, gender was found to be positively associated with participants' amotivation scores meaning that men reported higher levels of amotivation towards their work than women thas has participated in the study. Finally, gender was found to be positively associated with identified regulation and introjected motivation scores meaning that women reported higher levels of identified regulation and introjected motivation scores than men.

Education level was found to be negatively correlated with tenure with the current supervisor, external regulation and continuance commitment.On the other hand, education level of the participants was positively associated with identified regulation.

As expected, tenure with the current supervisor was positively correlated with organizational tenure. Tenure with the current supervisor was also found to be positively correlated withsastisfaction of employees' needs for autonomy and competence as well as employees' affective, normative and continuance commitment levels meaning that as the time worked with the same supervisor increased, satisfaction of employees' needs for autonomy and competence and, affective, normative and continuance commitment scores of the participants were also increased.

Tenure at the current job was positively correlated with satisfaction of employees' need for competence. On the other hand, tenure at the current job was negatively correlated with idealized influence and overall TL scores as well as with creating family atmosphere at workplace, forming individualized realtionships with subordinates and loyalty expectations subdimensions of PL and overall PL scores given for the supervisors. Finally, tenure at the current job was found to be negatively correlated with employees' external regulation levels.

Idealized influence and individualized consideration subdimensions of TL and overall TL scores were found to be positively correlated with all of the study variables except from T-O leadership style scores given for the supervisors, and employees' amotivation and external regulation levels. Idealized influence and individualized consideration subdimensions of TL and overall TL scores were not found to be significantly associated with T-O leadership style and external regulation, whereas they were found to be negatively correlated with employees' amotivation scores. In addition, intellectual stimulation and inspirational motivation subdimensions of TL

were found to be positively correlated with all of the study variables except from amotivation and external regulation levels of the participants. Intellectual stimulation and inspirational motivation subdimensions of TL were not significantly correlated with external regulation levels of the participants, whereas they were found to be negatively correlated with amotivation scores of the participants.

Similarly, creating family atmosphere at workplace and forming individualized realtionships with subordinates subdimensions of PL were found to be positively correlated with all of the study variables except from T-O leadership style scores given for the supervisors, and employees' amotivation and external regulation levels. Creating family atmosphere at workplace and forming individualized realtionships with subordinates subdimensions of PL were not found to be significantly associated with T-O leadership style and external regulation, whereas they were found to be negatively correlated with employees' amotivation scores. Involvement in employees' non-work lives subdimension of PL was found to be positively correlated with all of the study variables except from T-O leadership style, satisfaction of employees' need for competence, amotivation and external regulation. Involvement in employees' non-work lives subdimension of PL was not significantly associated with T-O leadership style, satisfaction of employees' need for competence and external regulation, whereas it was found to be negatively correlated with employees' amotivation scores. Loyalty expectations subdimension of PL and overall PL scores were found to be positively correlated with all of the study variables except from amotivation and external regulation. Loyalty expectations subdimension of PL and overall PL scoreswere not significantly associated with external regulation, whereas they were found to be negatively correlated with employees' amotivation scores. Finally, status hierarchy and authority subdimension of PL was found to be positively correlated with all of the study variables except from amotivation. Interestingly, status hierarchy and authority subdimension of PL was found to be negatively correlated with employees' amotivation scores.

R-O leadership style was found to be positively associated with all of the study variables except for T-O leadership style, external regulation and amotivation. That is, R-O leadership style was not significantly correlated with external regulation scores of the participants, whereas, as expected, it was negatively associated with T-O leadership style and employees' amotivation scores.

T-O leadership style was positively associated with inspirational motivation subdimension of TL, loyalty expectations and status hierarchy and authority subdimensions of PL, and overall PL scores given for the supervisors. In addition, T-O leadership style was found to be positively associated with satisfaction of employees' need for competence scores and employees' introjected motivation, external regulation and continuance commitment levels. As expected, T-O leadership style was negatively associated with R-O leadership style and satisfaction of employees' need for autonomy scores.

In line with the general expectations and propositions, satisfaction of employees' need for relatedness was found to be positively correlated with all of the study variables except forT-O leadership style, external regulation and amotivation. Satisfaction of employees' need for relatednesswas not significantly correlated with T-O leadership style whereas it wasnegatively correlated with participants' external regulation and amotivation scores. Satisfaction of employees' need for competence was found to be positively correlated with all of the study variables except from involvement in employees' non-work lives subdimension of PL, external motivation and amotivation.Satisfaction of employees' need for competence was not significantly correlated with involvement in employees' non-work lives subdimension of PL whereas it was negatively correlated with participants' external regulation and amotivation scores.Finally, satisfaction of employees' need for autonomy was found to be positively correlated with all of the study variables except for T-O leadership style, external regulation and amotivation. That is, satisfaction of employees' need for autonomy was negatively correlated with T-O leadership style scores given for the supervisors as well as with external regulation and amotivation scores of the participants.

Amotivation was found to be negatively correlated with all of the study variables except for T-O leadership style and external regulation. That is, amotivation was not found to be significantly correlated with T-O leadership style whereas it was found to bepositively correlated with external regulation. External regulation was found to be positively correlated with status hierarchy and authority subdimension of PL, T-O leadership style and introjected motivation, amotivation and continuance commitment levels of the participants. On the other hand, external regulation was found to be negatively correlated with satisfaction of employees' needs for relatedness, autonomy and competence. Introjected motivation was found to be positively

correlated with all of the study variables except for amotivation scores of the participants. That is, introjected motivation and amotivation were negatively associated. Identified regulation was found to be positively correlated with all of the study variables except for T-O leadership style scores given for the supervisors and external regulation and amotivation scores of the participants. More specifically, identified regulation was not found to be significantly correlated with T-O leadership style and external regulation, whereas it was found to be negatively correlated with amotivation scores of the participants. Intrinsic motivation was found to be positively correlated with all of the study variables except for T-O leadership style scores given for the supervisors and external regulation and amotivation scores of the participants. That is, intrinsic motivation was not significantly correlated with T-O leaderhip style and external regulation scores of the participants whereas it was negatively associated with amotivation scores of the participants.

Affective and normative commitment were found to be positively correlated with all of the study variables except for T-O leadership style scores given for the supervisors and employees' external regulation and amotivation levels. That is, affective and normative commitment scores of the participants were not significantly correlated with T-O leaderhip style and external regulation, whereas, they were found to be negatively associated with their amotivation scores. Finally, continuance commitment was found to be positively correlated with all of the study variables except for amotivation. Interestingly, continuance commitment scores of the participants were found to be negatively associated with their amotivation levels.

Since age, gender, education level, tenure with the current supervisor, and positional tenure were significantly associated with the main study variables, partial correlations were calculated by controlling for these variables and presented in Table 4. As can be seen in this table, after controlling for the above-mentioned demographic variables, the correlations between the study variables were similar to the bivariate correlations except for the relationship between involvement in employees' non-work lives dimension of PL and satisfaction of employees' need for competence andthe relationship between T-O leadership and continuance commitment. In the partial correlation analysis it was found that the relationsip between involvement in employees' non-work lives dimension of PL and satisfaction of employees' need for competence was positive and significant whereas, the relationsip between T-O leadership and continuance commitment was turned out to be insignificant.

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Table 4

Partial Correlations among the Study Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Idealized Influence	-														
2. Individualized Consideration	.89**	-													
3. Intellectual Stimulation	.83**	.80**	-												
4. Inspirational Motivation	.89**	.78**	.75**	-											
5. Transformational Leadership	.98**	.93**	.89**	.92**	-										
6. Creating Family Atmosphere at Workplace	.65**	.63**	.56**	.58**	.65**	-									
7. Forming Individualized Realtionships with Subordinates	.64**	.65**	.57**	.58**	.66**	.79**	-								
8. Involvement in Employees' Non-work Lives	.55**	.54**	.49**	.48**	.56**	.72**	.76**	-							
9. Loyalty Expectations	.47**	.43**	.39**	.45**	.47**	.63**	.63**	.62**	-						
10. Status Hierarchy and Authority	.54**	.50**	.48**	.51**	.55**	.60**	.57**	.46**	.58**	-					
11. Paternalistic Leadership	.69**	.67**	.60**	.63**	.70**	.92**	.90**	.84**	.78**	.76**	-				
12. Relationship-Oriented Leadership	.70**	.74**	.64**	.61**	.72**	.58**	.59**	.54**	.35**	.36**	.59**	-			
13. Task-Oriented Leadership	.06	-.03	.09	.11*	.06	.01	.06	-.02	.18**	.28**	.11*	-.34**	-		
14. Satisfaction of Employees' Need for Relatedness	.46**	.41**	.37**	.38**	.44**	.33**	.38**	.34**	.29**	.29**	.39**	.41**	.03	-	
15. Satisfaction of Employees' Need for Competence	.31**	.26**	.23**	.29**	.30**	.22**	.26**	.12*	.22**	.30**	.27**	.21**	.16**	.56**	-

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
16. Satisfaction of Employees' Need for Autonomy	.51**	.49**	.42**	.45**	.51**	.32**	.36**	.33**	.16**	.17**	.33**	.57**	-.22**	.56**	.49**
17. Amotivation	-.36**	-.33**	-.30**	-.34**	-.36**	-.30**	-.30**	-.25**	-.25**	-.28**	-.33**	-.34**	-.02	-.48**	-.42**
18. External Regulation	.02	.05	.03	.05	.04	-.01	-.00	.02	.04	.11*	.03	-.06	.15**	-.12*	-.16**
19. Identified Regulation	.38**	.35**	.34**	.35**	.38**	.28**	.26**	.21**	.26**	.30**	.31**	.28**	.05	.40**	.38**
20. Introjected Motivation	.32**	.30**	.28**	.28**	.32**	.23**	.22**	.19**	.25**	.30**	.28**	.17**	.16**	.28**	.30**
21. Intrinsic Motivation	.41**	.38**	.35**	.38**	.41**	.28**	.27**	.25**	.23**	.22**	.30**	.32**	.01	.43**	.36**
22. Affective Commitment	.55**	.54**	.48**	.47**	.55**	.45**	.43**	.40**	.35**	.33**	.47**	.47**	.02	.51**	.39**
23. Continuance Commitment	.23**	.24**	.21**	.21**	.24**	.27**	.23**	.22**	.27**	.32**	.31**	.15**	.10	.20**	.17**
24. Normative Commitment	.44**	.44**	.37**	.37**	.44**	.40**	.35**	.34**	.37**	.40**	.44**	.30**	.10	.43**	.30**

Note. Numbers on the diagonal are Cronbach's alpha coefficients.

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

* Correlation is significant at the 0.05 level (2-tailed).

Table 4

Continued

	16	17	18	19	20	21	22	23	24
16. Satisfaction of the Need for Autonomy	-								
17. Amotivation	-.47**	-							
18. External Regulation	-.15**	.28**	-						
19. Identified Regulation	.44**	-.56**	.06	-					
20. Introjected Motivation	.27**	-.37**	.19**	.76**	-				
21. Intrinsic Motivation	.54**	-.44**	-.02	.68**	.53**	-			
22. Affective Commitment	.57**	-.49**	-.07	.54**	.44**	.55**	-		
23. Continuance Commitment	.17**	-.20**	.19**	.29**	.31**	.17**	.46**	-	
24. Normative Commitment	.39**	-.38**	.09	.41**	.41**	.41**	.73**	.70**	-

Note. Numbers on the diagonal are Cronbach's alpha coefficients.

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

* Correlation is significant at the 0.05 level (2-tailed).

