

LEADERS' BEHAVIORS AND SUBORDINATES' PERSONALITIES:
RESULTING MOTIVATION, SATISFACTION, AND COMMITMENT

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ABSTRACT

LEADERS' BEHAVIORS AND SUBORDINATES' PERSONALITIES: RESULTING MOTIVATION, SATISFACTION, AND COMMITMENT

by Ashita Goswami

In a sample of 156 highly educated full-time working employees across the United States, the relationships between leadership styles (directive, achievement oriented, supportive and participative), motivational outcomes (expectancy I and intrinsic expectancy II) and work related outcomes (job satisfaction and affective commitment) were studied. In addition, the moderating effect of personality variables in these relationships was studied. Correlation and multiple regressions were used for analyses. Correlations and multiple regressions showed that, as hypothesized, positive relationships were found between achievement-oriented leadership and intrinsic expectancy II, and additionally, a positive relationship was found between supportive leadership and work-related outcomes. A positive relationship was found between directive leadership and expectancy I for the groups low on extraversion and positive affectivity. None of the personality variables moderated the relationship between achievement leadership and intrinsic expectancy I. Additionally, none of the personality variables moderated the relationship between supportive leadership and work outcomes. Additionally none of the personality variables moderated the relationship between participative leadership and work outcomes.

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CHAPTER I

INTRODUCTION

Many studies have linked leader's personality variables to the prediction of leadership effectiveness (McCormick & Mellor 2002; Johnson & Hill 2009; Judge et al., 2002; Ng et al., 2008; Riggio et al., 2003). The basic aim of the present research, however, is to observe how perceived leadership style interacts with personality variables of the subordinates in determining important outcomes, which has implications for the individual and the organization. The present research specifically aims to expand the framework of the path-goal theory of leadership to explain how personality variables of subordinates could moderate the relationship of leadership styles with subordinates' motivational states (expectancy I and II) and work-related attitudes (job satisfaction and organizational commitment).

Such motivational states and work-related outcomes have important implications for the organizations. For example, employees with high organizational commitment and job satisfaction have low turnover (Blau et al., 2009; Carmeli & Freund, 2009; Chapman et al., 2009; David & Kopelman 2009; Pedro, 2009). Motivated employees (e.g., with high expectancy I and II) work harder and tend to contribute more to the organization. The findings of this study also have important implications for selection and placement. By measuring subordinate's personality measures, it can be determined which leadership style works better with which kind of personality traits of subordinates; for example, prospective employees high on conscientiousness might work effectively with a leader exhibiting achievement oriented leadership.

Expectancy Theory of Motivation: Expectancy I and II

One of the earliest theoretical developments in contingency approaches to leadership theory was path-goal theory. Path-goal theory of leadership derived from the expectancy framework of motivation. Vroom (1964) noted that expectancy theory is a process theory of motivation, as an alternative to the content models (Luthans, 1992; Muchinsky, 2009).

Expectancy theory is basically a cognitive theory, and the individual is assumed to act like a rational decision maker. It has the following components: force, expectancy, instrumentality, performance, job outcomes, and valence. Force means amount of effort or pressure exerted by the person to try to perform. It is an indication of actual motivational effort expended.

Expectancy is the subjective probability that effort is related to performance. Instrumentality is the belief that, if a job is performed well, a valued outcome will be received. The outcome received could be extrinsic such as pay or bonus, or intrinsic such as sense of competence or achievement received after performing a job well. Performance is an accomplishment of a given task measured against preset standards of accuracy, completeness, cost and speed. There is an anticipation that certain outcomes would lead to satisfaction if the employee positively values them. Valence is an attraction or repulsion towards a job outcome.

Force can be calculated theoretically as in the following equation (Isaac et al., 2001, Sekaran, 1989, pp.69).

$$\text{Force} = [(E-P) \times (P-O) \times V]$$

Where E=Effort, P=Performance, O=Outcome, V=Valence, E-P=Effort to performance expectancy, and P-O=performance to outcome instrumentality.

Here, force is equivalent to motivation. It is the actual effort expended by the individual on the job and it is the function of multiplicative effects of the sum of effort-performance

probabilities, the sum of performance-outcome probabilities and valence (Sekaran, 1989, pp.69). Pinder (1998) defined work motivation as “a set of energetic forces that originate both within and beyond an individual’s being to initiate work related behavior, and to determine form, direction, intensity and duration” (p.11). In the present study, E-P and P-O expectancies (Muchinsky, 2009) will be called expectancy I and expectancy II, respectively (as in Dessler, 1992; Downey et al., 1974; House & Dessler, 1974; Sims & Szilagyi, 1975; Szilagyi & Sims, 1974).

Expectancy theory is one of the oldest theories of motivation. It could be traced back to the work by Tolman (1949) who emphasized cognitive learning in terms of mental processes involved in learning in both humans and animals. Expectancy theory according to House and Mitchell (1974) states that an individual’s attitudes (e.g. satisfaction with supervision) or behaviors (e.g. subordinate performance) can be predicted from the degree to which behavior is seen as leading to outcomes (expectancy) with varying valences. They further state that this type of theoretical rationale could be used to predict how leader behavior influences subordinate motivation.

Most of expectancy theory research has been applied in the academic environment. For example Chen and Lu (2004) used this theory to discover the key factors that motivate students to participate in peer evaluation processes. They outlined outcomes attractive to students like peer grades and reducing uneven work distribution. They found that students are willing, i.e. motivated, to exert effort in evaluating peers if they find the outcomes of peer evaluation are attractive to them. Another interesting application of the theory was in the area of alcoholism. Zamboanga et al. (2009) conducted a study on 904 adolescents from two public schools and

found that alcohol expectancies and valuations partially mediated relations between peer influence and lifetime alcohol use. There are two kinds of alcohol expectancies. Positive expectancy, which means positive expectations about the effects of alcohol such as increased sociability and reduced tension, is likely to increase the consumption of alcohol. Negative expectancy, which means negative expectations include risk and aggression, is assumed to decrease the amount and frequency of alcohol use. Further, the results suggested that peers who are perceived as using alcohol and approving of drinking may influence alcohol expectancies, just as path-goal leadership theory proposes that leaders can influence expectancies and instrumentalities. One study also explored expectancy theory in sports. Solomon (2001) posited that expectancy research focuses on the expectations link. He used self-fulfilling prophecy, which posits that the coach's perception and subsequent expectation of a school athlete's ability can serve as a prophecy that may influence the athlete's performance behaviors. He examined the influence of various impression cues (performance and personality) on athletic performance. Coaches' evaluation of athlete confidence was the only significant predictor of performance. The coach, who is like a supervisor in the workplace, may have influenced the athlete's own expectancies.

Expectancy Theory and Workplace Studies

An extension of expectancy theory in the work place is the Porter and Lawler (1968) expectancy model. Porter and Lawler posited that employee motivation depends upon first, the degree to which the employees value certain rewards and secondly, the employee's belief that efforts would result in receiving those rewards. Here effort to be put into a task is determined by perceived effort–reward probability. The level of effort is also determined by satisfaction of the

perceived equity of the reward obtained from performance, that is relative fairness of the level of reward versus the level of effort or performance (Figure 1). They introduced other moderators in the model, which are the individual's role perceptions and abilities. Employees should know what their roles are. The employees should have expected knowledge, skills, and experience so that they are able to perform well and then to achieve those rewards. Some studies have supported the theory and the model (e.g., Kesselman et al., 1974; Kopelman & Thompson, 1976; Kopelman, 1979). The present study examines other variables that should be related to subordinates' expectancies and outcomes: leader behaviors that can cause the subordinates' expectancies, and subordinates' personalities that can moderate the subordinates' reaction to those leader behaviors. Chiang and Jang (2008) applied expectancy theory to employee motivation in a hotel setting. They used a modified expectancy theory with five factors or components—expectancy I, extrinsic expectancy II, intrinsic expectancy II, extrinsic outcome valence and intrinsic outcome valence. They found that intrinsic factors had a positive relationship with work motivation of the employees than with extrinsic factors.

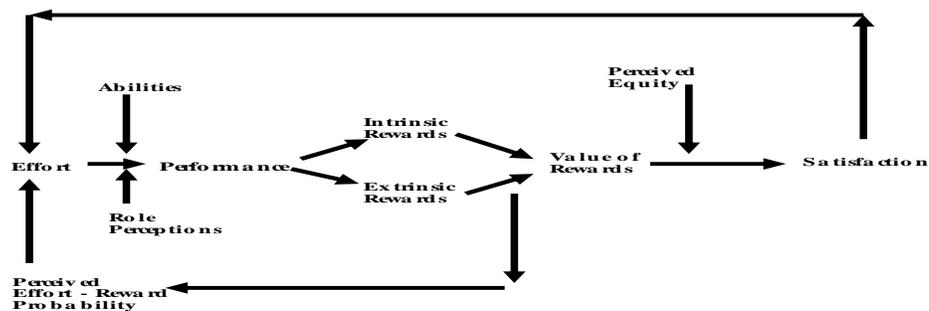


Figure 1. Figure showing Porter and Lawler Expectancy theory Model for Workplace (Porter & Lawler, 1965, p.165)

Path Goal Theory

Path-goal theory is basically expectancy theory, often applied to workplace. One of the earliest studies done on Path-goal theory was by Georgopoulos, Mahoney and Jones (1957). They wanted to know why some workers tend to be high producers or why persons from similar backgrounds engaged in similar activity under comparable conditions have variability in the output. In other words, they wanted to answer the question, what determines high productivity? They used a sample of 622 workers from a medium-sized household appliances company. The division of the sample into high (141% or more) and low producers (140% or less) was made on the basis of productivity distribution. The questions ascertained how instrumental high productivity is seen for attaining certain job-related goals or outcomes, and how instrumental low productivity is seen for achieving these same goals. For each of a number of goal outcome items, this was done by having the worker evaluate high productivity on a five-point scale, from "helping" to "hurting" the attainment of a given goal; the same evaluation was separately made for low productivity. Thus, they measured the expectancy II of high productivity and the expectancy II of low productivity, respectively. In the case of the expectancy II of high productivity, a worker who evaluates high productivity as helping the attainment of a given goal is said to have a positive path-goal perception, one who sees it as hurting has a negative perception, and one who perceives neither to be the case has a neutral perception. For the expectancy II of low productivity, the terminology is reversed. One who sees low productivity as helping is said to have a negative perception from the point of view of his or her productivity behavior, and one who sees it as hurting to have a positive perception; and a neutral alternative is also used. According to the theory, high producers would be those who have positive path-goal

perceptions or expectancy II (high productivity helps attain one outcome or low productivity hurts). They found that workers having positive path-goal perceptions or expectancy II were producing more than workers with a negative path-goal perception, consistent with path-goal theory of motivation (and expectancy theory).

Path-goal Theory of Leadership

House and Mitchell's (1974) version of the path-goal theory of leadership incorporates four leadership styles: directive, supportive, participative and achievement-oriented leadership. Directive leadership is parallel to that of Lippitt and White's (1943) authoritarian leader and the Ohio State studies' initiating structure concept (Fleishman, 1953, Halpin & Winer, 1957; Stodgill et al., 1962). The leader gives specific directions, and subordinates know what is expected of them. It characterizes a leader who gives subordinates instructions about their task, including how it is to be done and the timeline when should it be completed. A directive leader sets standards of performance and makes rules and regulations clear to the subordinates.

Supportive leadership resembles the consideration behavior construct that was identified by the Ohio State studies (Fleishman, 1953; Halpin & Winer, 1957; Stodgill et al., 1962). Supportive leadership refers to being friendly and approachable as a leader and includes attending to the well-being and human needs of the subordinates. Leaders go out of the way to make work pleasant for subordinates and treat them as equals.

Participative leadership refers to leaders who invite the subordinate to share in the decision making. A participative leader consults with subordinates, obtains their ideas and opinions and integrates their suggestions into the decisions regarding how the group or the organization should proceed.

Finally, achievement-oriented leadership is characterized by a leader who challenges subordinates to work at the highest level possible. This leader establishes a high standard for excellence for subordinates and seeks continuous improvement. The leaders also show a high degree of confidence that subordinates are capable of establishing and accomplishing challenging goals. House and Mitchell (1974) suggested that leaders may exhibit any or all these four styles with various subordinates in different situations. Further development in path-goal theory of leadership has been attributed to Evans (1970) and House (1971). In essence, path-goal theory of leadership attempts to explain the impact leader behavior has on subordinate motivation, satisfaction and performance, using expectancy theory of motivation as a base.