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3.5. MODEL TESTING

The Structural Equation Modeling (SEM) using AMOS 6.0 was used to test the hypotheses and the proposed model. According to the proposed model, leadership styles of the supervisors and employees' organizational commitment are related to each other both directly and through their effects on satisfaction of employees' basic psychological needs and employees' work motivations. The results of the SEM analysis revealed that the proposed model (M_1) provided acceptable fit to the data (χ^2 (51) = 190.61, CFI = .96, TLI = .92, NFI = .95, GFI = .94, RMSEA = .08) (Figure 2). However, the modification indices suggested paths from PL to continuance commitment, from PL to amotivation, from T-O leadership style to introjected motivation and to external regulation, from satisfaction of employees' need for relatedness to normative commitment, from satisfaction of employees' need for autonomy to affective commitment, and from introjected motivation to continuance commitment. All of these suggestions were found to be theoretically appropriate. Therefore, these paths which were suggested by the modification indices were added in the M_2 and the M_2 provided better fit to the data (χ^2 (44) = 108.96, CFI = .98, TLI = .96, NFI = .97, GFI = .97, RMSEA = .06) (Figure 3).
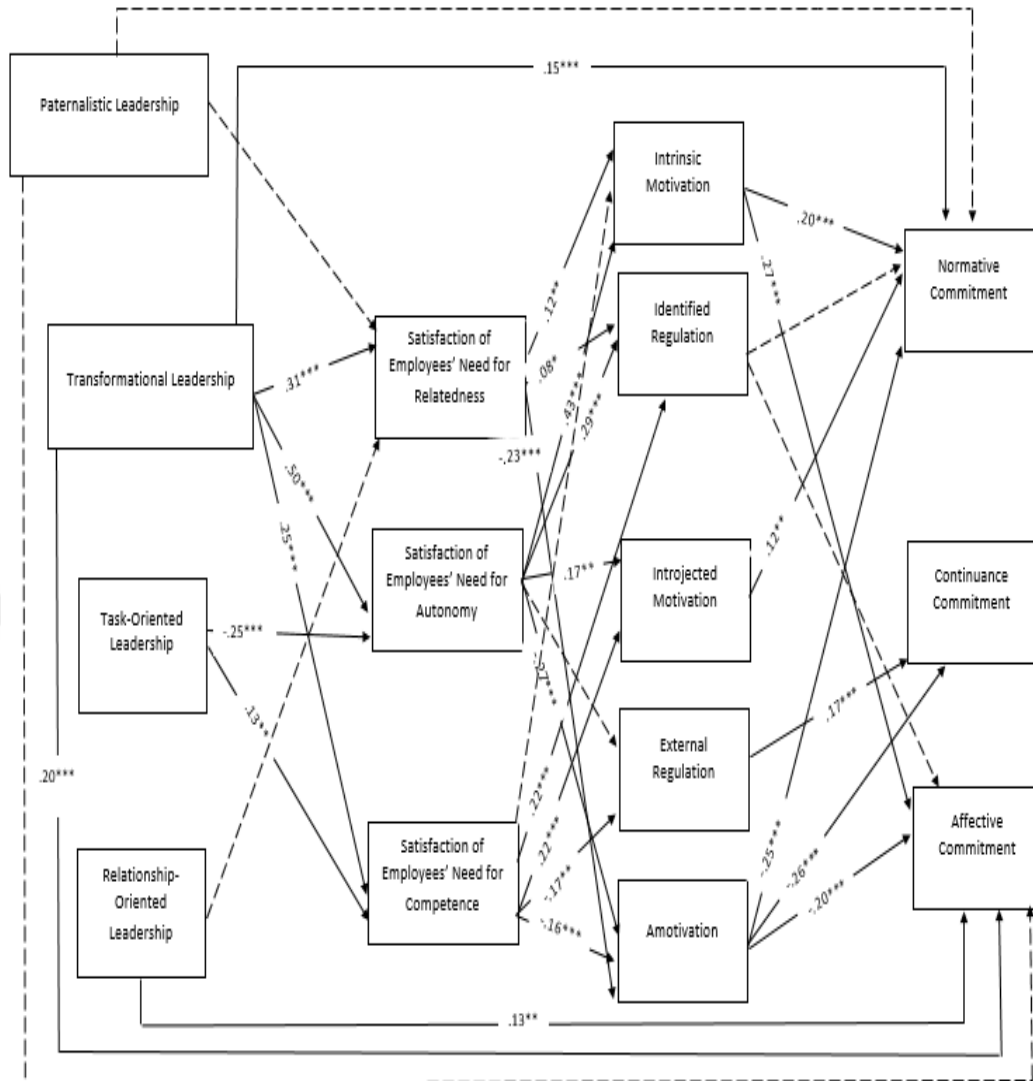
Note. ***Correlation is significant at the 0.001 level;

**Correlation is significant at the 0.01 level;

*Correlation is significant at the 0.05 level.

Figure 2. SEM results of the proposed model (Model 1)

The results regarding the M_1 showed that PL was not significantly associated with satisfaction of employees' need for relatedness. Therefore, Hypothesis 1a which suggested that PL would increase employees' autonomous work motivations (i.e., intrinsic motivation and identified regulation) via its positive effects on satisfaction of employees' need for relatedness andHypothesis 1b which proposedthatPL woulddecrease employees' amotivationvia its positive effects on satisfaction of employees' need for relatedness were not supported.
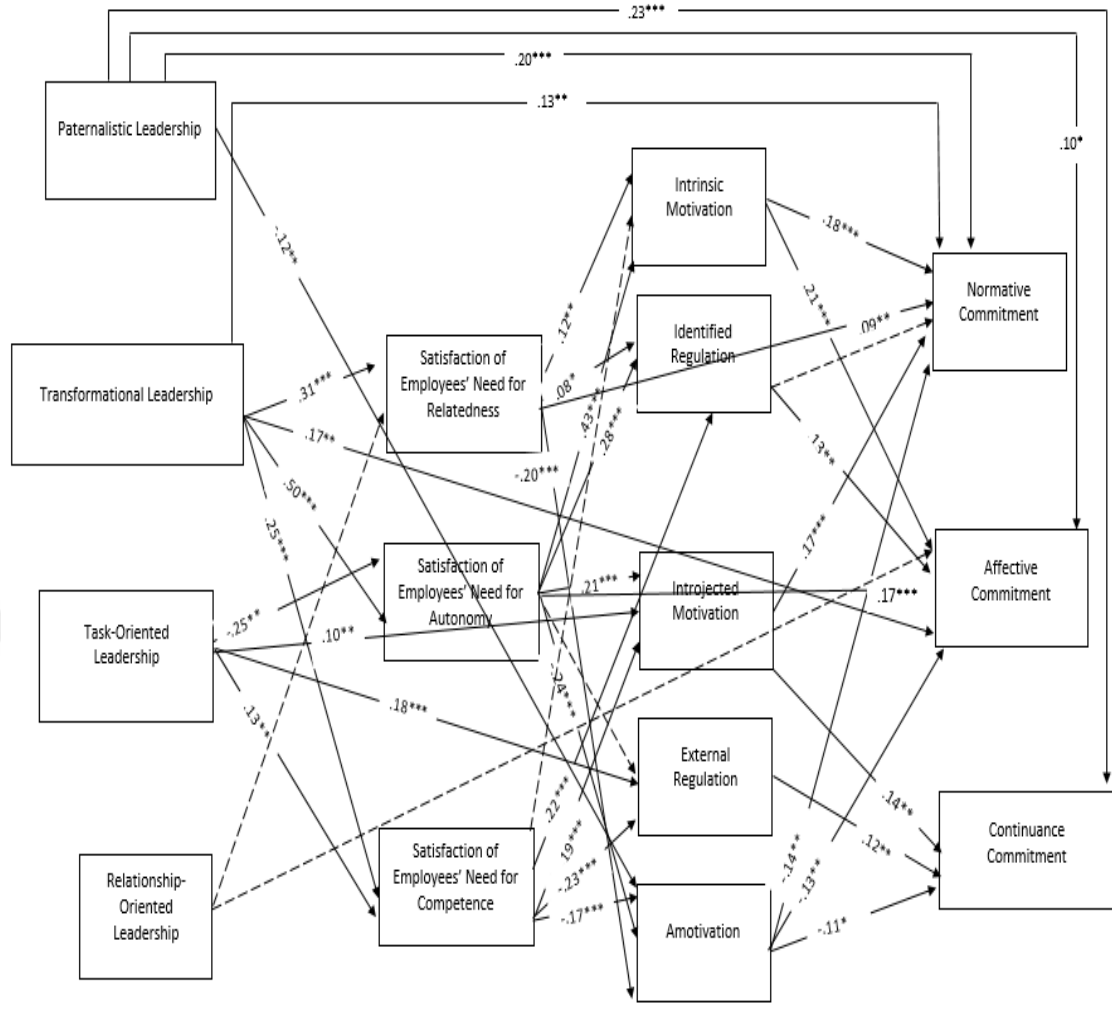
42

Note. ***Correlation is significant at the 0.001 level;

**Correlation is significant at the 0.01 level;

*Correlation is significant at the 0.05 level.

Figure 3. SEM results of Model 2

In line with Hypotheses 2a and 2b, it was found that TL was positively associated with employees' autonomous work motivations via its positive effects on satisfaction of both employees' needs for relatedness and autonomy.Therefore, Hypotheses 2a and 2b were fully supported. In Hypothesis 2c it was proposed that TL would increase employees' autonomous work motivations via its positive effects on satisfaction of employees' need for competence. However, although the path from TL to satisfaction of employees' need for competence was positive and significant, the relationship between satisfaction of employees' need for competence and intrinsic motivation was found to be insignificant. Therefore, Hypothesis 2c was partially

supported. Hypothesis 2d which suggested that TL would decrease employees' controlled work motivations (i.e., external regulation motivation and introjected motivation) via its positive effects on satisfaction of employees' need for competence was partially supported because, contrary to expectations, satisfaction of employees' need for competence was positively associated with employees' introjected motivation.Contrary to Hypothesis 2e which proposed that TL would decrease employees' controlled work motivations via its positive effects on satisfaction of employees' need for autonomy,the path from satisfaction of employees' need for autonomy to introjected motivationwas positive, and the path from satisfaction of employees' need for autonomy to external regulation was not significant. Therefore, Hypothesis 2e was not supported. In Hypothesis 2f it was proposed that TL would decrease employees' amotivations via its positive effects on satisfaction of employees' needs for relatedness, competency, and autonomy. The findings revealed that TL was positively associated with satisfaction of employees' needs for relatedness, competence, and autonomy, which, in turn, were negatively associated with employees' amotivation. Therefore, Hypothesis 2f was fully supported.

T-O leadership style was found to be signicificantly and positively associated with satisfaction of employees' need for competence; which, in turn, was found to be positively related to identified regulation. However, satisfaction of employees' need for competence and intrinsic motivation was not significantly related. Therefore, Hypothesis 3a which proposed that T-O leadership style would increase employees' autonomous work motivations via its positive effects on satisfaction of employees' need for competence was partially supported. Hypothesis 3b suggested that T-O leadership style would decrease employees' controlled work motivations (i.e., introjected motivation and external regulation) via its positive effects on satisfaction of employees' need for competence.T-O leadership style and satisfaction of employees' need for competence was positively and significantly associated. However, the direction of the relationship between satisfaction of employees' need for competence and introjected motivation was found to be negative. Therefore, Hypothesis 3b was partially supported. Hypothesis 3c stated that T-O leadership style would increase employees' controlled work motivations via its negative effects on the satisfaction of employees' need for autonomy. However, Hypothesis 3c was partially supported because the path from satisfaction of employees' need for autonomy to introjected motivation was positive and the path from satisfaction of employees' need

for autonomy to external regulation was not significant. Hypothesis 3d which proposed that T-O leadership style will decrease employees' autonomous work motivations via its negative effects on the satisfaction of employees' need for autonomy was fully supported. In addition, T-O leadership style was positively related to satisfaction of employees' need for competence, which, in turn, was negatively related to amotivation. Accordingly, Hypothesis 3e which suggested that T-O leadership style will decrease employees' amotivations via its positive effectson satisfaction of employees' need for competence was fully supported. Hypothesis 3f predicted that T-O leadership style would increase employees' amotivations also via its negative effects on satisfaction of employees' need for autonomy and this hypothesis was also fully supported.

The results showed that although the paths from satisfaction of employees' need for relatedness to both intrinsic motivation and identified regulation were positive and significant, the link of R-O with satisfaction of employees' need for relatedness was not significant Therefore, Hypothesis 4a which proposed that R-O leadership style would increase employees' autonomous work motivations via its positive effects on the satisfaction of employees' need for relatedness was not supported. Likewise, even though the relationship between satisfaction of employees' need for relatedness and amotivation was negative, the link of R-O with satisfaction of employees' need for relatedness was not significant. Therefore, Hypothesis 4b which suggested that R-O leadership style would decrease employees' amotivations via its positive effects on the satisfaction of employees' need for relatedness was also not supported.