What Leaders Do in Path-goal Theory of Leadership

In this theory, the leader influences the subordinates' perception of effort-performance and/or performance-outcome relationships so that they lead to outcomes such as performance and satisfaction. According to House and Dessler (1974), drawing from expectancy theory, one of the strategic functions of the leader is to enhance the psychological states of subordinates that result in greater motivation to perform or greater satisfaction with the job. One of the strategic functions requires the leader to recognize and arouse subordinates' needs for outcomes. The leader also must have a control over some of the outcomes. Another function of a leader is to increase the perception of the link between job performance and outcomes (Expectancy II). The job is to make performance and eventually payoffs easier by giving relevant guidance and coaching (House 1996). The leader enables the environment of the subordinates by providing them psychological structure, support and rewards for effective performance. This would help to clarify expectancy I and reduce frustrating barriers. All these would help the subordinate to

perform better. Overall the most important function of the leader is to increase opportunities for personal satisfaction contingent on effective performance (Expectancy II).

Studies not Examining Path-goal Theory Directly

Most of the purported investigations of the path-goal theory of leadership have concentrated on exploring relationships between two leader behaviors (consideration and initiating structure) and outcome measures such as satisfaction (Abdel-Halim, 1981; Downey et al., 1976, 1974; Evans, 1970; Greene 1979, House & Dessler. 1974; Johns, 1978, Keller 1989; Schriesheim & Glinov, 1971; Schriesheim & Schriesheim, 1980; Schuler, 1976; Szilagy & Sims, 1974; Stinson & Johnson, 1975) and performance (Downey et al. 1976, 1974; Evans 1974; Green 1979; Keller 1989; Szilayi & Sims, 1974; Wofford & Liska, 1993). One should note that the leader behaviors of consideration and initiating structure were well-established as effective leadership behaviors before path-goal theory of leadership was proposed, but they were not developed with path-goal theory in mind.

Some studies claim to study path-goal theory, but they fail to do so clearly, because there is no indication of leader's influence on subordinates' effort-performance and performance-outcome relationship, which leads to performance in path-goal theory. Such studies therefore do not clearly measure leader's behavior that would fit path-goal theory as noted by House and Dessler (1994), House (1996) and others described earlier. One study is by House (1971), who found that situational variables like characteristics of the tasks moderate the relationship of initiating structure and consideration with job satisfaction. Indvik (1986), from a meta-analysis of 40 studies also explained the role of initiating structure, moderated by task characteristics, on employee satisfaction. Schriesheim and Schriesheim (1980) found perceived consideration

appears to be strongly related to employee satisfaction. This finding is consistent with a meta-analysis by Fisher and Edwards (1988), Wofford and Liska (1993) and Judge et al. (2004) who found a positive relationship between leader consideration and subordinate satisfaction. But in spite of authors' positioning these as studies of path-goal theory, there is nothing about these findings that is strongly and directly related to the theory because of their focus upon satisfaction, and not motivation to perform.

Another study was by Abdel-Halim (1981), who investigated path-goal theory again by using initiating structure and consideration leader behaviors. He studied two moderating variables: role ambiguity and job complexity. In addition to intrinsic satisfaction as a dependent measure, he also studied job involvement. Data was collected from 89 middle lower level managers of a large, heavy equipment manufacturing firm in the Midwest. High role ambiguity, low job complexity and leader consideration were positively related to subordinate intrinsic satisfaction and job involvement. It is unclear, however, how this tested path-goal theory. Some moderating relationships were found. Individuals having an external locus of control were highly satisfied with high consideration leadership behavior, and internals were satisfied with low consideration behavior. Individuals reporting low job complexity were more highly involved in their jobs under low leader consideration behavior than individuals reporting high job complexity. Finally, individuals reporting high internal locus of control were found to have higher job involvement under low initiating structure leadership than externals were. Keller (1989) tested the theory with initiating structure on 477 employees from research and development organizations. Subordinates' need for clarity had a positive moderating effect on the relationship between leader initiating structure and subordinate satisfaction and performance.

This is more consistent with the need satisfaction theory than path-goal theory of leadership, however. Two studies finding a moderating impact of task characteristics were by Stinson and Johnson (1975) and Schuler (1976). The study by Stinson and Johnson (1975) had a sample size of 90 military officers, civil service personnel and project engineers. The relationship between consideration and satisfaction variables was more positive under conditions of high task structure, high task repetitiveness and low task autonomy than under conditions of low conditions of task structure, low repetitiveness and high task autonomy. The study by Schuler (1976) highlighted the role of subordinates. A questionnaire was administered to 391 employees of a large manufacturing organization. He found that high participation was satisfying for low authoritarian subordinates regardless of the degree of task repetitiveness and was only satisfying for high authoritarian subordinates with low repetitiveness. Szilagyi and Sims (1974) found a negative relationship between initiating structure and subordinate performance. They also found in the case of higher role ambiguity there was a positive relationship between initiating structure and performance. The reason for this could have been initiating structure, which involves giving specific directions for the task, could have been helpful for the employees to deal with ambiguous situations and thus enabled them to understand how to direct their efforts (increasing expectancy I) and to perform well. Therefore, the leader behavior in this case was motivational because initiating structure made up for the ambiguity in the role by providing coaching and guidance for effective performance.

If all of these studies are closely observed, one of the striking limitations is they do not measure expectancy I which is the perception of degree to which effort leads to performance and expectancy II which is the perception of degree to which performance leads to desired internal

and external outcomes, This makes these studies unclear that they were testing path-goal theory of leadership, even though they were purportedly guided by it. In addition, the leadership style measures used in the studies of path-goal leadership theory have been initiating structure and consideration (Abdel-Halim, 1981; Downey et al., 1974; Evans, 1974; 1970; Greene, 1979; House, 1971; Keller, 1989; Johns, 1978; Schuler, 1976; Stinson & Johnson, 1975); it appears however, that these two leadership behaviors may have been used because of their long history as measures of effective leadership rather than because they fit path-goal theory specifically. The *Leadership Behavior Description Questionnaire (LBDQ)*, which measures consideration and initiating structure, has been used to study path-goal theory of leadership instead of measuring the four styles of supportive, participative, directive and achievement leader behaviors advocated by House (1971, 1996; House and Mitchell, 1974). Schriesheim and Von Glinow (1977) have pointed out that dimensions of the *LBDQ* differ from the constructs of the path-goal theory. House (1996) noted “*LBDQ* does not capture leader coaching, goal clarification, path clarification, use of contingent rewards or other facilitating behaviors included in path goal clarification construct of the theory” (pg. 329). He further stated that tests of the theory based on *SBDQ*, pre *Form XII LBDQ*, which were not developed with path-goal theory in mind, also are not valid tests of the theory. The reason is that the dimensions of these questionnaires differ from the constructs of the theory. Another problem of these studies by House (1996) is that they do not test effects of a leader’s behavior on followers’ expectancies and valences, which are keys to path-goal theory.

The Studies Testing Path-goal Theory More Directly

Although many studies have only provided indirect tests of path-goal theory, some studies have directly measured performance and expectancies. House and Dessler (1974) developed an instrumental leadership scale, similar to the *Form XII Initiating structure scale*, and a supportive leadership scale that they used was similar to the leader consideration scale. They found that the lower the task structure, the stronger was the relationship between instrumental leadership and dependent variables, which consisted of intrinsic satisfaction, extrinsic satisfaction and expectancy II, i.e. performance- to -reward probability. They also found that the lower the task structure, the weaker the relationship between supportive leadership and the dependent measures like intrinsic satisfaction, extrinsic satisfaction and expectancy I (i.e., effort leads to performance). Sims and Szilagyi (1975) found that at higher occupational levels, initiating structure was negatively related to role ambiguity and positively related to subordinate satisfaction and expectancy II, the belief that performance leads to rewards. At the lower occupational levels however, they found that initiating structure was negatively related to satisfaction and unrelated to expectancy II. These results do not clearly support path-goal theory of leadership. Dessler (1972) hypothesized but did not find that initiating structure related to expectancy I more strongly under conditions of high uncertainty. Downey et al. (1976) found that low task structure positively moderated the relationship between leaders' initiating structure and job performance. It did not positively moderate the relationship of initiating structure with expectancy I and II or job satisfaction, however. Downey et al. (1975) found that people in jobs with high task structure had a stronger relationship between leaders' consideration and subordinate's expectancy I, expectancy II and job performance. However, high task structure did

not moderate the relationship between initiating structure and criterion variables such as job performance, expectancy I or expectancy II.

Meta analysis (Wofford & Liska, 1993) has shown initiating structure more strongly related to expectancy I than expectancy II. The reason could be leaders giving directions and setting task expectations increase the perception of the effort-to-performance relationship, but not necessarily the performance-to-outcome relationship; leaders who make it clear how subordinates go about doing their jobs by giving instructions should make subordinates more certain that they know how to direct their efforts to achieve good performance, but they have little influence on the perception that rewards may follow if good performance is achieved.

All these studies were more clearly testing the path-goal theory than the earlier studies. They include measures of expectancies and performance, in line with path goal theory's assertion that the leaders' role is to enhance outcomes for the employees by removing hurdles from paths leading to performance and to outcomes through influencing their perceptions of expectancy I and expectancy II. The earlier studies were less clear tests of path goal theory, because they did not include expectancy measures.

Hypotheses

House (1971) posited that path-goal theory of leadership shows promise. Expectancy I and expectancy II are major elements of work motivation in expectancy and path-goal theories that can be affected by leader behavior.

Directive and Achievement Oriented Leadership

The following relationship is hypothesized: Directive leadership i.e. giving specific directions, setting rules and standards will predict expectancy I. This is in congruence with the second proposition given by House (1971) which says “increasing path instrumentality by clarifying path-goal relationships will have a positive motivational effect to the extent that it reduces role ambiguity” (p.324). As directive leadership involves providing psychological structure to the employees by giving specific guidance, scheduling and coordinating of work, this could enhance the perception of effort-performance, because this style of leadership involves what is expected of subordinates, how the job is to be done and the time line when it should be completed (role clarifications). Wofford and Liska’s (1993) meta-analysis found that relationship between initiating structure and expectancy I was stronger than with expectancy II. The reason for that could be as that, initiating structure involves setting expectations, telling subordinates how to perform and what is expected, they more clearly are able to delineate how to direct efforts to perform well, but initiating structure does not provide information about whether valued outcomes will be attained by performing a certain task. Therefore, a positive relationship of directive leadership (similar to initiating structure) with expectancy I can be expected, but not a relationship with expectancy II. By setting clear standards of performance and making rules and regulations for the subordinates, directive leadership could positively enhance the perception of a effort-performance link.

Hypothesis 1a. Directive leadership will be related to expectancy I.

Additionally, exhibiting achievement-oriented leadership, i.e. by setting high standards and challenging subordinates to perform at a high level, could predict internal expectancy II.

Achievement-oriented leadership could enhance the perception that performance leads to internal reward probabilities, because this kind of leadership challenges subordinates to perform at the highest level possible in order to achieve a great deal. By encouraging performance excellence, setting challenging goals for subordinates and seeking continuous improvement, this style could enhance subordinates' beliefs that they will get internal rewards such as a sense of achievement if they perform well (expectancy II regarding internal rewards or outcomes).

Hypothesis 1b. Achievement-oriented leadership will be related to internal expectancy II.

The effect of directive and achievement-oriented leadership on expectancy I and II could be moderated by of personalities of the subordinates. Some previous studies (Downey et al., 1976; House & Dessler, 1974) have recommended considering additional moderators besides task structure alone in testing the path-goal model. More specifically House and Dessler (1974) argued that personality variables such as subordinates' need for achievement and affiliation could moderate relationship between Leadership styles and subordinates' work outcomes. The following hypotheses address this issue by inclusion of the personality variables of positive affectivity, extraversion and conscientiousness as moderators.