The findings revealed that, employees' intrinsic motivation was positively associated with both affective and normative commitment. However, the paths from identified regulation to affective commitment and normative commitment were not significant. Therefore, Hypothesis 5 which stated that employees'intrinsic motivation and identified regulation levels would be positively associated with their affective commitment and normative commitment levels was partiallysupported.In line with Hypothesis 6, introjected motivation and normative commitment was found to be positively associated. Therefore, Hypothesis 6 was also fully supported. It was revealed that external regulation was positively associated with continuance commitment. Therefore, Hypothesis 7 which suggested that employees'external regulation levels would be positively associated with their continuance commitment was fully supported. The results also showed that Hypothesis 8 which proposed that

employees'amotivation levels would be negatively associated with their affective, normative, and continuance commitment levels was fully supported.

PL style of the supervisors was found to be negatively associated with both employees' affective and normative commitment levels. Therefore, Hypothesis 9a which suggested that PL style of the supervisors and employees'affective commitment would be positively associated was not supported. Similarly, Hypothesis 9b which stated that PL style of the supervisors and employees'normative commitment would be positively associated was also not supported by the data. Hypothesis 10a suggested that TL style of the supervisors and employees'affective commitment would be positively associated. Fully supporting Hypothesis 10a, TL style of the supervisors and employees'affective commitment was found to be positively and significantly associated. Hypothesis 10b suggested that TL style of the supervisors and employees'normative commitment would be positively associated. Accordingly, TL style of the supervisors and employees'normative commitment was found to be positively and significantly associated. Therefore, Hypothesis 10b was also fully supported. Finally, in line with Hypothesis 11,R-O leadership style of the supervisors and employees'affective commitment was found to be positively associated.

As mentioned above, modification indices suggested additional direct links for the proposed model (M_1) and the model in which these links are added is labeled as Model 2 ($M_{2)}$.Although not hypothesized, the findings of the SEM results of M_2revealed that PL and continuance commitment was directly and positively associated. In the findings it was revealed that the direct relationship of PL with amotivation wasnegative and significant. The direct links between T-O leadership style and both introjected motivation and external regulation suggested by modification indices werealso found to be positive and significant. Satisfaction of employees' need for relatedness was found to be positively and directly associated with employees' normative commitment. The direct path from satisfaction of employees' need for autonomy to affective commitment was also found to be positive and statistically significant. Lastly, introjected motivation and continuance commitment was also found to be directly and positively associated.

The findings of the M_2 also revealed that three paths which were found to be insignificant in M_1 were turned out to be significant after adding the suggested paths in the second model. Specifically, supporting Hypotheses 9a and 9b, in M_2 it was found that the relationships of PL with affective($\beta = .10$, $p = .03$) and normative

commitment(β = .20, p< .001) were significant. Also, the relationship between employees' identified regulation levels and affective commitment levels were found to be significant in the results of the M$_2$ (β = .13, p<.01).In addition, the path between R-O leadership style and affective commitment which was found to be positive and significant was turned out to be insignificant in M$_2$. Therefore, Hypothesis 11 which was supported by the results of M$_1$ was not supported by the results of M$_2$.

Standardized and unstandardized regression weights and standart errors of the tested paths between the study variables in M$_1$ are presented in Table 5. Standardized and unstandardized regression weights and standart errors of the tested paths between the study variables in M$_2$ are presented in Table 6. Summary of the hypotheses and the results are presented in Table 7.

Table 5

Standardized and unstandardized regression weights and standart errors of the tested paths between the study variables in M$_1$

	Unstandardized Estimates	S.E	Standardized Estimates
Paternalistic leadership → Satisfaction of employees' need for relatedness	.10	.06	.09
Transformational leadership → Satisfaction of employees' need for relatedness	.29	.06	.32***
Transformational leadership → Satisfaction of employees' need for autonomy	.45	.04	.50***
Transformational leadership → Satisfaction of employees' need for competence	.20	.04	.25***
Task-oriented leadership → Satisfaction of employees' need for autonomy	-.38	.06	-.25***
Task-oriented leadership → Satisfaction of employees' need for competence	.18	.06	.13**
Relationship-oriented leadership → Satisfaction of employees' need for relatedness	.06	.07	.05
Satisfaction of employees' need for relatedness → Intrinsic motivation	.22	.08	.12**

Satisfaction of employees' need for relatedness → Identified regulation	.14	.06	.08*
Satisfaction of employees' need for relatedness → Amotivation	-.36	.08	-.23***
Satisfaction of employees' need for autonomy → Intrinsic motivation	.83	.09	.43***
Satisfaction of employees' need for autonomy → Identified regulation	.52	.09	.29***
Satisfaction of employees' need for autonomy → Introjected motivation	.29	.09	.17**
Satisfaction of employees' need for autonomy → External regulation	-.11	.09	-.06
Satisfaction of employees' need for autonomy → Amotivation	-.45	.09	-.27***
Satisfaction of employees' need for competence → Intrinsic motivation	.16	.10	.07
Satisfaction of employees' need for competence → Identified regulation	.43	.10	.22***
Satisfaction of employees' need for competence → Introjected motivation	.41	.10	.22***
Satisfaction of employees' need for competence → External regulation	-.32	.10	-.17**
Satisfaction of employees' need for competence → Amotivation	-.31	.09	-.16***
Intrinsic motivation → Affective commitment	.21	.04	.27***
Intrinsic motivation → Normative commitment	.15	.03	.20***
Identified regulation → Affective commitment	.08	.04	.10
Identified Regulation → Normative commitment	-.09	.05	-.11
Introjected motivation → Normative commitment	.10	.04	.12**
External regulation → Continuance commitment	.15	.03	.17***

Amotivation → Affective commitment	-.18	.04	-.20***
Amotivation → Normative commitment	-.21	.04	-.25***
Amotivation → Continuance commitment	-.22	.04	-.26***
Paternalistic leadership → Affective commitment	.01	.07	.01
Paternalistic leadership → Normative commitment	.11	.07	.07
Transformational leadership → Affective commitment	.27	.07	.20***
Transformational leadership → Normative commitment	.20	06	.15***
Relationship-oriented leadership → Affective commitment	.22	.07	.13**

Note. . ***Correlation is significant at the 0.001 level;

**Correlation is significant at the 0.01 level;

*Correlation is significant at the 0.05 level

Table 6

Standardized and Unstandardized regression weights and standart errors of the tested paths between the study variables in M₂

	Unstandardized Estimates	S.E	Standardized Estimates
Paternalistic leadership → Satisfaction of employees' need for relatedness	.10	.06	.09
Transformational leadership → Satisfaction of employees' need for relatedness	.29	.06	.31***
Transformational leadership → Satisfaction of employees' need for autonomy	.45	.04	.50***
Transformational leadership → Satisfaction of employees' need for competence	.20	.04	.25***
Task-oriented leadership → Satisfaction of employees' need for autonomy	-.37	.06	-.25***
Task-oriented leadership → Satisfaction of employees' need for competence	.18	.06	.13**
Relationship-oriented leadership → Satisfaction of employees' need for relatedness	.06	.07	.05
Satisfaction of employees' need for relatedness → Intrinsic motivation	.22	.08	.12**
Satisfaction of employees' need for relatedness → Identified regulation	.14	.06	.08*
Satisfaction of employees' need for relatedness → Amotivation	-.31	.08	-.20***
Satisfaction of employees' need for autonomy → Intrinsic motivation	.83	.09	.43***
Satisfaction of employees' need for autonomy → Identified regulation	.51	.09	.28***
Satisfaction of employees' need for autonomy → Introjected motivation	.35	.09	.21***
Satisfaction of employees' need for autonomy → External regulation	.01	.10	.00
Satisfaction of employees' need for autonomy → Amotivation	-.41	.09	-.24***

Satisfaction of employees' need for competence → Intrinsic motivation	.15	.10	.07
Satisfaction of employees' need for competence → Identified regulation	.43	.10	.22***
Satisfaction of employees' need for competence → Introjected motivation	.34	.10	.19***
Satisfaction of employees' need for competence → External regulation	-.43	.11	-.23***
Satisfaction of employees' need for competence → Amotivation	-.31	.09	-.17***
Intrinsic motivation → Affective commitment	.17	.04	.21***
Intrinsic motivation → Normative commitment	.14	.03	.18***
Identified regulation → Affective commitment	.11	.04	.13**
Identified Regulation → Normative commitment	-.07	.05	-.09
Introjected motivation → Normative commitment	.16	.04	.17***
External regulation → Continuance commitment	.10	.03	.12**
Amotivation → Affective commitment	-.12	.04	-.13**
Amotivation → Normative commitment	-.12	.04	-.14**
Amotivation → Continuance commitment	-.10	.04	-.11*
Paternalistic leadership → Affective commitment	.17	.08	.10*
Paternalistic leadership → Normative commitment	.32	.08	.20***
Transformational leadership → Affective commitment	.24	.07	.17**
Transformational leadership → Normative commitment	.17	06	.13**
Relationship-oriented leadership → Affective commitment	.11	.07	.06

Paternalistic leadership → Continuance commitment	.35	.07	.23***
Paternalistic leadership → Amotivation	-.21	.07	-.12**
Task-oriented leadership → Introjected motivation	.26	.08	.10**
Task-oriented leadership → External regulation	.46	.13	.18***
Satisfaction of employees' need for relatedness → Normative commitment	.13	.05	.09**
Satisfaction of employees' need for autonomy → Affective commitment	.26	.06	.17***
Introjected motivation → Continuance commitment	.12	.04	.14**

Note. ***Correlation is significant at the 0.001 level;

**Correlation is significant at the 0.01 level;

*Correlation is significant at the 0.05 level.

Table 7

Summary of the Hypotheses and the Results

Hypothesis 1a	Not Supported	PL is positively associated with employees' autonomous work motivations via its positive effects on satisfaction of employees' need for relatedness.
Hypothesis 1b	Not Supported	PL is negatively associated with employees' amotivations via its positive effects on satisfaction of employees' need for relatedness.
Hypothesis 2a	Fully Supported	TL is positively associated with employees' autonomous work motivations via its positive effects on satisfaction of employees' need for relatedness.
Hypothesis 2b	Fully Supported	TL is positively associated with employees' autonomous work motivations via its positive effects on satisfaction of employees' need for autonomy.
Hypothesis 2c	Partially Supported	TL is positively associated with employees' autonomous work motivations via its positive effects on satisfaction of employees' need for competence.
Hypothesis 2d	Partially Supported	TL is negatively associated with employees' controlled work motivations via its positive effects on satisfaction of employees' need for competence.
Hypothesis 2e	Not Supported	TL is negatively associated with employees' controlled work motivations via its positive effects on satisfaction of employees' need for autonomy.
Hypothesis 2f	Fully Supported	TL is negatively associated with employees' amotivations via its positive effects on satisfaction of employees' needs for relatedness, autonomy and competence.
Hypothesis 3a	Partially Supported	T-O leadership is positively associated with employees' autonomous work motivations via its positive effects on satisfaction of employees' need for competence.
Hypothesis 3b	Partially Supported	T-O leadership style is negatively associated with employees' controlled work motivations via its positive effects on satisfaction of employees' need for competence.
Hypothesis 3c	Partially Supported	T-O leadership style is positively associated with employees' controlled work motivations via its negative effects on satisfaction of employees' need for autonomy.
Hypothesis 3d	Fully Supported	T-O leadership style is negatively associated with employees' autonomous work motivations via its negative effects on satisfaction of employees' need for autonomy.
Hypothesis 3e	Fully Supported	T-O leadership style is negatively associated with employees' amotivations via its positive effectson satisfaction of employees' need for competence.

Hypothesis 3f	Fully Supported	T-O leadership style is negatively associated with employees' amotivations via its negative effects on satisfaction of employees' need for autonomy.
Hypothesis 4a	Not Supported	R-O leadership style is positively associated with employees' autonomous work motivations via its positive effects on satisfaction of employees' need for relatedness.
Hypothesis 4b	Not Supported	R-O leadership style is negatively associated with employees' amotivations via its positive effects on satisfaction of employees' need for relatedness.
Hypothesis 5	Partially Supported	Employees' intrinsic motivation and identified regulation levels are positively associated with their affective commitment and normative commitment levels.
Hypothesis 6	Fully Supported	Employees' introjected motivation levels are positively associated with their normative commitment levels.
Hypothesis 7	Fully Supported	Employees' external regulation levels are positively associated with their continuance commitment levels.
Hypothesis 8	Fully Supported	Employees' amotivations levels are negatively associated with their affective, normative, and continuance commitment levels.
Hypothesis 9a	Fully Supported	PL style of the supervisors is positively and directly associated with employees' affective commitment.*
Hypothesis 9b	Fully Supported	PL style of the supervisors is positively and directly associated with employees' normative commitment.*
Hypothesis 10a	Fully Supported	TL style of the supervisors is positively and directly associated with employees' affective commitment.
Hypothesis 10b	Fully Supported	TL style of the supervisors is positively and directly associated with employees' normative commitment.
Hypothesis 11	Not Supported	R-O leadership style of the supervisors is positively and directly associated with employees' affective commitment.

*Hypothesis is fully supported in Model 2.

CHAPTER IV

DISCUSSION

The present study is expected to contribute to the literature by examining the effects of four major leadership styles on employees' multidimensional work motivations within the framework of SDT (Deci & Ryan, 2000). Also, in line with the propositions of SDT, mediating effects of satisfaction of three psychological needs of employees, namely, relatedness, competence, and autonomy needs, in the relationships between aforementioned leadership styles and multidimensional work motivations are empirically tested. The direct and indirect relationships of these four major leadership styles with employees' organizational commitment levels, which are proposed as the distal outcome variables, are examined in a partially mediated theoretical model. Since in the present study, not only the direct effects of aforementioned leadership styles on employees' multidimensional work motivations were examined in a comprehensive theoretical model for the first time in the literature, but also mediating effects of satisfaction of employees' psychological needs in the relationsip between these leadership styles and employees' work motivations are examined, and in therefore, the present study contributed to the existing body of research by revealing the psychological mechanisms involved in the links of four major leadership styles and multidimensional work motivations. Finally, by investigating the differential relationships between these leadership styles and different dimensions of organizational commitment in a partially mediated model, the present study aimed to contribute to leadership, motivation and organizational commitment research at the same time and provide suggestions for future studies as well as for practitioners who aim to increase both motivations and employees' commitment in work settings where employees are exposed to different leadership styles.

4.1. DISCUSSION OF THE MAIN FINDINGS, THEORETICAL CONTRIBUTIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

The results of bivariate correlation analyses revealed that tenure with the current manager was positively correlated with satisfaction of employees' needs for autonomy and competence as well as employees' affective, normative and continuance commitment levels. Similar positive relationships between tenure with the current manager and satisfaction of employees' needs for autonomy and competence was also established in a previous study (Chiniara & Bentein, 2016).However, since we can't infer causal relationships with a cross-sectional design, it is not precisely known whether employees continue to work with the same supervisor because their autonomy and competence needs are satisfied, or their needs are satisfied because they work with a manager or supervisor they have known for a long time. As the time spentan employee and a supervisor work together increases, the relationship and interaction between them may be expected to become more intense and reciprocal. If this relationship is characterized by reciprocal trust and good will, employees' needs for autonomy and competence is likely to be more and more satisfied each day. And, since trust between a supervisor and an employee has already been established in such a relationship, the leader might be letting his/her employee to be more autonomous and free regarding work and task related situations. In turn, this trust relationship may also contribute to employees' organizational commitment levels. Alternatively, however, an employee may also be choosing to continue to work in his/her current organization since he/she is able to establish such a relationship. As a practical contribution, the results of the current study suggests that repeating changes in supervisory positions might be detrimental to organizations. However, there may be situations where the opposite of this relationship may also be true. For instance, as the time spent with an abusive leader increases, satisfaction of employees' needs for autonomy and competence and employees' organizational commitment levels is likely to be decreased rather than increased. Therefore, future studies are suggested to investigate moderating effects of specific leadership behaviors such as abusive supervision in the links of tenure with the supervisor with positive employee-related and organizational outcomes including satisfaction of basic psychologival needs, organizational commitment, organizational identification, and identification with the leader.

Interestingly, bivariate correlations among the study variables revealed that loyalty expectations subdimension of PL and overall PL scores were found to be

positively correlated with all of the study variables except from amotivation and external regulation and that status hierarchy and authority subdimension of PL was found to be positively correlated with all of the study variables except from amotivation. This correlation series show how similar PL and TL are in Turkish culture since the two dimensions that differentiate PL from TLare suggested to be loyalty expextation and status hierarchy and authority subdimensions of PL. However, even these two subdimensions of PL style show the same correlation patterns as the TL dimensions. Previous studies conducted in Turkey also revelaed that PL and TL were positively associated with similar positive outcome variables in the Turkish cultural context and that PL and TL are usually perceived as very similar leadership styles by employees and follwers (Göncü et al., 2014; Göncü Köse & Metin, 2019). In addition, status hierarchy and authority and loyalty expectation subdimensions of PL were found to be significantly correlated with T-O leadership style. This makessense since a leader who usually give directions regarding how to do and complete work tasks and tells employees what to do is expected to be perceived as a relatively authorian figure who demands loyalty and deference from his/her employees.

Contrary to predictions of Hypotheses 1a and 1b and the existing literature, PL was not found to be significantly correlated with satisfaction of employees' need for relatedness. Interestingly, in the studies which have examined PL by dividing it into three subdimensions as benevolent, moral, and authoritarian, dissimilar results were obtained. For example, in a previous study it was found that benevolent and moral PL subdimensions were negatively related to perceived discrimination in human resources practices, whereas authoritarian PL was not found to be significantly related to perceived discrimination among employees. However, it was found to be positively related to nepotism (Erden & Otken, 2019). Supervisors who demonstrate PL style may discriminate between their employees and may violate equality more frequently since they want to their subordinates to be loyal to them and expect their employees to respect their authority. Similarly, loyalty expectation and status hierarchy and authority subdimensions of PL refer to expectation of unquestionable obedience and commitment from subordinates. Accordingly, subordinates who demonstrate higher levels of obedience and loyalty to their supervisors might be favored in this relationship. In turn, supervisors who have PL style may not be able to or willing to satisfy every employee's need for relatedness to the same degree. In other words, paternalistic leaders may be more likely to emphasize in-group and out-group

discrimination and may show high levels of in-group favoritism which would lead members of out-groups to report lower levels of satisfaction of need for relatedness than members of in-groups. Therefeore, future studies are suggested to control for the effects of leader-member exchange (LMX; Graen & Uhl-Bien, 1996) relationships while investigating the links between PL and satisfaction of employee needs.

The findings concerning Hypothesis 2a revealed that, in line with the expectations, TL was found to be positively associated with employees' autonomous work motivations via its positive effects on satisfaction employees' needs for relatedness. Accordingly, in their study Hetland, Hetland, Andreassen, Pallesen, and Notelaers, (2011) found that TL was positively associated with satisfaction of employees' need for relatedness. Similarly, satisfaction of employees' need for relatedness was found to mediate the relationship between TL and work engagement in a previous research (Kovjanic, Schuh, & Jonas, 2013).Therefore, the present research confirmed previous results revealing that supervisors who are rated as high on TL style show concern for their subordinates, provide them close interpersonal relationships, and by this way they satisfy their employees' need for relatedness. However, the present study contributed to the relevant literature by showing that TL was positively associated with employees' autonomous work motivations not directly but via its positive effects on satisfaction of employees' need for relatedness.

The findings also provided support for the Hypothesis 2b which suggested that TL would be positively associated with employees' autonomous work motivations via its positive effects on satisfaction employees' needs for autonomy. That is, supervisors or managers who are perceived as high on TL style are likely to provide opportunities for their employees to make free choices and make their own decisions, which in turn, enhance their employees' autonomous work motivations. In support of Hypothesis 2b, Jensen and Bro (2017) reported that satisfaction of employees' need for autonomy was a mediator in the positive relationship between TL and autonomus work motivations. Similarly, the results of the study conducted by Gözükara and Şimşek (2015) revealed that job autonomy fully mediated the effect of TL on work engagement.However, while investigating the effects of different leadership styles including TL on satisfaction of employees' need for autonomy and their indirect effects on employees' autonomous work motivations, future research might benefit from controlling for the effects of contextual factors such as task structure and/or job requirements. For example, an employee who has a repetitive or a highly structured job in which there is

no room for autonomy, might not benefit from a transformational leader's inclination toward satisfaction of employees' need for autonomy. Indeed, TL behaviors that are inclined to motivate employees for making their independent judgments and decisions autonomously may even frustrate employees if they frequently engage in highly structured tasks which require close supervision and in such cases, TL may even be negatively associated with autonomous work motivations. Thefeore, future studies are suggested to include task structure and requirements while examining the links of TL with both employees' satisfaction of need for autonomy and employees' multidimensional work motivations.

The findings concerning Hypothesis 2c demonstrated that, partially supporting the expectations and the findings of the previous research (e.g., Hetland, Hetland, Andreassen, Pallesen, & Notelaers, 2011; Stenling & Tafvelin, 2014), TL and employees' need for competence was positively and significantly related, and employees' need for competence was, in turn, positively associated with their identified regulation levels. However, contrary to the propositions of SDT (Deci & Ryan, 2000), and the expectations of the current study, satisfaction of employees' need for competence and intrinsic motivation was not found to be significantly related.These results is likely to indicate that a person who thinks s/he does her/his job very well or s/he is good at her/his job does not always indicate that s/he loves that job or enjoys doing it. On the other hand, people who think they are good at their job tend to think that what they do is important, so they may have motivation to do their job well. In fact, the positive relationship between satisfaction of employees' need for competence and identified regulation supports the above mentioned explanation. In order to provide alternative explanations for the insignificant relationship found between satisfaction of employees' need for competence and intrinsic motivation, effects of various possible moderators and mediators might be examinedin future studies. For example, in a study which examined the mediating effects of positive and negative affect in the relationship between need satisfaction and autonomous work motivations, it was found that positive affect was a partial mediator in the positive relationship between need for competence and autonomus work motivations. However, when autonomus work motivation wasexamined as two subdimensions, intrinsic motivation was found to be significantly postitively related to positive affect but identified regulation was found to be unrelated to both positive and negative affect (Vandercammen, Hofmans, & Theuns, 2014). According to researchers, the results of

the study confirmed the propositions of SDT and the literature by demonstrating that positive affect was particularly important for intrinsic motivation since doing an activity for its own sake or for the gratification experienced during the activity was highly associated with positive emotions like enjoyment and pleasure. Also, in their study, Dysvik, Kuvaas, and Gagné (2013) demonstrated that competence was only related to intrinsic motivation when participants' had high levels of autonomy.Another plausible explanation for the above mentioned findings may be that, positive relationship found between satisfaction of employees' need for competence and identified regulation and insignificant relationship found between satisfaction of employees' need for competence and intrinsic motivation may be specific to Turkey.That is, in Turkey people are not entirely free in choosing their professions, and most people prefer universities and professions based on their national university enterance exam points, not solely based on their desires, vocational interests, and talents. Yet, people may take their jobs seriously and become successfulin their jobs due to the effects of personality characteristics such as conscientiousness and, in turn, their satisfaction of need for competence might be high.In future studies that would focus on the relationships between satisfaction of three basic needs identified by SDT and multidimensional work motivations, participants' freedom of choice in terms of their profession may also be investigated as a potential confounding or control variable and questions such as "Did you choose your professionautonomously?" or "How much your choice of profession was your own?" may be added in future research.

Partially supporting our expectations regarding Hypothesis 2d, the relationship between TL and satisfaction of employees' need for competencewas found to be positive.However, even though the relationship betweensatisfaction of employees' need for competence and external regulation was negative, contrary to expectations and the hypothesized relationships, satisfaction of employees' need for competence was found to be positively associated with employees' introjected motivation. In their study that aimed to propose a research model to understand extrinsic motivations of online users' intentions based on SDT, Zhang, Wang, Lin, and Tai (2015) reported a negative relationship between satisfaction of need for competence and both intorjected motivation and external regulation. However, magnitude and significance of the negative relationship between satisfaction of need for competence and introjected motivation was smaller than those of magnitude the negative relationship between satisfaction of need for competence and external regulation. Interestingly, Gnambs and

Hanfstingl (2016) suggested that changes in introjected motivation was not associated with respective changes in satisfaction of employees' psychological needs. One of the reasons of these contradictory results might be that when individuals' competency needs are satisfied, their beliefs regarding their capabilities might also increase and as a result they may be likely to think that they "should" do the tasks that they are highly competent to do. Especially in cultural contexts in which in-group harmony is emphasized in social situations including work organizations, individuals may feel obligated to do the tasks they are successful at doing. Yet, one or more moderating variables such as locus of control (Rotter, 1966) may be involved in the relationships between satisfaction of need for competence and introjected motivation and are suggested to be investigated in more detail in future research attempts.