Positive affectivity is a dimension reflecting one's level of pleasurable engagement with the environment (Watson et al., 1988). It is composed of one's enthusiasm, energy level, mental alertness, interest, joy and determination. It is an emotional experience that reflects a generalized sense of well being, competence, and effective interpersonal engagement. There can be an interaction of subordinates' positive affectivity with directive and achievement-oriented leadership leading to expectancies. As positive affectivity reflects competence, individuals with high positive affectivity would be more receptive to the psychological structure provided by the

leader. Further, these subordinates will be capable of establishing and accomplishing challenging goals and would react favorably to clear standards of performance set by the leader. Because individuals with positive affectivity have a sense of competency, they would be alert and energetic, and they would react strongly to directive leadership and be more encouraged to believe that putting in more effort would lead to higher performance (expectancy I). Also individuals with positive affectivity would react favorably to the encouragement of performance excellence provided by the leader. Employees high on positive affectivity would react favorably to setting challenging goals, emphasizing performance excellence and seeking improvement, and they would be more encouraged to believe that their performance would lead to internal outcomes (intrinsic expectancy II), such as sense of achievement or accomplishment.

A second personality factor that could moderate the relationship between directive and achievement-oriented leadership and expectancy I and II is conscientiousness. Conscientiousness defined by John and Srivastava (1999) is “socially prescribed impulse control that facilitates task and goal oriented behavior” (p.121). Conscientious individuals are efficient, detail-oriented and thorough in their work (Anderson et al., 2008). Directive and achievement-oriented leadership involve specific instructions, setting clear standards of performance and challenging goals.

Subordinates high on conscientiousness could be more receptive to these styles. Because individuals with high conscientiousness are goal-oriented, efficient and thorough in their work, they would react strongly to directive leadership and will be more encouraged to believe that putting in more effort would lead to higher performance (expectancy I). They would react favorably to setting challenging goals, emphasizing performance excellence and seeking

improvement, and they would be more encouraged to believe that their performance would lead to internal outcomes (intrinsic expectancy II), such as sense of achievement or accomplishment.

A third subordinate personality factor that could moderate the relationship between directive and achievement-oriented leadership and expectancy I and II is extraversion. Extraversion is defined by John and Srivastava (1999) as an “energetic approach to the social and material world and includes traits as sociability, activity, assertiveness and positive emotionality” (p.121). As extraversion implies an energetic approach to tasks, energetic employees would be more conducive to a style of directive leadership that implies providing psychological structure to the tasks, such as setting clear expectations regarding the task. Extraverts are more receptive to their environment, and they would do well under the psychological structure provided by the leader. Achievement-oriented leadership implies setting challenging goals, encouraging performance excellence and seeking improvement. The kind of leadership provided by achievement-oriented style, which involves encouraging performance excellence, could be taken well by extraverts as they energetically approach tasks. Because extraversion implies an energetic approach to material world and receptivity to environment, they would react strongly to directive leadership and be more encouraged to believe that putting in more effort would lead to higher performance (expectancy I). As individuals with high extraversion are active, assertive and energetic, they would react favorably to setting challenging goals, emphasizing performance excellence and seeking improvement, and they would be more encouraged to believe that their performance would lead to internal outcomes (intrinsic expectancy II). Therefore the following hypotheses are formulated.

Hypothesis 2 a. The relationship between directive leadership and expectancy I will be stronger for subordinates with high positive affectivity, conscientiousness and extraversion.

Hypothesis 2 b. The relationship between achievement-oriented leadership and intrinsic expectancy II will be stronger for subordinates with high positive affectivity, conscientiousness and extraversion.

Supportive and Participative Leadership

Supportive leadership refers to having consideration, being friendly, addressing the emotional needs of the subordinate and being warm. Participative leadership style also is in line with democratic style where the leader consults with subordinates and integrates their ideas in decision making. Affective commitment as explained by Allen and Meyer (1990) refers to “employees’ emotional attachment to, identification with, and involvement in, the organization” (p.1). Such an affective component could be aroused by supportive and participative leadership where the leader, a representative of the organization, is warm and friendly and gives a kind of power or influence to subordinates by inviting them to become part of important decisions. Various studies have found that supportive and participative leadership are associated with job satisfaction (Downey et al., 1976; Johns, 1978; Judge et al., 2004; Schriesheim & Schriesheim, 1980; Stinson & Johnson, 1975; Szilagyi & Sims, 1974; Wofford & Liska, 1993). Therefore the following hypotheses are formulated.

Hypothesis 3 a. Supportive leadership will predict affective organizational commitment and job satisfaction.

Hypothesis 3 b. Participative leadership will predict affective organizational commitment and job satisfaction.

The relationship of supportive and participative leadership with affective organizational commitment and job satisfaction also could be moderated by subordinates' personalities. The first personality factor that could moderate the relation between the two is agreeableness. Agreeableness refers to sympathizing with people's feelings, empathizing with them, and taking time for others. Supportive leadership involves creating a friendly and psychologically supportive work environment and being a source of self confidence and social satisfaction for subordinates. Individuals who are high on agreeableness would be favorably receptive to this kind of leadership, as this trait involves empathizing with others and understanding others. Further, participative leaders who invite subordinates into the decision-making process would have more impact on individuals high on agreeableness, because this trait involves empathizing with others and understanding others. Thus subordinates' agreeableness could moderate the relationship of supportive and participative leadership styles with affective organizational commitment and job satisfaction. There will be a stronger relationship between the two leadership styles and affective organizational commitment and job satisfaction when subordinates' agreeableness is high.

Another possible moderator for the relationship of supportive and participative leadership with organizational affective commitment and job satisfaction is subordinates' positive affectivity. Positive affectivity involves positive drive and energy, and supportive and participative leadership would be better received by individuals high on positive affectivity because it facilitates interpersonal interaction. Therefore positive affectivity could moderate the

relationship between supportive and participative leadership and affective organizational commitment and job satisfaction, where there is a more positive relationship between the two leadership styles and affective organizational commitment and job satisfaction when positive affectivity is high. Therefore following hypotheses are formulated.

Hypothesis 4 a. The relationship of supportive leadership with affective organizational commitment and job satisfaction will be stronger when agreeableness and positive affectivity of subordinates are high.

Hypothesis 4 b. The relationship of participative leadership with affective organizational commitment and job satisfaction will be stronger when agreeableness and positive affectivity of subordinates are high.

Equity Sensitivity. Finally, a subordinate personality factor that could moderate the relationship between expectancy II and criterion variables such as job satisfaction and affective commitment is equity sensitivity. According to Huseman et al. (1987), “equity sensitives” are those who, conforming to the traditional norm of equity, prefer their outcome/input ratios to be fair. There are three different types of equity-sensitive people. “Benevolents” prefer their outcomes to exceed their inputs, “entitleds” prefer their inputs to exceed outcomes, and in between these two extremes are “equity sensitives.” Equity-sensitive individuals are described by traditional equity theory precepts, seeking to balance their outcome-input ratio as to avoid both under-rewarded and over-rewarded situations. Employees high on equity sensitivity desire getting an amount of output equal to their input (job performance). Individuals high on equity sensitivity would be more conscious about their performance to get desired outcomes. If the

perceived input and output ratio is balanced, subordinates high on equity sensitivity will be satisfied with their jobs and will have high organizational commitment. Therefore the following hypothesis is formulated.

Hypothesis 5. The relationship of extrinsic expectancy II with job satisfaction and organizational affective commitment will be stronger for subordinates with high equity sensitivity.

CHAPTER II

METHOD

Sample

One hundred fifty-six employees participated in the study. They were full-time employees from a variety of locations in the United States: Midwestern, Eastern, Southern and Western U.S. organizations. Among the participants were 61 males and 95 females, 82 participants had a master's degree, 3 had doctorate, 54 had bachelor's degree, 3 had associates, 14 had high school degrees. In addition 101 participants were single, and 55 were married. Among the participants 15 participants belonged to the top management, 58 to the middle management and 83 to entry level jobs. The average age of the sample was 31.51 years, and average tenure in their respective organization was 5.34 years.

Procedure and Measures

All measures were presented in an online survey hosted by [surveymonkey.com](https://www.surveymonkey.com). About 60 full-time people were contacted through email to fill the survey. These 60 people were friends of the primary investigator and their email addresses were found on Facebook. They were further requested to forward the survey to their friends who were working full-time. This is known as snowball sampling where existing study subjects recruit future subjects from among their acquaintances (Goodman, 1961). Thus the sample appears to grow like a rolling snowball. After indicating their informed consent, participants answered the questionnaire, which took about 15-20 minutes. All the participants were sent a link to the survey through a group created on

facebook. The survey had a 64% response rate. All the measures of the variables are in the appendices.

Leadership. The measure of Path-goal leadership was completed by subordinates regarding their immediate supervisor's behaviors (Indvik, 1988). Typically it is answered by the leaders themselves, but in the present case the scale was modified to be answered by subordinates regarding their supervisors' behaviors. It was a 20-item and 7-point scale. All responses were indicated on a scale of 1(*never*) to 7(*always*). This scale had four factors: directive leadership ($\alpha = 0.71$) (e.g. "My supervisor lets subordinates know what is expected of them"), supportive leadership ($\alpha = 0.71$) (e.g., "My supervisor maintains a friendly working relationship with subordinates"), participative leadership ($\alpha = 0.70$) (e.g. "My supervisor consults with subordinates when facing a problem") and achievement oriented leadership ($\alpha = 0.69$) (e.g. "My supervisor lets subordinates know about what needs to be done and how it needs to be done").

Some of the original items in the questionnaire did not function well in their respective measures. One item each of two leadership factors was removed. In computing the composite of directive leadership, one item ("My supervisor asks subordinates' to follow standard rules and regulations") was removed because it lowered the reliability of the entire scale. With this item the internal consistency of the scale was $\alpha = 0.66$, and after removing it the internal consistency became $\alpha = 0.71$. In computing the composite of achievement leadership, two items were removed ("My supervisor shows that he/she has doubts about subordinates' ability to meet most objectives" and "My supervisor lets subordinates know about what needs to be done and how it needs to be done"). This decision was taken after conducting a confirmatory factor analyses,

examining the conceptual implications of modification indices and by examining the face validity of the items keeping with the theoretical definition of the construct of achievement-oriented leadership style. With these items the internal consistency of the scale was $\alpha = 0.53$, and after removing them the internal consistency became $\alpha = 0.66$.

Personality. Three of the Big Five personality dimensions, Extraversion ($\alpha = .88$) (e.g. “I feel comfortable around people”), Conscientiousness ($\alpha = 0.80$) (e.g. “I get chores done right away”) and Agreeableness ($\alpha = 0.83$) (e.g. “I sympathize with others' feelings”) were measured in the present study (Goldberg, 1990, <http://www.ipip.org>). Participants described themselves as they generally were now, as they honestly saw themselves in relation to other people they know who are the same sex as they are and who are roughly their same age. The three personality measures consisted of 10 items each and were rated on a 5-point scale. All responses were indicated on a scale of 1(*very inaccurate*) to 5(*very accurate*) (e.g. “I feel comfortable around people”).

Positive Affectivity. Positive affectivity was measured by the *Positive Affectivity and Negative affectivity Scale* by Watson, Clark, and Tellegen (1988) ($\alpha = 0.92$). The participants indicated their general feeling state at work in last couple of months. The scale consisted of 10 items and was rated on a 5-point scale. All responses were indicated on a scale of 1(*rarely*) to 7(*often*) (e.g. “Interested”).

Equity Sensitivity. A new 9-point Likert scale of equity sensitivity called the *Equity Sensitivity Measure (ESM)* was constructed ($\alpha = 0.89$). It was it was an adaptation of and validated against the *Equity Sensitivity Instrument (ESI)* by Huseman, Hatfield and Miles (1985). The scale consisted of 5 items and was rated on a 9-point scale. All responses were indicated on

a scale of 1(*totally disagree*) to 9(*totally agree*) (e.g. “It would be important for me to give to and receive from the organization equally”). A new 9-point Likert scale of equity sensitivity called *Equity Sensitivity Measure (ESM)* was constructed (Table 1).

Table 1. *Constructed Equity Sensitivity Measure.*

Instructions: Please check the box to the right of each statement that best indicates the extent to which you agree or disagree with the statement about yourself, your work and any organization for which you work.

It would be important for me to give to and receive from the organization equally.

It would be important to help others as well as take care of myself.

I would equally be concerned about what I received from and contributed to the organization.

The hard work I would do should benefit the organization and me equally.

My personal philosophy in dealing with the organization would be to give as well as receive.

Note: All items were rated on 9 point scale, ranging from 1 ‘totally disagree’ to 9 ‘totally agree’.

It was developed and validated against the *Equity Sensitivity Instrument (ESI)* by Huseman, Hatfield and Miles (1985) (Table 2), which has three categories: benevolents, entitleds and equity sensitives.

Table 2. *Equity Sensitivity Instrument by Huseman et al. (1985)*

Instructions: The questions below ask what you'd like for your relationship with any organization for which you might work. On each question divide 10 points between the two choices (choice A and choice B) by giving the most points to the choice that is most like you and the fewest points to the choice that is least like you. You can if you like, give the same number of points to both choices (for e.g. 5 points to choice A and 5 points to choice B), and you can use zeros if you'd like. Just be sure to allocate all 10 points per question between each pair of possible responses.

It would be more important for me to:

A. Get from the organization.

B. Give to the organization.

It would be more important for me to:

A. Help others.

B. Watch out for my own good.

I would be more concerned about:

A. What I received from the organization.

B. What I contributed to the organization.

The hard work I would do should:

A. Benefit the organization.

B. Benefit me.

My personal philosophy in dealing with the organization would be:

A. If I don't look out for myself, nobody else will.

B. It's better for me to give than receive.

Note: 1b, 2a, 3b, 4a and 5b are benevolent responses.

Benevolent individuals prefer their inputs to exceed their outcomes, equity sensitive individuals prefer that outcomes equal inputs, and entitleds prefer that outcomes exceed input.

The original *Equity Sensitivity Instrument* (Huseman et al., 1985) is a five-item forced distribution scale where the subject has a choice of two responses for each item, one representing a benevolent response, and the other an entitled response. Subjects show their agreement or disagreement with each response by distributing 10 points between two statements. *ESI* is based

on the premise that benevolents will allocate more of their 10 points to the benevolent statement than to the entitled statement.

In a pilot study, the new equity scale was constructed because the scale by Huseman, Hatfield and Miles (1985) is not very easy to administer, the respondents often end up checking the categories rather than allocating points to either benevolent or entitled response options (resulting in losing data), and it categorizes people into three categories rather than providing a more continuous variable measuring equity sensitivity. The new scale items were constructed by combining the response options of the two alternatives for each *ESI* item. For example, the first item of the *ESI* is

It would be more important for me to:

__A. Get from the organization.

__B. Give to the organization.

This item was modified into “It would be important for me to give to and receive from the organization equally” in the new scale. Respondents then rate each item on a 9-point scale ranging from “totally disagree” to “totally agree.” Similarly, this was done for the rest of the items in the new scale.

For the pilot study, there were total 97 participants who were psychology undergraduate students; 25 were males and 72 were females; 54 were freshman, 3 were sophomores, 19 were juniors and 21 were seniors. For the present study, complete responses were obtained from 84 respondents. They were recruited through SONA system and were given extra credit for completing the two questionnaires. For the *ESI* they were asked what they would like for their relationship with any organization for which they might work. They

completed it using the standard instructions for the *ESI*. That is, on each question they were asked to divide 10 points between the two choices (choice A and choice B) by giving the most points to the choice that is most like themselves and the fewest points to the choice that is least like themselves. For the newly constructed equity sensitive scale, they were asked to check the box to the right of each statement (nine boxes with labels ranging from “*totally disagree*” to “*totally agree*”) that best indicates the extent to which they agree or disagree with the statement about themselves, their work and the future organization that would employ them.

With the present sample, *ESI* scores ranged from 10 to 50 (mean=28.78, s.d. = 7.73). Based on the standard scoring procedure prescribed by Huseman et al. (1985), the sample was divided into three groups with the break points at approximately $\pm 1/2$ standard deviation from the mean of the entire sample. This decision rule produced the following breakpoints for the present sample: Those with a score of 25 or less were classified as entitleds ($n = 33$, mean = 6.65 s.d. = 1.29); those with scores between 26 and 34 were classified as equity sensitives ($n = 25$, mean = 7.47 s.d. = .81); and those with scores 33 or greater were classified as benevolents ($n = 26$, mean = 6.37 s.d. = 1.27). Coefficient alpha for this sample was 0.85.

Scores for the newly constructed *Equity Sensitivity Measure (ESM)* ranged from 3.60 to 9.00 (mean=6.76, s.d. = 1.24). Coefficient alpha for this sample was 0.85.

Table 3. Means and Standard Deviations of the New Equity Sensitivity Scale in the Three Equity Categories from the ESI.

	<i>N</i>	Mean	Std.Deviation	Minimum	Maximum
Entitleds	33	6.65	1.29	3.60	9.00
Benevolents	26	6.37	1.27	3.60	8.80
EquitySensitives	25	7.47	.81	6.00	8.80
Total	84	6.81	1.23	3.60	9.00

Note: *N* is sample size.

As observed from the Table 3, equity sensitives on the *ESI* had the highest mean (7.47) on the new equity sensitivity scale as compared to entitleds (6.65) and benevolents (6.37). A one-way ANOVA was then conducted to see if the mean differences between the categories were significant.

Table 4. Analysis of Variance for the New Equity Sensitivity Scale by the Three Equity Categories of the ESI.

	Sum of Squares	df	Mean Square	F	Sig.
BetweenGroups	16.81	2	8.40	6.220	.003
Within Groups	109.43	81	1.35		
Total	126.23	83			

Note: Dependent variable was total score on the *ESM*.

As can be observed from the Table 4, the three groups on the *ESI* differed on the new scale ($F_{2,81} = 6.220, p = .003$). Further post hoc analyses were done (Table 5).

Table 5. *Post Hoc Test (Tukey) of Three Equity Categories.*

(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
Benevolents	Entitleds	-.29	.30	.619
	Equity Sensitives	-1.10	.33	.003
Equity Sensitives	Entitleds	.82	.31	.026
	Benevolents	1.10	.33	.003

Note: Dependent variable was total score on the *ESM*.

As it can be observed from the Table 5, Tukey's tests revealed significant differences between the groups. Specifically, it showed that the difference between benevolents and equity sensitives on the new equity sensitivity scale was significant ($t = -1.10$ $p=.003$), and the difference between equity sensitives and entitleds on the new equity sensitivity scale was also significant ($t = .82$ $p=.026$). The difference between benevolent and entitleds was not significant ($t = -.29$ $p=.619$). Therefore equity sensitives on Huseman et al. (1985) scale have higher equity sensitivity scores on the newly constructed scale than entitleds and benevolents did, supporting the use of the new scale in the present study. The new scale is a measure of equity sensitivity that does not distinguish between entitleds and benevolents, who would both disagree with the items but for different reasons.

Expectancy I. Expectancy I was measured by a scale developed by House and Dessler (1970) ($\alpha = 0.95$). The scale consisted of 12 items and was rated on a 7-point scale. All responses were indicated on a scale of 1(*very false*) to 7(*very true*) (e.g. "Putting forth as much energy as possible leads to my turning out my production requirement on time").

Extrinsic Expectancy II. Extrinsic expectancy II was measured by a scale developed by House and Dessler (1970) ($\alpha = 0.94$). The scale consisted of 12 items and was rated on a 7-point

scale. All responses were indicated on a scale of 1(*very false*) to 7(*very true*) (e.g. “Getting the job done on time leads to job security here”).

Intrinsic Expectancy II. The Intrinsic Expectancy II scale was measured by the Intrinsic Motivation scale of Hackman and Oldham’s (1980, 1975) *Job Diagnostic Survey* ($\alpha = 0.62$). The scale consisted of 6 items and was rated on a 5-point scale. All responses were indicated on a scale of 1(*strongly*) to 7(*strongly agree*) (e.g. “My opinion of myself goes up when I do this job well”). In computing the composites of the intrinsic expectancy, one item was removed (“My own feelings are generally not affected much one way or another by how well I do on this job”) because it lowered the reliability of the entire scale. With this item the internal consistency of the scale was $\alpha = 0.52$, and after removing it the internal consistency became $\alpha = 0.61$.

Job satisfaction. Job Satisfaction was assessed using three items from the *Michigan Organizational Assessment Questionnaire* (Camman, Fichman, Jenkins, & Klesh, 1983) ($\alpha = 0.81$). The items were answered a 7-point scale, ranging from 1 (*strongly disagree*) to 7 (*strongly agree*) (e.g. “All in all, I am satisfied with my job”).

Organizational Commitment. Commitment was measured by eight items from the *Affective Organizational Commitment Scale* (Allen & Meyer, 1990) ($\alpha = 0.85$). The items were answered on a 7-point scale, ranging from 1(*strongly disagree*) to 7(*strongly agree*) (e.g. “This organization has a great deal of personal meaning for me”).

Possible Control Variables: Frequency of Interaction with Supervisor and Confidence in Rating the Supervisor. Two items were included in the questionnaire to examine as possible control variables. For the first of these items, the subordinates rated how frequently they interacted with their supervisor, answered on a 4-point scale ranging from 1(*monthly*) to 4 (*daily*)

(“Please indicate how frequently you interact with your immediate supervisor”). The subordinates also rated how confident they were in rating their supervisor. It was also 1-item, answered on a 5-point scale ranging from 1(*not confident*) to 5(*very confident*) (“Please rate the extent to which you felt confident about rating the style of your immediate supervisor”).

CHAPTER III

RESULTS

The cases with more than 60% missing data were removed from the analyses. There were 18 cases like this. Missing data for the rest of the cases (about 1.2% of the data points) were replaced by sample means. Means, standard deviations, correlations and reliabilities for all variables are shown in Table 6.

Table 6. Means, Standard Deviations, Reliabilities and Correlations for all Variables.

	1	2	3	4	5	6	7	8	9	10	11
1.DIR	(.71)										
2.SUPP	.42**	(.70)									
3. PAR	.52**	.58**	(.70)								
4.ACH	.50**	.32**	.53**	(.66)							
5.JS	.36**	.42**	.38**	.24**	(.81)						
6.AC	.26**	.32**	.27**	.22**	.65**	(.85)					
7.EXPI	.21**	.22**	.07	.24**	.15	.13	(.95)				
8.EXE	.31	.30**	.17*	.29**	.25**	.24**	.30**	(.94)			
9.IE	.11	.15	.07	.22*	.31**	.24**	.39**	.28**	(.62)		
10. EQ	-.09	-.03	-.16	.02	-.09	-.08	.32**	-.01	.34**	(.89)	
11.PA	.29**	.15	.26**	.22**	.45**	.35**	.35**	.08	.23**	.11	(.92)
12.EXT	.14	.05	.08	.10	.08	.24**	.38**	.13	.23**	.05	.33**
13.CO	-.01	-.05	-.07	-.06	.01	-.04	.12	-.10	.08	.06	.26**
14.AG	.06	-.02	-.03	-.01	.04	.14	.31**	.00	.31**	.30**	.31**
15.AGE	-.05	-.07	-.13	-.10	.15	.20*	.12	-.14	-.01	-.08	.10
16. GE	-.01	-.08	-.10	-.18*	-.07	-.06	.00	-.20	-.02	.16*	-.03
17. ED	-.04	.07	.12	.03	-.10	-.09	-.13	.17*	-.03	-.03	-.02
18.INC	.04	.15	.07	.04	.07	.00	.02	.04	-.08	-.17	.04
19. PO	-.07	-.08	.02	.12	.10	.18*	.06	.11	-.10	-.08	.07
20. TE	-.05	-.11	-.12	-.07	.10	.18*	.13	-.16	-.01	.03	.05
21.I	.07	.02	.09	.04	-.04	.06	-.01	-.05	-.11	.12	.04
22. C	.21**	.27**	.21	.12	.13	.12	.16*	.05	-.03	.01	.24**
Mean	19.33	22.70	20.54	11.57	16.50	36.92	69.16	56.97	16.69	36.96	37.77
S.D.	3.17	4.31	4.20	2.68	3.41	8.42	9.47	14.56	2.08	6.11	7.56

Note: $N = 156$. * $p < .05$. ** $p < .01$. SD = Standard Deviation. Values reported in parenthesis along the diagonal are alphas for the respective variables. DIR = Directive Leadership, SUPP = Supportive Leadership, PAR= Participative Leadership, ACH = Achievement-oriented Leadership, JS = Job Satisfaction, AC = Affective Commitment, EXPI = Expectancy I, EXE= Extrinsic Expectancy II, IE = Intrinsic Expectancy II, EQU=Equity, PA = Positive affectivity, EXT = Extroversion, CONS = Conscientiousness, AGGR= Agreeableness, , GE = Gender, ED = Highest Educational Level Attained, INC = Income, PO = Position in the Organization, TE= Tenure, I = Frequency of Interaction with the Supervisor, C = Confidence of Rating the Supervisor.