The results revealed similar interesting associations between satisfaction of employees' need for autonomy and both introjected motivation and external regulation. Contrary to the expected links between satisfaction of employees' need for autonomy and employees' controlled work motivations, satisfaction of employees' need for autonomy was found to be positively related to employees' introjected motivation. In addition, it was not significantly related to employees' external regulation. However, findings of a number of previous studies also revealed results that were contradictory to the propositions of SDT and similar results with the findings of the current study. For example, Reynolds and McDonough (2015) demonstrated that there was a small positive correlation betweenhaving a more autonomy supportive coach and introjected motivationof young soccer players. Similarly, in a study conducted by Lim and Wang (2009) it was revealed that there was a significant positive relationship between perceived autonomy support and introjected motivation. One of the reasons of these unexpected results regarding the relationship between satisfaction of employees' need for autonomy and employees' introjected motivation may that employees who are given high levels of autonomy are likely to feel that they are given the main responsibility for those tasks and duties and in turn, they may develop a sense of "I should do the tasks I am authorized to do as good as I can". However, the relationship between satisfaction of employees' need for autonomy andemployees' introjected motivationisinvestigated by relatively few number of studies and an open area for future research.

In line with Hypothesis 2f, the results revealed that TL was negatively associated with employees' amotivations via its positive effects on satisfaction of

employees' needs for relatedness, competency, and autonomy.In the literature, positive relationships between TL and satisfaction of employees' needs for relatedness, competence, and autonomy were also demonstrated in a number of studies (e.g., Cheon, Reeve, & Song, 2016; Jensen & Bro, 2017; Kovjanic, Schuh, & Jonas, 2013; Stenling & Tafvelin, 2014).The present study contributed to the existing literature and the theory by providing support for the links of TL with employees' amotivation which were fully mediated by satisfaction of needs for relatedness, competence, and autonomy.

Partially confirming our expectations regarding Hypothesis 3a, T-O leadership style was found to be significantly and positively associated with satisfaction of employees' need for competence; which, in turn, was positively related to employees' identified regulation. However, the path from satisfaction of employees' need for competence to intrinsic motivation was not found to be statistically significant. Also, as expected, findings regarding Hypothesis 3b demonstrated that T-O leadership style was positively related to satisfaction of employees' need for competence, which in turn, was negatively related to employees' external regulation. It is argued here that, leaders who prioritized goal achievement and task completion may be more likely to satisfy their employees' need for competence by giving them clear instructions and by providing them the necessary tools for task fulfillment. Accordingly,in a study it was demonstrated that T-O leadership style was strongly and positively related to employees' perceptions of organizational competence (Kim, Eisenberger, & Baik, 2016).In addition to providing support for the positive relationship between T-O leadership style and employees' satisfaction of need for competence, the present study contributed to the existing body of research by revealing that employees whose competency needs were satisfied or feel competent at their jobs, in turn, were less likely to be motivated by external rewards and/or punishments (i.e., external regulation).

The results revealed that there was a negative relationship between T-O leadership style and satisfaction of employees' need for autonomy. This result was consistent with our expectations regarding Hypotheses 3c and 3d and with the results of the previous studies. For example,Yun, Cox, and Sims (2006) demonstrated that directive leadership behaviors were negatively associated with employees' satisfaction of need for autonomy.Similarly, Özdemir (2015) stated that,properties of the individuational self-orientation such as tolerance to ambiguity, curiosity, and freewill

were negatively related to T-O leadership style in which details of work tasks and goals are mostly determined by the leader. However, even though T-O leadership style was found to be negatively related to satisfaction of employees' need for autonomy as expected, Hypothesis 3c was partially supported because, as explained above, the path from satisfaction of employees' need for autonomy to introjected motivation was positive and the path from satisfaction of employees' need for autonomy to external regulation was not significant. On the other hand, Hypothesis 3d was fully supported since satisfaction of employees' need for autonomy was positively associated with both employees' intrinsic motivation and identified regulation.

The findings concerning Hypothesis 3e revealed that, in line with the expectations, T-O leadership style was negatively associated with employees' amotivations via its positive effects on satisfaction employees' need for competence. In their study Walumbwa, Hsu, Wu, Misati, and Christensen-Salem (2019) demonstrated that T-O leader behaviors were positively associated with supervisor-rated employee service performance, and supervisor-rated employee service performance was found to be negatively related to employee turnover. Therefore, in line with the findings of the previous studies and the results of the present research, it can be proposed that T-O leadership style which positively affects employees' sense of competence may be indirectly and positively associated with employees' task performance and employees who are high performers, in turn, may be less likely ot quit their jobs and/or feel amotivated. These suggested relationships are suggested to be investigated in future studies which preferably employ longitudinal research design.

As expected, T-O leadership style was negatively associated with satisfaction of employees' need for autonomy and, in turn, satisfaction of employees' need for autonomy was negatively associated with employees' amotivation. It is likely that, T-O leader behaviors which limits the employees' autonomous decision-making processes and freedom at their jobs is likely to result in a sense of alienation from the tasks and the job itself.

Surprisingly, the relationship between R-O leadership style and satisfaction of employees' need for relatedness was statistically insignificant. This finding contradicts with the findings of the previous literature as well as the propositions of Hypotheses 4a and 4b. However, in line with the findings of the present study, Madlock (2012) found that association between R-O leadership style and employees' communication satisfaction, job satisfaction, and organizational commitment levels was lower than the

association between T-O leadership style and employees' communication satisfaction, job satisfaction, and organizational commitment levels. One explanation for these findings may be that if a manager constantly satisfies employees'social and relationship needs and s/he is not able to satisfy his/her employees' work or task-related needs, that manager might be perceived as ineffective. This finding might be pointing out the importance of leaders' task and work-related competencies in enhancing positive employee-related and organizational outcomes. A leader with R-O leadership style might fail to satisfy his/her subordinates' basic and fundamental competency needswhich are essential for task completion and as a result R-O leaders' low level of task-orientation might lead them to be perceived as ineffective by their employees over time. Another and more plausible explanation is that, in the present study both bivariate and partial correlation analyses revealed that both TL and R-O leadership styles were highly and positively associated with employees' satisfaction of need for relatedness. However, in the SEM analysis TL might have outperformed R-O leadership style in predicting employees' satisfaction of need for relatedness.

Intrinsic motivation was found to be positively associated with both affective and normative commitment. Interestingly, identified regulation was positively associated with affective commitment while it was not significantly associated with normative commitment.Therefore, Hypothesis 5 was partially supported. The finding regarding the relationship between intrinsic motivation and affective and normative commitment was observed to show similaritywith the common notion that intrinsically motivated workers who are driven by pleasure and interest in their jobs are more likely to feel emotionally attached to their work and organization, have relatively high level of desire to participate in their organization, and they also are likely to have a sense of responsibility towards their organization. Consistently, Dysvik and Kuvaas (2010) reported a strong negative relationship between intrinsic motivation and turnover intention. Similarly, a significant positive relationship between intrinsic motivation and affective commitment and a significant negative relationship between intrinsic motivation and turnover intention was demonstrated in a previous study (Kuvaas, Buch, Weibel, Dysvik, & Nerstad, 2017). Moreover, Fernet, Trépanier, Demers, and Austin (2017) reported a significant positive associaton between autonomous work motivation and affective organizational commitment levels of newly registered nurses.Millette and Gagné (2008) also revealed that there was a positive relationship between workers' autonomous work motivation and their work engagement.

Employeesare also expected to be more inclined to voluntarily commit themselves to their organizations when they establish their identity around an organization and when they feel like their interests and future are linked to the fate of their organizations. Consistently, Lam and Liu (2014) suggested that organizational identification was positively related to employees' affective commitment levels. Conflicting results regarding the relationship between employees' identified regulation and normative commitment levels might be explained by examining the effects of possible moderator variables such as organizational culture and/or organizational climate in the relationship between employees' identified regulation and normative commitment levels. For example, in a previous study, it was found that there was a positive relationship between perceived human relations and open systems culture with intention to stay (Meyer, Hecht, Gill & Toplonytsky, 2010). According to the researchers, employees were more likely to continue to work in their organization if the organizations' customs and norms were valued and if they protected employees' morale and growth (human relations), and supported innovation and development in the organization (open systems). So, the relationship between employees' identified regulation and normative commitment levels might be increased in organizational contexts that reinforce the sense of morale, attachment and support among employees. Therefore, future studies might benefit from examining moderating effects of variables such as organizational culture and/or organizational climate in the relationship between employees' identified regulation and normative commitment levels.

Fully supporting Hypothesis 6 and previous research, the findings of the current study revealed a significant positive association between employees'introjected motivation levels and their normative commitment levels. According to Meyer and Herscovitch (2001) when people feel commited to an organization or find it hard to leavean organization, they are likely to rearrange the way they feel to be congruent with the way they should feel regarding completing their work tasks. Consistently, Battistelli, Galletta, Portoghese, and Vandenberghe (2013) hypothesized and found a positive relationship between introjected motivation and normative commitment by pointing out the overlapping areas of the two constructs. Specifically, they argued that internalization of ethical values in order to decide what is right or wrong in normative commitment was a similar process tothe adoption of behaviors such as avoiding feelings of guilt, anxiety or wrongdoing in introjected motivation.

Supporting the findings of the existing literature and the current study's expectations, employees' external regulation levels found to be positively associated with their continuance commitment levels. In a study it was found that employees with high continuance commitment levels were considering leaving the organization more than individuals with high affective and normative commitment levels hence these individuals were in aconstant state of evaluationof the respective benefitsprovided by their current organization in order to obtain positive and to avoid negative outcomes (Stanley, Vandenberghe, Vandenberg, & Bentein, 2013). The authors also pointed out that these individuals' motives were very likely to be derived from external sources since their participation in the organization could not be evaluated as entirely voluntarily chosen.Consistently, Markovits (2012) reported a strong positive relationship between extrinsic satisfaction and continuance commitment of employees working in public sector.

Supporting Hypothesis 8 and the results of the previous studies, employees' amotivation levels were found to be negatively correlated with their affective, normative and continuance commitment levels. Consistently, Terrier, Rech, Marfaing, and Fernandez (2018) reported thatstudents' amotivation levels were negatively associated with their commitment levels.Not surprisingly, the results of a previous study indicated that emotional exhaustion led to job dissatisfaction, decreased levels of affective commitment, and high levels of turnover intentions (Karatepe & Uludag, 2007).

In line with the propositions of Hypothesis 9a and 9b, PL was found to be positively associated with employees' affective and normative commitment levels. At least in Turkish cultural context, a leader with PL style is expected to contribute to employees' emotional attachment as well as their feelings of loyalty to the organization (e.g., Göncü, et al., 2014). According toÖtken and Cenkci (2012), employees were more likely to obey and respect the rules and procedures of an organization when a leader demonstrated high moral standards, madetheir employees feel like s/he was genuinely interested in their well-beings and supported his/her subordinates in difficult times. Interestingly, the authors also stated that employees were also inclined to obey and respect the rules and procedures in an organization more often when a leadermade all decisions regarding work and organization by himself/herself and expected his/her employees to obey his/her commands and instructions completely.PL was found to be positively associated with employees' organizational identification levels in previous

studies (e.g., Alabak, 2016; Göncü et al., 2014). It was also reported by Göncü and her colleagues (2014) that PL was positively associated with employees' organizational citizenship behaviors (OCBs) through its positive effects on trust in leader, organizational identification, psychological empowerment as well as impression management motives. The authorsexplained this relationship by pointing outto the emotional aspect of PL. Employees' of PL leaders are likely to show respect to their supervisors and may even consider them as family members since PL leaders are eager to establish emotional relationships with their subordinates.Consistently, subordinates who value establishing and maintaining such a relationship with their superiors are expected to control their impressions to avoid falling behind of their leaders' attention, care, and protection.Similarly, they might be also feeling emotionally attached to their organizationwhen they worked with a paternalistic leader or supervisor due to the aforementioned reasons.

Regarding the direct positive relationships between TL and employees' affective and normative commitment, the results of the current study also yielded consistent findings with the literature. Leaders with TL style are suggested to be successful in increasing their followers' commitment to organization and to organizational goals and values (Bass, 1998). In a study conducted by Ross and Gray (2006), a similar positive relationship between TL and teachers' commitment to school mission was observed. Bass (1985) argued that TL was succesful in creating devoted, faithful, and committed employees' and, that these committed employees would usually do more than what is expected of them. The positive results found between TL and employees' affective and normative commitment levels were not suprising since TL is considered to be highly effective and valid leadership style that has positive effects on desired work, organization and employee-related outcomes both in western and non-western work contexts. Yet, future studies might examine the effects of possible mediating and moderating processes such as trust in leader or perceptions of justice in the relationship between TL and employees' organizational commitment in order to better understand under which conditions or through which processes TL positively effects organizational commitment.

Contrary to the expected positive relationship between R-O leadership style and affective commitment, R-O leadership style and affective commitment were not found to be significantly related. This finding was surprising considering a leader with R-O style is expected to increase positive emotions of employees' towards

organization by creating an environment of communication and trust. Interestingly, in their studyMathieu, Fabi, Lacoursière, and Raymond (2016) found that, T-O and R-O leadership behaviors had direct effects only on employees' job satisfaction; however, they didn't predict employees' organizational commitment or turnover intentions directly. Perhaps R-O behaviors of leaders don't have a lot of predictive power over employees' organizational commitment and employees' organizational commitment levels are more likely to be affected by other work-relatedor organizationalfactors. In addition, in their study which examined the relationships between leadership styles and affective organizational commitment levels of US and Korean employees, Hong, Cho, Froese, and Shin (2016) found that R-O leadership had a stronger positive effect on US employees' affective commitment levels than Korean employees' affective commitment levels. The authors explained these results by pointing out to the possible effects of collectivistic nature of Korean work environment and individualistic nature of US work environment. More specifically, they argued that it might be normal for Korean workers to feel less connected to a R-O leader who values personal relationships and harmony over authority and hierarchy. In turn, their affective commitment levels might remain unchanged or unaffected. Similar explanation might be made regarding the results of current study since Turkey is also a relatively collectivistic cultural context like Korea. So, in future studies cultural orientations of employees might be examined as possible moderator variables in the relationship between R-O leadership style and employees' affective commitment. Also, studies with comprehensive theoretical models like this one might benefit from studying effects of R-O leadership style on other distal outcomes such as OCBs, job satisfaction, and work engagement.

Findings regarding M_2 suggested a direct positive relationship between PL and employees' continuance commitment. Consistently, Erben and Güneşer (2008) found that benevolent paternalistic leadership had a strong positive effect on employees' continuance commitment. According to the authors, individualized care of the benevolent leader increases employees' identification with the organization and leads employees to make evaluations about the costs associated with leaving the organization. Indeed, employees might even perceive a paternalistic leader as a bond that ties them to the organization. Since leaders with PL style are more likely to establish close ties with his/her subordinates by treating them like a father/mother or elder family member figure, employees might also be worrying about not having such

a leader in another organization while making evaluations about pros and cons of leaving their current organization. Similarly, in a study conducted in Turkey it was revealed that benevolent and authoritarian paternalistic leadership styles were positively correlated with employees' continuance commitment levels (Yüzbaşıoğlu & Doğan, 2018). Turkey was identified as a country that has high paternalism score (Aycan, 2006). So, employees might be considering their paternalistic leaders' expactations regarding loyalty and their emphasis on status quo and hierarchy as normal or even necessary in leader-subordinate relationships. Yet, the present study is among the few attempts to reveal the effects of PL on different dimensions of organizational commitment and mediating processes involved in the link of PL with employees' organizational commitment needs to be elaborated in future studies with larger and various samples.

In the findings of M_2 it was also revealed that PL and employees' amotivation levels were directively and negatively associated. It is not surprising for a paternalistic leader who works hard to create a family atmosphere in the workplace, looks after his/her employees and shows that s/he cares about them even outside the workplace to be positively evaluated in the Turkish work contexts. Consistently, Çakıcı and Burak (2019) found that PL had positive effects on employees' organizational commitment. Similarly, in a recent study it was found that PL wasnegatively and directly related to employees' turnover intentions and organizational cynicism (Sungur, Özer, Saygili, & Uğurluoğlu, 2019). An interesting line of research for future studies is suggested to be examining possible boundary conditions of the negative relationship between PL and employees' amotivation. These boundary conditions may include (but not limited to) low person-leader fit (e.g., a highly individualistic or idiocentric employee and a highly paternalistic leader), high levels of sibling-like rivalry in the work group, and an exploitative paternalistic leader.

The direct links between T-O leadership style and both introjected motivation and external regulation were found to be positive and significant in the results of the M_2. Subordinates who give importance to external rewards or materials may evaluate T-O leaders more positively since T-O leaders are expected to offer their subordinates clear methods and maps for reaching these extrinsic rewards. Consistently, in a previous study, it was found that T-O leadership was significantly and positively related to extrinsic work values like payment, benefits and working hours (Loscocco, 1989). Similarly, Leonard (2012) stated that extrinsically motivated employees who

had T-O supervisor reported higher leadership satisfaction levels than intrinsically motivated employees who had T-O supervisors.

The findings of the M_2 also pointed out a direct significant and positive relationship between satisfaction of employees' need for relatedness and employees' normative commitment.When subordinates feel that their their needs are met and that their well-beings are valued in the organization, they may be more likely to feel indebted to the organization and, in turn,to show loyalty.Consistent with this argument, it was found that organizational support was a positive predictor of employees' normative commitment (Boehman, 2006).

Satisfaction of employees' need for autonomy and affective commitment were found to be directly and positively associated according to findings of the M_2. This positive relationship underlines the importance of feelings of self-determination and autonomy while conducting a task or completing a job in increasing employees' affective commitment. Similar positive relationship between satisfaction of employees' need for autonomy and employees' affective commitment levels was demonstrated in a previous study (Greguras & Diefendorff, 2009). Consistently, according to Chang, Leach and Anderman (2015), workers were more likely to be affectively committed to their organization and to be more satisfied with their jobs when they perceived their supervisors as more autonomy-supportive. Similarly, it was found that as nurses' perceptions of autonomy were increased their affective commitment levels were also increased (Brunetto, Farr-Wharton & Shacklock, 2011).Yet, future studies might benefit from examining the relationship between satisfaction of employees' need for autonomy and affective commitment in different work and organizational settings by taking into account the effects of task characteristics and job demands.

Finally, a direct positive relationship was found between employees' introjected motivation and continuance commitment levels in the results of the M_2. This finding is not unexpected when taking the fact that continuance commitment is also related to continuing to participate in the same organization for the sake of efforts and sacrifices made into consideration. Employees' might feel like they should continue to work in the same organization because they have given so much from themselves. Accordingly, in their study, Fernet, Trépanier, Demers and, Austin (2017) found a positive relationship between employees' controlled work motivations and continuance commitment. Yet, the present study is among the first attempts to reveal

the direct relationships between multidimensional work motivations and different dimensions of organizational commitment especially in Turkey and the findings should be replicated in order to draw more robust conclusions.

4.1.1. Practical Implications

The results of the current study suggested that leadership is a complex, multidimensional construct and that each leadership style might have differential but unique predictions of the same outcome variables. Certain characteristics or behavioral patterns of several leadership styles might be combined to create integrated leadership practices in order to enhance occurance of positive work-related, organizational, and employee-related outcomes. Importance of satisfaction of employees' needs for autonomy, competence, and relatedness in the relationship between different leadership styles and employees' work motivations was once again revealed by the results of the current study, and intervention programs targeting an increment in the supervisors' leadership skills especially to contribute to employees' satisfaction of basic psychological needs are strongly encouraged. Examples of such intervention programs are available in the field of physical education (Cheon & Reeve, 2015; Cheon, Reeve & Song, 2016; Tessier, Sarrazin, & Ntoumanis, 2010), but the lack of such programs in the field of leadership is noticeable. Therefore, leadership practices are suggested to strongly benefit from designing and implementing these types of intervention programs.

R-O leadership style was found to be less effective than TL, PL and T-O leadership style in predicting employees' multidimensional work motivation through satisfaction of employees' needs for autonomy, competence, and relatedness and also in predicting employees' affective, normative and continuance commitment in the current study. On the other hand, T-O leadership style was found to be effective in predicting satisfaction of employees' needs for competence. As mentioned before, leaders who demonstrate authority, who form a chain of command and who demonstrate expertise may be evaluated favorably, especially in Turkish work contexts. Since, T-O leaders are expected to be good at maintaining task structure and task compleation, they might be creating that chain of command more often and as a result they might be forming a well-defined supervisor-subordinate relationship. However, since R-O leadership style is more related to forming relationships and maintaining good communications with employees, R-O leaders might be considered

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as ineffective or they may even be negatively evaluated especially by employees who score high on power distance. Alternatively, TL style which had the highest correlation coefficient with R-O leadership style might have explained the majority of variance in the dependent variables of the study meaning that R-O leadership was responsible for only remaining part of the variance in those variables. Moreover, although all of the subdimensions of TL were strongly and positively correlated with R-O leadership style, correlation between inspirational motivation subdimension of TL and R-O leadership style was smaller in magnitude ($r = .62$, $p < .001$). So, aforementioned findings show that although the correlation between T-O leadership and TL is high, TL leadership behaviors may be more effective in inspiring and motivating employees than R-O leadership style. Moreover, forming good personal relationships with employees and being personally interested with employees' well being are also apparent in PL and TL leadership styles along with many other positively evaluated leadership behaviors. So, R-O might seem as a "shallow" type of leadership compared to TL and/or PL. Finally, PL was found to be as effective as TL in predicting employees' affective and normative commitment levels. This result once again confirms the notion that in the Turkish cultural context, PL is considered and valued as effective and positive as TL. Yet, TL has incremental predictive value over PL and other leadership styles for a number of outcomes and the findings of the present study is inclined to provide guidance to practitioners in their efforts to design effective training and intervention programs.

Another important finding which may have practical implications was that T-O leadership was positively associated with satisfaction of employees' need for competence; however, at the same time it seemed to reduce satisfaction of employees' need for autonomy. In line with this finding, it is suggested that trainings that aim to teach effective ways to increase employees' autonomy should be given to supervisors and managers especially in jobs where T-O leaders are specifically required, such as military and police force. These jobs may require the rules about how to do things to be very clear and structured, which may lead superiors to adapt a T-O style; however, with effective intervention strategies, negative effects of this leadership style on employees' satisfaction of need for autonomy may be decreased.

Another point worth mentioning is that this study showed how effective both need satisfaction and multidimensional work motivation were on employees' organizational commitment. More specifically, it was demonstrated that satisfaction

of employees' need for relatedness was positively and directly associated with normative commitment and that satisfaction of employees' need for autonomy was positively and directly associated with affective commitment. In addition, intrinsic motivation was found to be positively associated with affective and normative commitment and identified regulation was found to be positively associated with affective commitment. Introjected motivation was positively associated with both normative and continuance commitment. External regulation was found to be positively associated with continuance commitment and amotivation was found to be negatively associated with all three types of organizational commitment. In this sense, it can be suggested that it is necessary to focus on employees' need satisfaction and motivation levels by making measurements and need analyses of these two constructs in institutions, especially in cases where commitment is found to be low. To illustrate, in organizations where affective commitment was measured and found to be at low levels, effective steps should be taken in order to increase employees' need for autonomy by giving them more freedom concerning work-related tasks. Consistently, in such organizations various training and intervention strategies should be designed and implemented in order to increase employees' autonomus work motivations and to decrease employees' amotivation levels. Similarly, in order to increase employees' normative commitment levels, actions and policies targeting fulfillment of employees' need for relatedness may be executed by encouraging sense of communication and belongingness among employees.

4.1.2. Limitations of the Present Study

No study is without limitations and despite its theoretical and practical contributions; this study has a number of limitations, too. First, the current study was conducted with employees living in the capital of Turkey, Ankara and as such, generalizability of its findings to other cultural contexts is disputable. Indeed, cultural norms and values regarding supervisor-subordinate relationships are likely to differ even in different regions of Turkey. Therefore, the findings should be replicated in other cultural and organizational settings.