Table 6. Means, Standard Deviation, Reliabilities and Correlations for all Variables (continued)

	12	13	14	15	16	17	18	19	20	21	22
12.EXT	(.88)										
13.CON	.11	(.80)									
14.AGG	.38**	.37**	(.83)								
15.AGE	.02	.16	.04	-							
16. GE	.08	.14	.20*	-.13	-						
17. ED	-.02	-.05	-.10	-.14	-.07	-					
18.INC	-.01	.10	-.05	.45**	-.18	.05	-				
19. PO	.11	-.02	.01	.37**	-.10	.10	.22**	-			
20. TE	.03	.15	.05	.80**	-.07	-.21	.15	.26**	-		
21.I	.05	.09	.06	-.02	.07	.00	-.09	.08	.11	-	
22. C	.21**	.25**	.17*	.11	.03	-.10	.08	.02	.18	.27**	-
Mean	35.44	38.86	42.36	31.51	1.61	3.37	2.60	3.21	5.34	3.45	.92
S.D.	7.60	6.04	5.67	11.09	.49	.92	1.89	1.15	8.27	3.90	.92

Note: $N = 156$. * $p < .05$. ** $p < .01$. SD = Standard Deviation. Values reported in parenthesis along the diagonal are alphas for the respective variables. DIR = Directive Leadership, SUPP = Supportive Leadership, PAR= Participative Leadership, ACH = Achievement-oriented Leadership, JS = Job Satisfaction, AC = Affective Commitment, EXPI = Expectancy I, EXE= Extrinsic Expectancy II, IE = Intrinsic Expectancy II, EQU=Equity, PA = Positive affectivity, EXT = Extroversion, CONS = Conscientiousness, AGGR= Agreeableness, , GE = Gender, ED = Highest Educational Level Attained, INC = Income, PO = Position in the Organization, TE= Tenure, I = Frequency of Interaction with the Supervisor, C = Confidence of Rating the Supervisor.

Directive and Achievement Oriented Leadership

Hypothesis 1a proposed that directive leadership would be positively related to expectancy I. In Table 6, the correlation between directive leadership and expectancy I was significant, $r = .21$, $p < .01$. Therefore this hypothesis was supported by the correlations.

However directive leadership was positively related to other leadership factors (supportive, $r = .42$, $p < .01$; participative $r = .52$, $p < .01$; and achievement-oriented leadership $r = .50$, $p < .01$); and confidence in rating of the supervisor. In fact, all four leader behaviors were positively correlated with each other (supportive with participative, $r = .58$, supportive with achievement-oriented $r = .32$, and participative with achievement-oriented $r = .45$). Therefore when testing hypotheses regarding one leadership variable, regressions were computed in which the other leadership variables were used as controls. In addition, regarding the two variables

measured as possible control variables, frequency of contact with the supervisor was not related to any of the substance variables in the study, but confidence in rating the supervisor's behaviors was related to some other variables. Therefore, frequency of contact was not used as a control variable in the study, but confidence was used as a control variable where appropriate.

From Table 7 it can be inferred that after the control variables were added the relationship between directive leadership and expectancy I became non-significant ($\beta = 0.11$, $R^2 = 0.12$, $\Delta R^2 = 0.007$, $p > .05$). Therefore hypothesis 1a is not supported.

Table 7. Relationship between Directive Leadership and Expectancy I Controlling for Supportive, Participative, Achievement Oriented Leadership and Confidence in Leadership Ratings.

Model		β	R^2	ΔR^2
1	Confidence	.16*	.03*	.03*
2	Confidence	.12	.12*	.09*
	Supportive Leadership	.22*		
	Participative Leadership	-.19		
	Achievement Leadership	.24**		
3	Confidence	.11	.12	.01
	Supportive Leadership	.21*		
	Participative Leadership	-.23*		
	Achievement Leadership	.21*		
	Directive Leadership	.11		

Note: $N = 156$. * $p < .05$. ** $p < .01$. Confidence = Confidence of Rating the Supervisor.

Hypothesis 1b proposed that the achievement-oriented leadership would be positively related to intrinsic expectancy I. In Table 6 the correlation between achievement-oriented

leadership and internal expectancy II was significant, $r = .21, p < .05$. From Table 8 it can be inferred that after the control variables were added, the relationship between achievement leadership and intrinsic expectancy II was significant ($\beta = 0.23, R^2 = 0.6, \Delta R^2 = 0.4, p < .05$). Therefore hypothesis 1b is supported.

Table 8. Relationship between Achievement Oriented Leadership and Intrinsic Expectancy II Controlling for Supportive, Participative, Directive Leadership Ratings.

Model		β	R^2	ΔR^2
1.	Supportive Leadership	.15	.30	.30
	Participative Leadership	-.05		
	Directive Leadership	.08		
2	Supportive Leadership	.15	.60*	.40*
	Participative Leadership	-.11		
	Directive Leadership	-.01		
	Achievement Leadership	.23*		

Note: $N = 156$. * $p < .05$. ** $p < .01$. Confidence = Confidence of Rating the Supervisor.

Hypothesis 2 a proposed that the relationship between directive leadership and expectancy I would be stronger for subordinates with high positive affectivity, conscientiousness and extraversion. Directive leadership was positively related to confidence in rating of the supervisor $r = .21, p < .01$, and other leadership factors (Table 6), and therefore they included as the control variables.

Table 9. *Moderating Effect of Positive Affectivity on the Relationship between Directive Leadership and Expectancy I.*

Model	β	R^2	ΔR^2
1 Confidence	.16*	.03*	.03*
2 Confidence	.12	.12**	.09**
Supportive Leadership	.22*		
Participative Leadership	-.19		
Achievement Leadership	.25**		
3 Confidence	.11	.12	.01
Supportive Leadership	.21*		
Participative Leadership	-.23*		
Achievement Leadership	.21*		
Directive Leadership	.11		
4 Confidence	.05	.21**	.09**
Supportive Leadership	.23*		
Participative Leadership	-.27**		
Achievement Leadership	.19*		
Directive Leadership	.06		
Positive Affectivity	.32**		
5. Confidence	.04	.23 [†]	.02 [†]
Supportive Leadership	.22*		
Participative Leadership	-.26**		
Achievement Leadership	.20*		
Directive Leadership	.66*		
Positive Affectivity	1.03*		
D×A	-1.07 [†]		

Note: $N = 156$. [†] $p < .10$, * $p < .05$. Expectancy I is the dependent variable. Confidence = Confidence of Rating the Supervisor. ** $p < .01$. D×A = Interaction term of Directive Leadership and Positive Affectivity.

Table 10. *Moderating Effect of Conscientiousness on the Relationship between Directive Leadership and Expectancy I.*

Model		β	R^2	ΔR^2
1	Confidence	.16*	.03*	.03*
2	Confidence	.12	.12**	.09**
	Supportive Leadership	.22*		
	Participative Leadership	-.19*		
	Achievement Leadership	.25**		
3	Confidence	.11	.13	.01
	Supportive Leadership	.21*		
	Participative Leadership	-.23*		
	Achievement Leadership	.21*		
	Directive Leadership	.11		
4	Confidence	.08	.14	.01
	Supportive Leadership	.22*		
	Participative Leadership	-.22*		
	Achievement Leadership	.22*		
	Directive Leadership	.11		
	Conscientiousness	.11		
5	Confidence	.07	.14	.01
	Supportive Leadership	.21*		
	Participative Leadership	-.21*		
	Achievement Leadership	.22*		
	Directive Leadership	.64		
	Conscientiousness	.59		
	D×C	-.71		

Note: $N = 156$. * $p < .05$. ** $p < .01$. Expectancy I is the dependent variable. Confidence = Confidence of Rating the Supervisor. D×C = Interaction term of Directive Leadership and Conscientiousness.

Table 11. *Moderating Effect of Extraversion on the Relationship between Directive Leadership and Expectancy I.*

Model	β	R^2	ΔR^2
1 Confidence	.16*	.03*	.03*
2 Confidence	.12	.12**	.09**
Supportive Leadership	.22*		
Participative Leadership	-.19*		
Achievement Leadership	.25**		
3 Confidence	.11	.12	.01
Supportive Leadership	.21*		
Participative Leadership	-.23*		
Achievement Leadership	.21*		
Directive Leadership	.11		
4 Confidence	.04	.24**	.11**
Supportive Leadership	.23*		
Participative Leadership	-.23*		
Achievement Leadership	.19*		
Directive Leadership	.08		
Extroversion	.35**		
5 Confidence	.04	.25 [†]	.02 [†]
Supportive Leadership	.22*		
Participative Leadership	-.22*		
Achievement Leadership	.18*		
Directive Leadership	.72		
Extroversion	1.19*		
D×E	-1.14 [†]		

Note: $N = 156$. [†] $p < .10$, * $p < .05$, ** $p < .01$. Expectancy I is the dependent variable. Confidence = Confidence of Rating the Supervisor. D×E = Interaction term of Directive Leadership and Extraversion.

Observing Tables 9, 10 and 11, respectively, none of the personality variables, positive affectivity ($\beta = -1.07, R^2 = 0.23, \Delta R^2 = 0.02, p > .05$) conscientiousness ($\beta = -.71, R^2 = 0.4, \Delta R^2 = 0.005, p > .05$) and extraversion ($\beta = -1.14, R^2 = 0.25, \Delta R^2 = 0.02, p > .05$) moderated the relationship between directive leadership and expectancy I. Therefore Hypothesis 2a was not supported.

However, the interactions of directive leadership with both positive affectivity ($\beta = -1.07, R^2 = 0.23, \Delta R^2 = 0.02, p < .10$) and extraversion ($\beta = -1.14, R^2 = 0.25, \Delta R^2 = 0.02, p < .10$) were significant at 0.10 level. This more lenient criterion was used because it is often difficult to detect interactions in non-experimental field research (Aguinis & Gotterfredson, 2010). These relationships were graphed by dividing the personality variables by median split. Then regression was run on all the control variables, and their residuals were saved, and Expectancy I was regressed on them. Then the relationship was graphed (Figures 2 & 3).

Observing from Figure 2, there is negative relationship between directive leadership and expectancy I for the employees high in positive affectivity. There is positive relationship between directive leadership and expectancy I for the group low in positive affectivity. This is exactly opposite to what was hypothesized in 2a.

Observing from Figure 3, there is negative relationship between directive leadership and expectancy I for the employees high in extraversion. There is positive relationship between directive leadership and expectancy I for the group low in extraversion. This is exactly opposite to what was hypothesized in 2a.

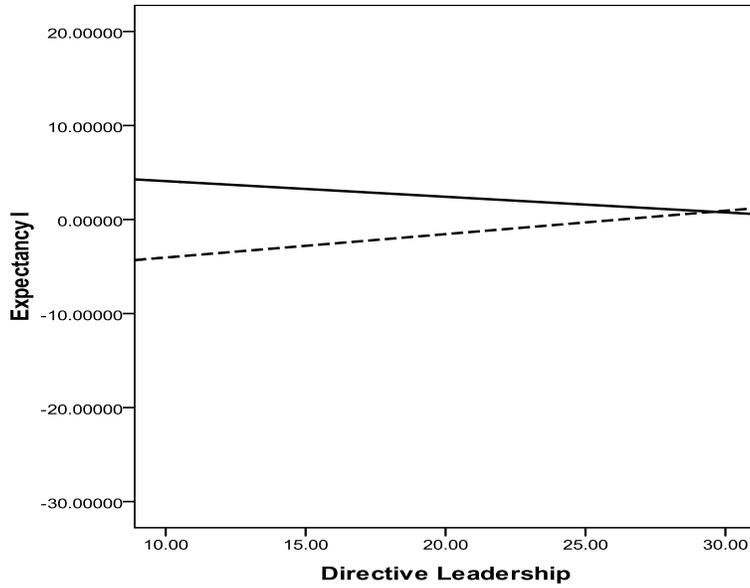


Figure 2. *Relationship between Directive Leadership and Expectancy I moderated by Positive Affectivity.*
 Note the solid line represent individuals high on positive affectivity, and dotted line represents people low on positive affectivity

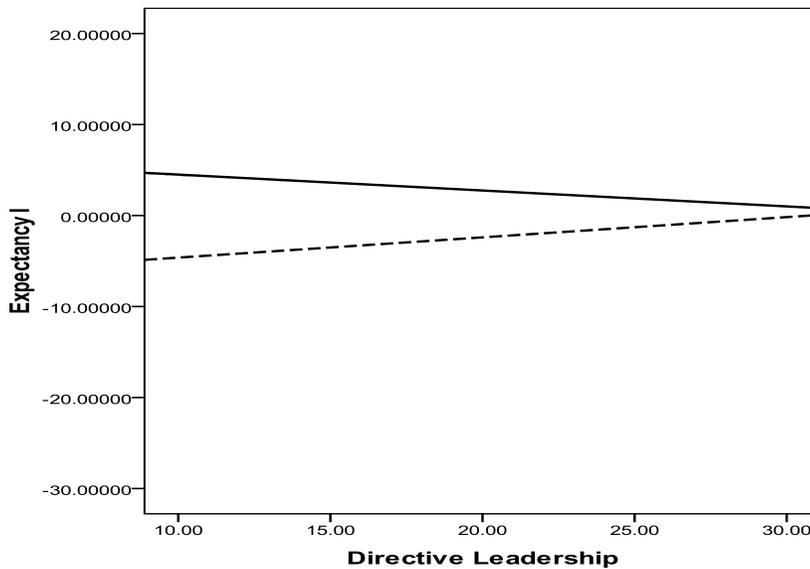


Figure 3. *Relationship between Directive Leadership and Expectancy I moderated by Extraversion.*
 Note the solid line represents individuals high on extraversion, and the dotted line represents individuals low on extraversion.

Hypothesis 2b proposed that the relationship between achievement-oriented leadership and intrinsic expectancy II would be stronger for subordinates with high positive affectivity, conscientiousness and extraversion.

Table 12. *Moderating Effect of Positive Affectivity on the Relationship between Achievement Oriented Leadership and Intrinsic Expectancy II.*

Model	β	R^2	ΔR^2
1. Directive Leadership	.08	.03	.03
Participative Leadership	-.06		
Supportive Leadership	.15		
2. Directive Leadership	-.01	.06*	.04*
Participative Leadership	-.11		
Supportive Leadership	.15		
Achievement Leadership	.23*		
3. Directive Leadership	-.06	.12**	.06**
Participative Leadership	-.15		
Supportive Leadership	.16		
Achievement Leadership	.21*		
Positive Affectivity	.26**		
4. Directive Leadership	-.06	.13	.01
Participative Leadership	-.15		
Supportive Leadership	.15		
Achievement Leadership	.58		
Positive Affectivity	.56 [†]		
A×P	-.52		

Note: $N = 156$. [†] $p < .10$, * $p < .05$, ** $p < .01$. Intrinsic Expectancy II is the dependent variable. Confidence = Confidence of Rating the Supervisor. A×P = Interaction term of Achievement-oriented Leadership and Positive Affectivity.

Table 13. *Moderating Effect of Conscientiousness on the Relationship between Achievement Oriented Leadership and Intrinsic Expectancy II.*

Model		β	R^2	ΔR^2
1.	Directive Leadership	.08	.03	.03
	Participative Leadership	-.06		
	Supportive Leadership	.15		
2.	Directive Leadership	-.01	.06*	.04*
	Participative Leadership	-.11		
	Supportive Leadership	.15		
	Achievement Leadership	.23*		
	Conscientiousness	.09		
3.	Directive Leadership	-.01	.07	.01
	Participative Leadership	-.11		
	Supportive Leadership	.15		
	Achievement Leadership	.24*		
	Conscientiousness	.09		
4.	Directive Leadership	-.02	.07	.00
	Participative Leadership	-.11		
	Supportive Leadership	.15		
	Achievement Leadership	.19		
	Conscientiousness	.06		
	A×C	.05		

Note: $N = 156$. * $p < .05$. ** $p < .01$. Confidence = Confidence of Rating the Supervisor. Intrinsic Expectancy II is the dependent variable. A×C = Interaction term of Achievement-oriented Leadership and Conscientiousness.

Table 14. *Moderating Effect of Extraversion on the Relationship between Achievement Oriented Leadership and Intrinsic Expectancy II.*

Model		β	R^2	ΔR^2
1.	Directive Leadership	.08	.03	.03
	Participative Leadership	-.05		
	Supportive Leadership	.15		
2.	Directive Leadership	-.01	.06*	.04*
	Participative Leadership	-.11		
	Supportive Leadership	.15		
	Achievement Leadership	.23*		
3.	Directive Leadership	-.03	.10**	.04**
	Participative Leadership	-.11		
	Supportive Leadership	.15		
	Achievement Leadership	.22*		
	Extraversion	.21**		
4.	Directive Leadership	-.03	.12	.02
	Participative Leadership	-.10		
	Supportive Leadership	.13		
	Achievement Leadership	.82*		
	Extraversion	.79*		
	A×E	-.88		

Note: $N = 156$. * $p < .05$, ** $p < .01$. Intrinsic Expectancy II is the dependent variable. Confidence = Confidence of Rating the Supervisor. A×E = Interaction term of Achievement-oriented Leadership and Extraversion.

Observing Table 12, 13 and 14, respectively, none of the personality variables, positive affectivity ($\beta = -0.52$, $R^2 = 0.13$, $\Delta R^2 = 0.01$, $p > .05$), conscientiousness ($\beta = 0.05$, $R^2 = 0.07$, $\Delta R^2 = 0.00$, $p > .05$) and extraversion ($\beta = -0.88$, $R^2 = 0.12$, $\Delta R^2 = 0.02$, $p > .05$) moderated the relationship between achievement oriented leadership and intrinsic expectancy II. Therefore this hypothesis was not supported.

Supportive and Participative Leadership

Hypothesis 3a proposed that the supportive leadership would predict affective organizational commitment and job satisfaction. In Table 6, the correlation between supportive leadership and affective organizational commitment was significant, $r = .42, p < .01$. Additionally, the correlation between supportive leadership and job satisfaction was significant, $r = .32, p < .01$. Therefore this hypothesis is supported by correlations. However, supportive leadership was positively related to confidence in rating of the supervisor $r = .27, p < .01$), and other leadership factors (Table 6), and therefore they were controlled in the regression analysis. Observing Table 15, after the control variables were added the relationship between supportive leadership and job satisfaction was still significant ($\beta = 0.26, R^2 = 0.23, \Delta R^2 = 0.04, p < .05$). In addition the relationship between supportive leadership and affective commitment Table 16 was also still significant ($\beta = 0.22, R^2 = 0.14, \Delta R^2 = 0.03, p < .05$). Therefore hypothesis 2a was supported by both correlations and regressions.

Table 15. *Relationship between Supportive Leadership and Job Satisfaction Controlling for Directive, Participative, Achievement Oriented Leadership and Confidence in Leadership Ratings.*

Model		β	R^2	ΔR^2
1	Confidence	.13	.02	.02
2	Confidence	.03	.18**	.17**
	Directive Leadership	.21*		
	Achievement Leadership	.01		
	Participative Leadership	.27**		
3	Confidence	-.01	.23**	.04**
	Directive Leadership	.18 [†]		
	Achievement Leadership	-.00		
	Participative Leadership	.14		
	Supportive Leadership	.26**		

Note: $N = 156$. [†] $p < .10$, * $p < .05$. ** $p < .01$. Confidence = Confidence of Rating the Supervisor.

Hypothesis 3b proposed that participative leadership would predict affective organizational commitment and job satisfaction. In Table 6, the correlation between participative leadership and affective organizational commitment was significant, $r = .27$, $p < .01$. Additionally the correlation between participative leadership and job satisfaction was significant, $r = .38$, $p < .01$. Therefore this hypothesis was supported by correlations. However, participative leadership was positively related to other leadership factors (supportive, $r = .58$, $p < .01$; directive $r = .52$, $p < .01$, and achievement-oriented leadership, $r = .45$, $p < .01$) and confidence in rating of the supervisor ($r = .21$, $p < .01$). These variables were controlled in multiple regression, and then the relationship between directive leadership and expectancy I was tested.

Table 16. *Relationship between Supportive Leadership and Affective Commitment Controlling for Directive, Participative, Achievement Oriented Leadership and Confidence in Leadership Ratings.*

Model		β	R^2	ΔR^2
1	Confidence	.12	.02	.02
2	Confidence	.05	.10**	.09**
	Directive Leadership	.16		
	Achievement Leadership	.07		
	Participative Leadership	.14		
3.	Confidence	.02	.14*	.03*
	Directive Leadership	.13		
	Achievement Leadership	.07		
	Participative Leadership	.04		
	Supportive Leadership	.22*		

Note: $N = 156$. * $p < .05$. ** $p < .01$. Confidence = Confidence of Rating the Supervisor.

From Table 17 it can be inferred that after the control variables were added, the relationship between participative leadership and job satisfaction became non-significant ($\beta = 0.14$, $R^2 = 0.23$, $\Delta R^2 = 0.01$, $p > .05$, Table 17). In addition the relationship between participative leadership and affective commitment also became non-significant ($\beta = 0.04$, $R^2 = 0.14$, $\Delta R^2 = 0.001$, $p > .05$, Table 18). Therefore hypothesis 3b is not supported by multiple regressions.

Table 17. *Relationship between Participative Leadership and Job Satisfaction Controlling for Directive, Participative, Achievement Oriented Leadership and Confidence in Leadership Ratings.*

Model		β	R^2	ΔR^2
1	Confidence	.13	.02	.02
2	Confidence	-.01	.21**	.20**
	Directive Leadership	.21*		
	Achievement Leadership	.03		
	Supportive Leadership	.32*		
3.	Confidence	-.01	.23	.01
	Directive Leadership	.18 [†]		
	Achievement Leadership	.00		
	Supportive Leadership	.26**		
	Participative Leadership	.14		

Note: $N = 156$. [†] $p < .10$, * $p < .05$, ** $p < .01$. Confidence = Confidence of Rating the Supervisor.

Table 18. *Relationship between Participative Leadership and Affective Commitment controlling for Directive, Participative, Achievement oriented leadership and Confidence in Leadership Ratings.*

Model		β	R^2	ΔR^2
1	Confidence	.12	.02	.02
2	Confidence	.02	.13**	.12**
	Directive Leadership	.14		
	Achievement Leadership	.12		
	Supportive Leadership	.24**		
3.	Confidence	.02	.14	.00
	Directive Leadership	.13		
	Achievement Leadership	.07		
	Supportive Leadership	.22*		
	Participative Leadership	.04		

Note: $N = 156$. * $p < .05$, ** $p < .01$. Confidence = Confidence of Rating the Supervisor.

Hypothesis 4 a proposed that the relationship of supportive leadership with affective organizational commitment and job satisfaction would be stronger when agreeableness and positive affectivity of subordinates are high. Supportive leadership was positively related to other leadership factors (directive, $r = .42, p < .01$; participative, $r = .58, p < .01$ and achievement-oriented leadership, $r = .32, p < .01$) and confidence in rating of the supervisor $r = .27, p < .01$). These variables were controlled in multiple regressions, and then the personality variables moderating the relationship between supportive leadership and affective commitment and also with job satisfaction was tested. For the relationship between supportive leadership and affective commitment, it can be observed from Tables 19 and 20 that none of the personality variables, positive affectivity ($\beta = 0.01, R^2 = 0.21, \Delta R^2 = 0.00, p > .05$) and agreeableness ($\beta = 0.90, R^2 = 0.16, \Delta R^2 = 0.01, p > .05$), significantly moderated the relationship. For the relationship between supportive leadership and job satisfaction, it can be observed from Tables 21 and 22 that none of the personality variables, positive affectivity ($\beta = -0.31, R^2 = 0.35, \Delta R^2 = 0.002, p > .05$) and agreeableness ($\beta = 0.06, R^2 = 0.23, \Delta R^2 = 0.00, p > .05$), significantly moderated the relationship. Therefore, hypothesis 4a was not supported.

Table 19. *Moderating Effect of Positive Affectivity on the Relationship between Supportive Leadership and Affective Commitment.*

Model	β	R^2	ΔR^2
1 Confidence	.12	.02	.02
2 Confidence	.05	.10**	.09**
Directive Leadership	.16		
Participative Leadership	.14		
Achievement Leadership	.07		
3 Confidence	.02	.14*	.03*
Directive Leadership	.13		
Participative Leadership	.04		
Achievement Leadership	.07		
Supportive Leadership	.22*		
4 Confidence	-.04	.21**	.07**
Directive Leadership	.08		
Participative Leadership	.00		
Achievement Leadership	.04		
Supportive Leadership	.24*		
Positive Affectivity	.29**		
5. Confidence	-.04	.21	.00
Directive Leadership	.08		
Participative Leadership	.00		
Achievement Leadership	.04		
Supportive Leadership	.23		
Positive Affectivity	.28		
S×P	.01		

Note: $N = 156$. * $p < .05$. ** $p < .01$. Affective Commitment is the dependent variable. Confidence = Confidence of Rating the Supervisor. S×P = Interaction term of Supportive Leadership and Positive Affectivity.