Another limitation is that the measures were self-reported by the respondents, raising the possibility that self-report bias might have affected the results obtained. Leadership styles of the supervisors were also measured by asking subordinates. In future studies, data regardingleadership styles of the supervisors might be collected

from multiple sources including supervisors themselves, peers of supervisors, and subordinates.

Third, in the scope of the current study, only four of leadership styles were investigated. Other leadership styles such as ethical leadership or servant leadership should also be examined in future studies regarding their effects on satisfaction of employees' needs, multidimensional work motivation, and organizational commitment.

Although one of the contributions of the current study was that the direct effects of four leadership styles on outcome variables were examined in a comprehensive theoretical model, the comprehensive model used in the current study might also have yielded some limitations. Since all of the four leadership styles in the current study were examined comprehensively, uniqe contributions or effects of these leadership styles on the outcome variables might have been avoided. To illustrate, in the SEM analysis TL was found to outperform R-O leadership style in predicting employees' satisfaction of need for relatedness as well as employees' affective commitment levels. However, R-O leadership might have been found to have significant effects on the mediating variables as well as on the outcome variables if the proposed model was tested by including only R-O leadership style as the independent variable. Therefore, future studies are suggested to examine the effects of different leadership styles on multidimensional work motivations and organizational commitment by empirically testing the proposed theoretical model for each leadership style separately.

Finally, the study had cross-sectional design; therefore, causal inferences can not be made and reverse causality may also be discussed for some of the findings. In order to overcome this limitation, researchers are suggested to employ longitidunal, experimental, and/or quasi-experimental design in their efforts to replicate the results and improve the proposed model of the present study.

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APPENDICES

APPENDIX A

APPROVAL OF THE SOCIAL AND HUMANITIES ETHICS COMMITTEE OF ÇANKAYA UNIVERSITY

Çankaya Üniversitesi - ÜNİVERSİTE ETİK
KURULU
Tarih: 04/11/2019
Sayı: 80281877-050.99-E.00000048936

E.0000048936

ÇANKAYA ÜNİVERSİTESİ
REKTÖRLÜK

Sayı : 80281877-050.99
Konu : Etik Kurul Raporu

FEN EDEBİYAT FAKÜLTESİ DEKANLIĞINA

İlgi : 09.10.2019 tarihli ve 76373453-605.01/00000046359 sayılı yazı.

Fakülteniz Psikoloji Bölümü öğretim üyesi Doç. Dr. Aslı GÖNCÜ KÖSE'nin danışmanı olduğu "Relationships between Leadership Styles, Follower Needs, Multifactor Work Motivations and Organizational Commitment: A Mediated Model" adlı yüksek lisans tez araştırmasının etik ilkelere olan uygunluğunun değerlendirilmesi talebi, Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu tarafından değerlendirilmiş ve uygun görülmüştür.

Bilgilerinizi ve ilgiliye bilgi verilmesini rica ederim.

e-imzalıdır
Prof. Dr. Can ÇOĞUN
Rektör

Ek: 21.10.2019 tarih ve 207 sayılı Araştırma ve Yayın Etiği Kurulu Proje Onay Formu

APPENDIX B

THE STUDY SURVEY

Sayın katılımcı,

- **Bu anket Çankaya Üniversitesi Psikoloji Bölümü Sosyal/Örgütsel Psikoloji Yüksek Lisans Programı öğrencisi Selinay Çivit tarafından yürütülen bitirme tezi kapsamındadır. Söz konusu tez çalışmasının amacı, çalışanların işe ve amirlerine yönelik düşünce, tutum ve algılarının çalışma ortamında gösterdikleri davranışlara olan etkilerini araştırmaktır.**

- **Bu araştırmaya katılımınız gönüllüdür.**

- **Anketin cevaplanmasında süre sınırlaması yoktur; ancak anketin doldurulması, yaklaşık 12-15 dakika sürmektedir.**

- <u>**Lütfen her soruyu dikkatle okuyunuz ve hiçbir soruyu yanıtsız bırakmayınız. Boş bırakılan maddelerin olduğu anketler geçersiz sayılacaktır.**</u>

- **Hiçbir sorunun doğru veya yanlış cevabı yoktur. Sizin içtenlikle vereceğiniz cevaplar bizim için en yararlı olanlardır.**

- **Anketten elde edilecek kişisel bilgiler, yalnızca bilimsel amaçlarla kullanılacak, kesinlikle hiçbir kişi veya kurumla paylaşılmayacaktır.**

- **Çalışmamıza yaptığınız katkı bizim için çok değerlidir. Bu anketi doldurmak için zaman ayırdığınız için teşekkür ederiz.**

Saygılarımızla,
Psk. Selinay Çivit
Çankaya Üniversitesi Psikoloji Bölümü
Eskişehir Yolu 29. Km
E-posta: selinaycivit@gmail.com
Tez Danışmanı: Doç. Dr. Aslı Göncü Köse

BÖLÜM: 1

Aşağıda, iş hayatında yöneticilerin sergilediği davranışlarla ilgili tanımlar yer almaktadır. Doğrudan bağlı olduğunuz yöneticinizi düşündüğünüzde, aşağıda yer alan her bir tanımla ilgili görüşünüzü verilen ölçeği kullanarak belirtiniz.

1	2	3	4	5
Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1. Çalışanlarına karşı bir aile büyüğü (baba/anne veya ağabey/abla) gibi davranır.				
2. Çalışanlarını dışarıdan gelen eleştirilere karşı korur.				
3. Çalışanlarını yakından (örn., kişisel sorunlar, aile yaşantısı vs.) tanımaya önem verir.				
4. Çalışanlarına bir aile büyüğü gibi öğüt verir.				
5. Çalışanlarına karşı tatlı-serttir.				
6. İşyerinde aile ortamı yaratmaya önem verir.				
7. Çalışanlarıyla ilişkilerinde duygusal tepkiler gösterir; sevinç, üzüntü, kızgınlık gibi duygularını dışa vurur.				
8. Çalışanlardan birinin özel hayatında yaşadığı problemlerde (örn; eşler arası problemlerde) arabuluculuk yapmaya hazırdır.				
9. Çalışanlarıyla ilgili kararlar alırken (örn., terfi, işten çıkartma), performans en önemli kriter değildir.				
10. İşle ilgili her konunun kontrolü altında ve bilgisi dâhilinde olmasını ister.				
11. Bir ebeveynin çocuğundan sorumlu olması gibi, her çalışanından kendini sorumlu hisseder.				
12. Gerektiğinde, çalışanları adına, onaylarını almaksızın bir şeyler yapmaktan çekinmez.				
13. Çalışanlarıyla bire bir ilişki kurmak onun için çok önemlidir.				
14. İhtiyaçları olduğu zaman, çalışanlarına iş dışı konularda (örn., ev kurma, çocuk okutma, sağlık vs.) yardım etmeye hazırdır.				

1	2	3	4	5
Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**

15. Çalışanlarına gösterdiği ilgi ve alakaya karşılık, onlardan bağlılık ve sadakat bekler.	
16. Çalışanlarıyla yakın ilişki kurmasına rağmen aradaki mesafeyi de korur.	
17. Çalışanlarının gelişimini yakından takip eder.	
18. Çalışanları için neyin en iyi olduğunu bildiğine inanır.	
19. Çalışanlarının özel günlerine (örn., nikah, cenaze, mezuniyet vs.) katılır.	
20. Çalışanlarında sadakate, performansa verdiğinden daha fazla önem verir.	
21. İşle ilgili konularda çalışanlarının fikrini sorar, ama son kararı kendisi verir.	

BÖLÜM: 2

Lütfen aşağıdaki ifadeleri değerlendirirken "şu anki işinizle ilgili gösterdiğiniz/göstereceğiniz gayretin nedenlerini" düşününüz ve aşağıdaki 7 basamaklı ölçeği kullanarak değerlendiriniz. Her bir madde için, ölçekte görüşünüze en uygun olan ifadenin üzerindeki rakamı maddenin sonunda verilen sütuna yazınız.

1	2	3	4	5	6	7
Kesinlikle Katılmıyorum	**Katılmıyorum**	**Biraz Katılmıyorum**	**Kararsızım**	**Biraz Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**

ŞU ANKİ İŞİNİZİ YAPMAYA NEDEN GAYRET GÖSTERİYORSUNUZ/GÖSTERİRSİNİZ?	
1. Göstermiyorum, çünkü işimde zamanımı gerçekten boşa harcadığımı hissediyorum.	
2. Başkalarının (örneğin, amirim/yöneticim, meslektaşlarım, ailem, müşteriler) onayını almak için.	
3. İşimde yeterince çaba gösterirsem işverenim, yöneticim, vb. tarafından maddi olarak ödüllendirileceğim için.	
4. Çünkü kendime bu işi yapabileceğimi kanıtlamak zorundayım.	
5. Çünkü kişisel olarak bu iş için gayret göstermenin önemli olduğunu düşünüyorum.	

1	2	3	4	5	6	7
Kesinlikle Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Kararsızım	Biraz Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
6. Çünkü işimi yaparken eğleniyorum.						
7. Çok az gayret gösteriyorum çünkü bu işin çaba harcamaya değer bir iş olduğunu düşünmüyorum.						
8. Başkalarının (örneğin, amirim/yöneticim, meslektaşlarım, ailem, müşteriler) bana daha fazla saygı duymaları için.						
9. İşimde yeterince çaba gösterirsem işverenim, yöneticim, vb. tarafından işimi kaybetmemem garanti altına alınacağı için.						
10. Çünkü böyle yapmak kendimle gurur duymamı sağlıyor.						
11. Çünkü bu işe çaba harcamak, benim kişisel değerlerimle örtüşüyor.						
12. Çünkü işimde yaptıklarım heyecan vericidir.						
13. Bu işi neden yaptığımı bilmiyorum, manasız bir iş.						
14. Başkaları (örneğin, amirim/yöneticim, meslektaşlarım, ailem, müşteriler) tarafından eleştirilmekten kaçınmak için.						
15. İşimde yeterince çaba göstermezsem, işimi kaybetme riskine gireceğim için.						
16. Çünkü aksi takdirde kendimden utanırdım.						
17. Çünkü bu işe çaba harcamak bana anlamlı geliyor						
18. Çünkü yaptığım iş ilginçtir.						
19. Çünkü aksi takdirde kendimi kötü hissederdim.						

BÖLÜM: 3

Lütfen doğrudan bağlı bulunduğunuz yöneticinizin aşağıdaki ifadelerde yer alan davranışları ne ölçüde sergilediğini değerlendirin. Her bir davranışı ayrı olarak düşünün ve amiriniz hakkındaki genel görüşlerinizin, belirtilen davranış konusundaki değerlendirmelerinizi yanıltmasına izin vermeyin.

DOĞRUDAN BAĞLI BULUNDUĞUNUZ YÖNETİCİNİZ...

1	2	3	4	5
Hiçbir zaman	Arada bir	Bazen	Oldukça sık	Her zaman olmasa da, çok sık

1. Önemli varsayımların uygun olup olmadığını sorgulamak için onları tekrar inceler.	
2. Önem verdiği değerleri ve ilkeleri açıklar.	
3. Sorunların çözümünde farklı bakış açıları arar.	
4. Gelecek hakkında iyimser konuşur.	
5. Kendisiyle çalışmaktan gurur duymanızı sağlar.	
6. Başarılması gerekenler hakkında coşkulu konuşur.	
7. Güçlü bir amaç duygusuna sahip olmanın önemini vurgular.	
8. Öğretmeye ve yetiştirmeye zaman harcar.	
9. Grubun iyiliği için kendi çıkarlarını bir kenara bırakır.	
10. Size sadece grubun bir üyesi olarak değil bir birey olarak davranır.	
11. Saygınızı kazanacak şekilde hareket eder.	
12. Kararların ahlaki ve etik sonuçlarını göz önüne alır.	
13. Güç ve güven duygusu sergiler	
14. Çekici bir gelecek vizyonunu açıkça ifade eder.	
15. Sizi başkalarından farklı gereksinimleri, yetenekleri ve beklentileri olan bir birey olarak dikkate alır.	
16. Sorunlara birçok farklı açıdan bakmanızı sağlar.	
17. Güçlü yönlerinizi geliştirmeniz için yardım eder.	
18. Verilen görevlerin nasıl tamamlanması gerektiği konusunda yeni yollar önerir.	
19. Ortak bir misyon duygusuna sahip olmanın önemini vurgular.	