Table 20. *Moderating Effect of Agreeableness on the Relationship between Supportive Leadership and Affective Commitment.*

Model	β	R^2	ΔR^2
1 Confidence	.12	.02	.02
2 Confidence	.05	.10**	.09**
Directive Leadership	.16		
Participative Leadership	.14		
Achievement Leadership	.07		
3 Confidence	.02	.14*	.03*
Directive Leadership	.13		
Participative Leadership	.04		
Achievement Leadership	.07		
Supportive Leadership	.22*		
4 Confidence	-.00	.15 [†]	.02 [†]
Directive Leadership	.11		
Participative Leadership	.05		
Achievement Leadership	.07		
Supportive Leadership	.23*		
Agreeableness	.13 [†]		
5. Confidence	.00	.16	.01
Directive Leadership	.11		
Participative Leadership	.05		
Achievement Leadership	.08		
Supportive Leadership	-.52		
Agreeableness	-.37		
S×A	.90		

Note: $N = 156$. [†] $p < .10$, * $p < .05$, ** $p < .01$. Affective Commitment is the dependent variable. Confidence = Confidence of Rating the Supervisor S×A = Interaction term of Supportive Leadership and Agreeableness.

Table 21. *Moderating Effect of Positive Affectivity on the Relationship between Supportive Leadership and Job Satisfaction.*

Model	β	R^2	ΔR^2
1 Confidence	.13	.02	.02
2 Confidence	.03	.18**	.17**
Directive Leadership	.21		
Participative Leadership	.27		
Achievement Leadership	.01		
3 Confidence	-.01	.23**	.04**
Directive Leadership	.18 [†]		
Participative Leadership	.14		
Achievement Leadership	-.00		
Supportive Leadership	.26**		
4 Confidence	-.08	.35**	.12**
Directive Leadership	.12		
Participative Leadership	.09		
Achievement Leadership	-.03		
Supportive Leadership	.29**		
Positive Affectivity	.38**		
5 Confidence	-.08	.35	.00
Directive Leadership	.12		
Participative Leadership	.09		
Achievement Leadership	-.03		
Supportive Leadership	.49		
Positive Affectivity	.58 [†]		
S×P	-.31		

Note: $N = 156$. [†] $p < .10$, * $p < .05$, ** $p < .01$. Job Satisfaction is the dependent variable. Confidence = Confidence of Rating the Supervisor. S×A = Interaction term of Supportive Leadership and Agreeableness.

Table 22. *Moderating Effect of Agreeableness on the Relationship between Supportive Leadership and Job Satisfaction.*

Model	β	R^2	ΔR^2
1 Confidence	.13	.02	.02
2 Confidence	.03	.18**	.17**
Directive Leadership	.21		
Participative Leadership	.27		
Achievement Leadership	.01		
3 Confidence	-.01	.23**	.04**
Directive Leadership	.18 [†]		
Participative Leadership	.14		
Achievement Leadership	-.00		
Supportive Leadership	.26**		
4 Confidence	-.02	.23	.00
Directive Leadership	.18 [†]		
Participative Leadership	.15		
Achievement Leadership	.00		
Supportive Leadership	.26**		
Positive Affectivity	.04		
5 Confidence	-.02	.23	.00
Directive Leadership	.17 [†]		
Participative Leadership	.15		
Achievement Leadership	.00		
Supportive Leadership	.21		
Positive Affectivity	.01		
S×A	.06		

Note: $N = 156$. [†] $p < .10$, * $p < .05$, ** $p < .01$ Job Satisfaction is the dependent variable. Confidence = Confidence of Rating the Supervisor. S×A = Interaction term of Supportive Leadership and Agreeableness.

Hypothesis 4 b proposed that the relationships of participative leadership with affective organizational commitment and job satisfaction would be stronger when agreeableness and positive affectivity of subordinates are high. In testing the hypothesis of moderation, because participative leadership was significantly related to confidence (Table 7) in the rating of the supervisors $r = .21$, $p < .01$, this variable was controlled. For the relationship between participative leadership and affective commitment, it can be observed from Tables 23 and 24 that none of the personality variables, positive affectivity ($\beta = 0.01$, $R^2 = 0.21$, $\Delta R^2 = 0.00$, $p > .05$) and agreeableness ($\beta = 0.23$, $R^2 = 0.15$, $\Delta R^2 = 0.001$, $p > .05$), significantly moderated the relationship. For the relationship between participative leadership and job satisfaction, it can be observed from Tables 25 and 26 that none of the personality variables, positive affectivity ($\beta = -0.32$, $R^2 = 0.35$, $\Delta R^2 = 0.002$, $p > .05$) and agreeableness ($\beta = 0.02$, $R^2 = 0.23$, $\Delta R^2 = 0.00$, $p > .05$), significantly moderated the relationship. Therefore, hypothesis 4b was not supported.

Table 23. *Moderating Effect of Positive Affectivity on the Relationship between Participative Leadership and Affective Commitment.*

Model	β	R^2	ΔR^2
1 Confidence	.12	.02	.02
2 Confidence	.02	.13**	.12**
Directive Leadership	.14		
Supportive Leadership	.24**		
Achievement Leadership	.08		
3 Confidence	.02	.14	.00
Directive Leadership	.13		
Supportive Leadership	.22*		
Achievement Leadership	.07		
Participative Leadership	.04		
4 Confidence	-.04	.21**	.07**
Directive Leadership	.08		
Supportive Leadership	.24*		
Achievement Leadership	.04		
Participative Leadership	.001		
Positive Affectivity	.29**		
5 Confidence	-.04	.21	.00
Directive Leadership	.08		
Supportive Leadership	.24*		
Achievement Leadership	.04		
Participative Leadership	-.01		
Positive Affectivity	.28		
P×P	.01		

Note: $N = 156$. * $p < .05$. ** $p < .01$. Affective Commitment is the dependent variable. Confidence = Confidence of Rating the Supervisor. P×P = Interaction term of Participative Leadership and Positive Affectivity.

Table 24. *Moderating Effect of Agreeableness on the Relationship between Participative Leadership and Affective Commitment.*

Model	β	R^2	ΔR^2
1 Confidence	.12	.02	.02
2 Confidence	.02	.13**	.12**
Directive Leadership	.14		
Supportive Leadership	.24*		
Achievement Leadership	.08		
3 Confidence	.02	.14	.00
Directive Leadership	.13		
Supportive Leadership	.22*		
Achievement Leadership	.07		
Participative Leadership	.04		
4 Confidence	-.00	.15 [†]	.02 [†]
Directive Leadership	.11		
Supportive Leadership	.22*		
Achievement Leadership	.07		
Participative Leadership	.05		
Agreeableness	.13 [†]		
5. Confidence	-.00	.15	.00
Directive Leadership	.11		
Supportive Leadership	.23*		
Achievement Leadership	.07		
Participative Leadership	-.15		
Agreeableness	.01		
P×A	.23		

Note: $N = 156$. [†] $p < .10$, * $p < .05$. ** $p < .01$. Affective Commitment is the dependent variable Confidence = Confidence of Rating the Supervisor. P×A = Interaction term of Participative Leadership and Agreeableness.

Table 25. *Moderating Effect of Positive Affectivity on the Relationship between Participative Leadership and Job Satisfaction.*

Model	β	R^2	ΔR^2
1 Confidence	.13	.02	.02
2 Confidence	-.01	.21**	.20**
Directive Leadership	.21*		
Supportive Leadership	.32**		
Achievement Leadership	.03		
3 Confidence	-.01	.23	.01
Directive Leadership	.18 [†]		
Supportive Leadership	.26**		
Achievement Leadership	-.00		
Participative Leadership	.14		
4 Confidence	-.08	.35**	.12**
Directive Leadership	.12		
Supportive Leadership	.29**		
Achievement Leadership	-.03		
Participative Leadership	.09		
Positive Affectivity	.38**		
5. Confidence	-.08	.35	.00
Directive Leadership	.12		
Supportive Leadership	.28**		
Achievement Leadership	-.02		
Participative Leadership	.29		
Positive Affectivity	.57 [†]		
P×P	-.32		

Note: $N = 156$. [†] $p < .10$, * $p < .05$, ** $p < .01$. Job Satisfaction is the dependent variable. Confidence = Confidence of Rating the Supervisor. S×P = Interaction term of Participative Leadership and Positive Affectivity.

Table 26. *Moderating Effect of Agreeableness on the Relationship between Participative Leadership and Job Satisfaction.*

Model	β	R^2	ΔR^2
1 Confidence	.13	.02	.02
2 Confidence	-.01	.21**	.20**
Directive Leadership	.21		
Supportive Leadership	.32**		
Achievement Leadership	.03		
3 Confidence	-.01	.23	.01
Directive Leadership	.18 [†]		
Supportive Leadership	.26**		
Achievement Leadership	-.00		
Participative Leadership	.14		
4 Confidence	-.02	.23**	.00**
Directive Leadership	.18 [†]		
Supportive Leadership	.26**		
Achievement Leadership	.00		
Participative Leadership	.15		
Agreeableness	.04		
5. Confidence	-.02	.23	.00
Directive Leadership	.17 [†]		
Supportive Leadership	.26**		
Achievement Leadership	.00		
Participative Leadership	.13		
Agreeableness	.03		
P×A	.02		

Note: $N = 156$. [†] $p < .10$, * $p < .05$, ** $p < .01$. Job Satisfaction is the dependent variable. Confidence = Confidence of Rating the Supervisor. P×A = Interaction term of Participative Leadership and Agreeableness.

Hypothesis 5 proposed that the relationship of extrinsic expectancy II with job satisfaction and organizational affective commitment would be stronger for subordinates with high equity sensitivity.

For the relationship between extrinsic expectancy II and affective commitment, it can be observed from Table 27, equity sensitivity ($\beta = 0.66$, $R^2 = 0.07$, $\Delta R^2 = 0.01$, $p > .05$) did not significantly moderate the relationship. For the relationship between extrinsic expectancy II and job satisfaction, it can be observed from the Table 28, equity sensitivity ($\beta = -0.44$, $R^2 = 0.07$, $\Delta R^2 = 0.00$, $p > .05$) did not significantly moderate the relationship. Therefore hypothesis 5 was not supported.

Table 27. *Moderating Effect of Equity Sensitivity on the Relationship between Extrinsic Expectancy II and Affective Commitment.*

Model	β	R^2	ΔR^2
1 Extrinsic Expectancy II	.24*	.06*	.06*
2 Extrinsic Expectancy II Equity Sensitivity	.24* -.08	.06	.01
3 Extrinsic Expectancy II Equity Sensitivity EXPII×E	-.33 -.43 .66	.07	.01

Note: $N = 156$. * $p < .05$. ** $p < .01$. Affective Commitment is the dependent variable. EXPII×E = Interaction term of Extrinsic Expectancy II and Equity.

Table 28. *Moderating Effect of Equity Sensitivity on the Relationship between Extrinsic Expectancy II and Job Satisfaction.*

Model	β	R^2	ΔR^2
1 Extrinsic Expectancy II	.25*	.07*	.06*
2 Extrinsic Expectancy II Equity Sensitivity	.25* -.09	.07	.01
3 Extrinsic Expectancy II Equity Sensitivity EXPII×E	.62 .14 -.44	.07	.00

Note: $N = 156$. * $p < .05$. ** $p < .01$. Job Satisfaction is the dependent variable. EXPII×E = Interaction term of Extrinsic Expectancy II and Equity Sensitivity.

CHAPTER IV

DISCUSSION

One aim of the present research was to expand the framework of the path-goal theory of leadership to by associating the leadership styles with motivational (expectancy I and II) and work outcome (job satisfaction and organizational commitment) variables. A second aim was to explain how personality variables of subordinates could moderate the relationship of leadership styles with the subordinates' motivational states and work-related outcomes. As previously mentioned, expectancy theory is one of the earliest proposed theories of motivation. Path-goal theory of leadership has been derived from expectancy theory. Some of the concepts derived from expectancy theory that are critical to path-goal theory, for example, are expectancy I and II. Expectancy I is the perception that effort results in performance. Expectancy II is the perception that performance leads to outcomes, which could be intrinsic or extrinsic. Path-goal theory concerns how formally appointed superiors affect the motivation (expectancies) and satisfaction of the subordinates (House, 1996). The four types of leadership styles in path-goal theory were utilized in the study (House & Mitchell, 1974). They were directive, achievement oriented, supportive and participative leadership styles.