1	2	3	4	5
Hiçbir zaman	**Arada bir**	**Bazen**	**Oldukça sık**	**Her zaman olmasa da, çok sık**
20. Amaçların gerçekleştirileceğine dair güvenini ifade eder.				

BÖLÜM: 4

Birazdan okuyacağınız ifadeler, işyerinizde deneyimlediğiniz bazı hislerle ilgilidir. Lütfen cümleleri dikkatlice okuyarak söz konusu ifadeye ne ölçüde katıldığınızı, ilgili kutucuktaki rakamlardan size uygun olanı yuvarlak içine alarak belirtiniz.

1	2	3	4	5
Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**

1. Kendimi işyerimdeki kişilere çok da yakın hissetmiyorum.	
2. İşimde kendimi tam anlamıyla yeterli hissetmiyorum.	
3. İşimde kendim olabildiğimi hissediyorum.	
4. İşyerimde, benim için gerçekten önemli olan konular hakkında insanlarla konuşabiliyorum.	
5. İşimde yeterli olduğumu hissediyorum.	
6. Seçme şansım olsaydı, işlerimi daha farklı yapardım.	
7. İşyerimde, bir grubun parçası olduğumu hissedebiliyorum.	
8. İşimdeki görevlerime tam anlamıyla hakimim.	
9. İş arkadaşlarımlayken sık sık kendimi yalnız hissediyorum.	
10. İşimi hakkıyla yerine getirebildiğimden emin değilim.	
11. İşimi, en iyi nasıl yapılacağına inanıyorsam o şekilde yapmakta özgür olduğumu hissediyorum.	
12. İşimde en zor görevleri bile başarabileceğimi hissediyorum.	
13. İşyerimdeki insanlarla gerçek anlamda kaynaştığım söylenemez.	
14. İşte, sık sık başka insanların emirlerini yerine getirmek zorunda olduğumu hissediyorum.	

15. Birlikte çalıştığım kişilerden bazıları yakın arkadaşımdır.	
16. İşyerimde yapmak zorunda olduğum işler, gerçekten yapmayı istediğim işlerle uyumlu ve benzerdir.	
17. İşimde yaptığım şeylerde iyiyim.	
18. İşimde, yapmak istemediğim şeyleri yapmaya zorlandığımı hissediyorum.	

BÖLÜM: 5

Aşağıda, iş hayatında yöneticilerin sergilediği davranışlarla ilgili tanımlar yer almaktadır. Doğrudan bağlı olduğunuz yöneticinizi düşündüğünüzde, aşağıda yer alan her bir davranışı ne sıklıkta gerçekleştirdiği ile ilgili görüşünüzü verilen 5 basamaklı ölçeği kullanarak belirtiniz. Her bir madde için, ölçekte görüşünüze en uygun olan ifadenin üzerindeki rakamı maddenin sonunda verilen sütuna yazınız.
DOĞRUDAN BAĞLI BULUNDUĞUNUZ YÖNETİCİNİZ...

1	2	3	4	5
Hiçbir zaman	Nadiren	Zaman zaman	Çoğunlukla	Her zaman

1. Az çalışan elemanlarını daha çok çalışmaları için teşvik eder	
2. Elemanlarıyla konuşmadan onların görevlerini değiştirebilir.	
3. Bütün bir birimin/kuruluşun esenliğini elemanlarının tek tek refahından daha üstün tutar	
4. Elemanlarının neyi nasıl yapmaları gerektiği konusunda ayrıntılı kararlar verir.	
5. Elemanlarına danışmadan hareket etmez	
6. Elemanlarının aldıkları kararlardan kendisini haberdar etmelerini ister	
7. Bir konuda geri adım atmaya karşı çıkar.	
8. Değişikliklere açıktır.	
9. Kötü yapılan işleri eleştirir	
10. Elemanlarının önerilerini hayata geçirir	
11. Elemanlarından varolan standartlara harfi harfine uymalarını ister	

1	2	3	4	5
Hiçbir zaman	**Nadiren**	**Zaman zaman**	**Çoğunlukla**	**Her zaman**

12. Elemanlarına ayrıcalıklar yapar.	
13. Önemli konularda harekete geçmeden önce elemanlarının onayını alır.	
14. İşte kendi fikirlerini dener	
15. Tek tek kişiler yerine bir davranışı eleştirir.	
16. Kurallarından taviz vermez bir şekilde yönetir.	
17. Sorgulanmaya izin vermez bir tarzda konuşur.	
18. Bütün bir birimin iyiliği için elemanlarından fedakârlıkta bulunmalarını ister.	
19. Davranışlarının nedenini açıklamayı reddeder	
20. Elemanlarını daha fazla çaba harcamaları konusunda "dürtükler".	
21. Elemanlarıyla fikir ayrılıkları olduğunda kendi fikirlerinden vazgeçebilir.	
22. Verilen işlerin zamanında bitirilmesi gerektiğini özellikle belirtir	
23. Her şeyin kendi istediği şekilde yapılması için ısrar eder.	
24. Elemanlarının her birine ayrı görevler verir.	
25. Elemanlarının yapabileceklerinden daha fazla iş ister.	
26. Elemanlarıyla yalnızca daha önceden tayin edilmiş zamanlarda toplantılar yapar.	
27. Başkalarının hoşuna gitmese de elemanlarının haklarını savunur.	
28. Rakip gruplardan daha önde olmaları konusunda elemanlarına baskı yapar.	
29. Değişime yönelik önerilerden hoşlanmaz.	

1	2	3	4	5
Hiçbir zaman	**Nadiren**	**Zaman zaman**	**Çoğunlukla**	**Her zaman**

30. Elemanlarının bir işi en iyi bildikleri biçimde yapmalarına izin verir	
31. Elemanlarına kendisiyle eşitlermiş gibi davranır.	
32. Sorunlara yeni yaklaşımlar getirir.	
33. Elemanlarına kişisel problemlerinde yardımcı olur	
34. Elemanlarını normal süreden (mesai dışında) daha fazla çalışmaları konusunda teşvik eder.	
35. Elemanlarının yaptıklarını destekler.	
36. Elemanlarının mümkün olduğunca çok çalışmalarını sağlar.	
37. Yeni fikirleri kabul etmekte ağır davranır.	
38. Ne kadar iş yapılması gerektiği konusunda elemanlarına talimatlar verir.	
39. İşlerin alışılmışın dışında yapılmasına karşı çıkar	
40. Elemanlarının yeni fikirler üretmeleri için sabırla bekler.	

BÖLÜM: 6

Aşağıda <u>işinize yönelik tutumlarınızla ilgili</u> çeşitli ifadeler yer almaktadır. Lütfen, aşağıdaki her maddeyi dikkatlice okuduktan sonra o maddede yer alan ifadeye ne derecede katıldığınızı aşağıdaki 7 basamaklı ölçeği kullanarak belirtiniz. Her bir madde için, ölçekte görüşünüze en uygun olan ifadenin üzerindeki rakamı maddenin sonunda verilen sütuna yazınız.

1	2	3	4	5	6	7
Kesinlikle Katılmıyorum	**Katılmıyorum**	**Biraz Katılmıyorum**	**Kararsızım**	**Biraz Katılıyorum**	**Katılıyorum**	**Kesinlikle Katılıyorum**

Buradaki işimi kendi özel işim gibi hissediyorum.	
Başka bir kurumun çalıştığım kurumdan daha iyi olacağının garantisi yok, burayı hiç olmazsa biliyorum.	
Benim için avantajlı olsa da çalıştığım kurumdan şu anda ayrılmam doğru olmaz.	

Çalıştığım kuruma kendimi duygusal olarak bağlı hissetmiyorum.	
Çalıştığım kurum için bu kadar çok fedakârlık yapmamış olsaydım, başka bir yerde çalışmayı düşünebilirdim.	
Buradaki insanlara karşı yükümlülük hissettiğim için kurumumdan şu an ayrılmazdım.	
Çalıştığım kurumuma karşı güçlü bir aidiyet hissetmiyorum.	
Çalıştığım kurumdan ayrılıp başka bir yerde sıfırdan başlamak istemezdim.	
Çalıştığım kurum maddi olarak zor durumda olsa bile, sonuna kadar kalırdım.	
Çalıştığım kurumun amaçlarını benimsiyorum.	
Zaman geçtikçe çalıştığım kurumdan ayrılmanın gittikçe zorlaştığını hissediyorum.	
Çalıştığım kurum sayesinde ekmek parası kazanıyorum, karşılığında sadakat göstermeliyim.	
Çalıştığım kurumun benim için çok özel bir anlamı var.	
Çalıştığım kurumdan ayrılırsam hayatım büyük ölçüde alt üst olur.	
Çalıştığım kuruma çok şey borçluyum.	
Çalıştığım kurumun bir çalışanı olmanın gurur verici olduğunu düşünüyorum.	
İsteseydim bile şu anda çalıştığım kurumdan ayrılmak benim için çok zor olurdu.	
Çalıştığım kuruma sadakat göstermenin görevim olduğunu düşünüyorum.	
Çalıştığım kurumun sorunlarını kendi sorunlarım gibi görüyorum.	
Yeni bir kuruma alışmak benim için zor olurdu.	
Çalıştığım kurumda kalmak için hiçbir yükümlülük hissetmiyorum.	
Kendimi kurumumda ailenin bir parçası gibi hissediyorum.	
Çalıştığım kurumdan ayrılarak burada kurduğum kişisel ilişkileri bozmam doğru olmaz.	
Çalıştığım kurumdan ayrılıp birlikte çalıştığım insanları yarı yolda bırakmak istemem.	
Çalıştığım kurumdan şimdi ayrılsam kendimi suçlu hissederim.	

BÖLÜM 7:

Cinsiyetiniz: ☐ Erkek ☐ Kadın   **Yaşınız:**_____

Mesleğiniz: _____

Kaç yıldır mevcut görevinizde çalışıyorsunuz? (1 yıldan az ise lütfen ay olarak belirtiniz) _____

Şu anda bağlı olduğunuz yöneticinizle kaç yıldır birlikte çalışıyorsunuz? (1 yıldan az ise lütfen ay olarak belirtiniz) _____

Şu anki çalışma grubunuzda (siz dahil) yaklaşık kaç kişi çalışmaktadır? _____ kişi

Yöneticinizin Cinsiyeti:☐ Erkek ☐ Kadın **Yöneticinizin Yaşı:**_____

Çalıştığınız sektör:

☐ Kamu   ☐ Bankacılık ve Finans

☐ Hızlı Tüketim Malları   ☐ İnşaat ve Malzeme

☐ Sağlık   ☐ Medya

☐ Otomotiv   ☐ Tekstil

☐ Dayanıklı Tüketim Malları   ☐ Metal

☐ Eğitim   ☐ Hizmet

☐ Gıda   ☐ İlaç

☐ Diğer (Lütfen belirtiniz) …………………………………………………………

İşiniz:☐ Yarı zamanlı (Part-time)   ☐ Tam zamanlı (Full-time)

Kontrat türünüz:☐ Sözleşmeli ☐ Kadrolu

Eğitim düzeyiniz:☐ İlköğretim ☐ Lise ☐ Yüksekokul ☐ Üniversite ☐ Yüksek Lisans ☐ Doktora

Çalıştığınız kurum: ☐ Çok uluslu bir kurumdur.   ☐ Çok ortaklı yerli bir kurumdur.

☐ Tek bir kişiye ait olan yerli bir kurumdur.   ☐ Diğer (Lütfen belirtiniz)………………

ARAŞTIRMAMIZA SAĞLADIĞINIZ DEĞERLİ KATKI İÇİN ÇOK TEŞEKKÜR EDERİZ ☺

CURRICULUM VITAE

PERSONAL INFORMATION
Last name, Name: Çivit, Selinay
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EDUCATION

Degree	Institution	Graduation year
Undergraduate	Çankaya University	2016
Highschool	Kırkkonaklar Anatolian Highschool	2012

CAREER

Year	Institution	Position
2018-2019	Ankara Aile, Çalışma ve Sosyal Politikalar Bakanlığı	Project Assistant

Foreign Languages
Advanced English