Leadership Styles Leading to Motivation and Outcomes

Leadership styles were hypothesized to be associated with motivational and work outcomes in the present study. A positive relationship between directive leadership and expectancy I was hypothesized, but it was not strongly supported. Although directive leadership was positively correlated with expectancy I, observing from Table 6, supportive and achievement oriented leadership were even more strongly correlated with expectancy I. Once the other

leadership styles were controlled, the relationship between directive leadership and expectancy I became non-significant. It could be that achievement leadership style is a more effective predictor of expectancy I than the other leadership styles because leadership style includes giving some structure to the task, i.e. giving directions and instructions, and it challenges subordinates to work at the highest level possible, and seeks both excellence and continuous improvement. Perhaps this style leads the subordinates to perceive clearly how much effort to put in order to perform.

A positive relationship between achievement-oriented relationship and intrinsic expectancy II was hypothesized, and this was supported. Achievement-oriented leadership might have enhanced the perception that performance leads to internal reward probabilities, because this kind of leadership challenges subordinates to perform at the highest level possible in order to feel they have achieved a great deal. As mentioned earlier, one of the functions of a leader is to increase the perception of the link between job performance and outcomes (House, 1996). By encouraging performance excellence, setting challenging goals for subordinates and seeking continuous improvement, this leadership style enhanced subordinates' beliefs that they will get internal rewards such as a sense of achievement if they perform well (expectancy II regarding internal rewards or outcomes).

A positive relation between supportive leadership and work outcomes such as affective commitment and job satisfaction was hypothesized, and this relationship was supported. Various studies have found that supportive leadership is associated with job satisfaction and commitment (Downey et al., 1976; Johns, 1978; Judge et al., 2004; Schriesheim & Schriesheim, 1980; Stinson & Johnson, 1975; Szilagyi & Sims, 1974; Wofford & Liska, 1993). Supportive leadership is

directed towards the satisfaction of subordinates' needs and preferences, such as displaying concern for the subordinates' welfare and creating a friendly and a psychologically supportive environment (House, 1996). Such a behavior displayed by the superior is bound to increase identification, attachment and involvement (affective commitment) in the organization in addition to satisfaction with the job, because it is directly aimed at the subordinate's concerns and well-being.

A positive relation between participative leadership and outcomes such as affective commitment and job satisfaction was also hypothesized, but it was not supported by the present results after holding control variables constant. Supportive leadership was more effective in creating the perception of job satisfaction and affective commitment, probably because this style entails being more friendly and approachable and attending to the well-being and human needs of the subordinates (House, 1996) than the participative leadership style does. Supportive leadership turned out to be more effective than inviting subordinates in to decision making (participative leadership).

Participative leadership could have been perceived as task-oriented as well as person-oriented. Although the correlation between participative and supportive leadership style is the highest among the four leadership styles, participative leadership style also has a substantial correlation with achievement and directive leadership that emphasize task orientation (Table 6). A participative leader can expect to have four effects that are related to task orientation: first clarifying path relationships between effort and performance and between performance and rewards, because the subordinate participates in deciding how to do the work; second increasing the congruence between subordinate goals and organizational goals, because under participative

leadership subordinates would have freedom to choose goals that they highly value; third, increasing subordinate's freedom to direct their actions towards their highly valued goals; and fourth, increasing motivation and orientation toward organizational performance by increasing subordinate involvement and commitment. (House, 1996). Clearly, participative leadership has a task orientation as well as a people orientation, from the above description. Involvement and commitment appear to follow after goals have been set, and performance is informed by the goals. Participative leadership does give some autonomy to the subordinates, which might be personally satisfying to them, but it still highlights the role of selecting goals and of performance. This could be a reason why participative leadership was not more strongly related to job satisfaction and commitment.

Personality as a Moderator

The present research also aimed at expanding the framework of the path-goal theory of leadership to explain how personality variables of subordinates could moderate the relationship of leadership styles with subordinates' motivational states (expectancy I and II) and work-related outcomes (job satisfaction and organizational commitment). A few interactions were marginally significant ($p < .10$). A more positive relationship was found between directive leadership and expectancy I for the groups low on extraversion and positive affectivity than for groups high on these personality variables. None of the personality variables moderated the relationship between achievement-oriented leadership and intrinsic expectancy II. A reason for this might be that perhaps most people react well to achievement-oriented leaders who strive for higher achieving and challenging goals, continuous improvement leading the followers towards excellence. It could be very difficult to escape such an influence of the leader and this might be successfully

causing intrinsic achievement in all. That is, few people would not react well to such treatment. None of the personality variables moderated the relationship between supportive leadership and work outcomes. A reason for this might be that most people react well to supportive leaders who display concern for subordinates' and create a friendly and psychologically supportive work environment. That is, few people would not react well to such treatment. Additionally none of the personality variables moderated the relationship between participative leadership and work outcomes. As mentioned earlier, the participative leadership involves more of task orientation i.e. giving autonomy to subordinates to select their own goals in order to perform. Hypothesized personality traits in the present study i.e. agreeableness and positive affectivity might not have had any reaction to this style of leadership. This means no difference with individuals high and low on positive affectivity in associating participative leadership with work outcomes (job satisfaction and affective commitment).

As stated earlier, a positive relationship between directive leadership and expectancy I for the group low on positive affectivity was found. This result was opposite to the hypothesized relationship, however. Individuals low on positive affectivity were perhaps more motivated by the perceived psychological structure provided by the leader. A positive relationship between directive leadership and expectancy I for the group low on extraversion was found, and this result also was opposite to the hypothesized relationship. Directive leadership enhanced the effort-to-performance probability mainly for individuals low on extraversion and positive affectivity. By being more specific and adding structure (House, 1996), directive leadership perhaps succeeded in removing uncertainty for individuals low on positive affectivity and extraversion. Individuals high on extraversion and positive affectivity may not require a

structure. They could be capable of adding structure to a situation themselves and estimating their own effort to performance probabilities.

Finally, it was hypothesized that the relationship of extrinsic expectancy II with work outcomes (job satisfaction and organizational affective commitment) will be stronger for subordinates with higher equity sensitivity. Individuals high on equity sensitivity would be more conscious about their performance to get desired outcomes. This relationship was not supported by the present results in the study, however. Although there is a positive relation between extrinsic expectancy II and work outcomes, probably there is no difference between individuals high and low on equity sensitivity for positive relation between extrinsic expectancy II and work outcomes.

Implications for Application

Because the study showed that achievement-oriented leadership was positively related to expectancy I and intrinsic expectancy II (the magnitude of the correlation is higher as compared to directive leadership), interventions should be designed to train leaders to exhibit this kind of style to motivate subordinates. The subordinates would learn how much effort to put in order to perform (expectancy I), as well as how much to perform to receive a sense of achievement or accomplishment (intrinsic expectancy II). Supportive leadership was found to be the second most important leadership style. It was positively related to job satisfaction and affective commitment. Supportive leadership style may ensure employees are satisfied with their jobs and stay committed to their organizations, which in turn could mean fewer turnovers. Thus, supportive leadership might ensure that organizations would not lose talent. Additionally, two personality variables of subordinates should be taken into consideration while designing the leadership

development programs. Employees low on extraversion and positive affectivity, are the best candidates leadership styles like achievement-oriented and supportive leadership.

Limitations

A limitation of the study was that all ratings were provided by the subordinates. The predictors and the criteria of the study were measured from the same source. This leads to common method variance. Future researchers should collect data from multiple resources to address the issue of common method bias. The most likely effect of such common method variance is increasing the strength of the relationships among variables due to response bias, but this would not account for any conclusions about differential relationships among variables, nor about interactions or moderators. The design of the study could be improved by getting ratings of leader behaviors from other observers, however, such as the subordinates' coworkers. Another limitation of the study was that the sample was uniquely educated. Most of the participants had a master's degree. This could have affected the results and made external validity less certain. Future research will be needed to determine whether the results would be the same for less educated samples.

In addition, the reliabilities of some variables (directive leadership, achievement-oriented and intrinsic expectancy) were below typically acceptable levels. These low reliabilities could be responsible for some of the non-significant findings involving these variables. Finally, the data in the study were cross-sectional and non-experimental; this limited the degree to which causation can be strongly inferred for the present study. Causal inference could be strengthened somewhat by having a longitudinal design and seeing if the theorized causes tend to

precede their outcomes, and causal inferences would be made strongest by using an experimental design.

Future Research

Inferring from the results of the present research, it can be concluded that, overall, the personality of subordinates does not appear to have a strong and predictable influence on the relationships between leadership styles and subordinate's reactions, for neither motivational variables like expectancies nor work outcome variables like subordinates' attitudes. The results for the directive moderation hypotheses did not reach traditional significance levels. In addition they were the opposite from the theorized relationships. These two facts increase the probability that they could be simply the result of random covariation; those results should be replicated with additional data before then one can have confidence in them. When results came out, marginally significant but backward from the predictions, suggestions were offered for why this might have happened. Future research trying to replicate these results should examine the viability of the explanations offered. For example, do individuals high on extraversion and positive affectivity add structure to a situation themselves and then estimate their own effort-to-performance probabilities? In order to do this, their expectancies the degree to which their original task has a structure and the degree to which employees add their own structure could be measured in future research.

Based on some of the correlations and betas, subordinates' personality relates to work expectancies as main effects, even though there may be no interactions. So, even though future research on subordinate's personality interacting with leadership style is not strongly encouraged by the present data, examination of personality in relation to expectancies might still be useful.

Main effects of leader style on subordinates' reactions were also found even though the moderating effect of personality did not work well for the present research. Two leadership styles appeared to be especially useful. Achievement leadership style turned out to be an effective predictor for the motivational outcomes, and supportive leadership style was a predictor of other work outcomes (job satisfaction and organizational commitment). Future research should focus on these two styles of leadership.

APPENDICES

APPENDIX A

LEADERSHIP SCALE

Items of Path-goal Theory Scale

Instructions: Indicate how often each statement is true of your supervisor's behavior.

Key: 1=never, 2=hardly ever 3=seldom 4=occasionally 5=often 6=usually 7=always.

My supervisor lets subordinates know what is expected of them.(D)

My supervisor maintains a friendly working relationship with subordinates. (S).

My supervisor consults with subordinates when facing a problem. (P).

My supervisor listens receptively to subordinates' ideas and suggestions. (P).

My supervisor lets subordinates know about what needs to be done and how it needs to be done. (A).

My supervisor lets subordinates know that he/she expects them to perform at their highest level. (D).

My supervisor acts without consulting his/her subordinates. (R) (P).

My supervisor does little things to make it pleasant to be a member of the group. (S).

My supervisor asks subordinates' to follow standard rules and regulations.(D)

My supervisor sets goals for subordinates' performance that are quite challenging. (A).

My supervisor says things that hurt subordinate's personal feelings. (R) (S).

My supervisor asks for suggestions from subordinates concerning how to carry out assignments. (P).

My supervisor encourages continual improvement in subordinates' performance. (A).

My supervisor explains the level of performance expected of subordinates.(D).

My supervisor helps subordinates overcome problems that stop them from carrying out the tasks. (S).

My supervisor shows that he/she has doubts about subordinates' ability to meet most objectives. (R). (A).

My supervisor asks for suggestions on what assignments should be made. (P).

My supervisor gives vague explanations of what is expected of subordinates on the job. (R) (D).

My supervisor gives consistently challenging goals for subordinates to attain. (A).

My supervisor behaves in a manner that is thoughtful of subordinates' personal needs. (S).

Note :(R) is for reversed score items, (D) is for Directive, (S) for Supportive, (A) is for Achievement and (P) is Participative Leadership Style. Adapted from Indvik (1985).

APPENDIX B

EXTRAVERSION, CONSCIENTIOUSNESS & AGREEABLENESS SCALE

Items of Extraversion, Conscientiousness and Agreeableness Scales

Extraversion

Am the life of the party. +

Feel comfortable around people. +

Start conversations. +

Talk to a lot of different people at parties. +

Don't mind being the center of attention. +

Don't talk a lot.-

Keep in the background. -

Have little to say. -

Don't like to draw attention-

Am quiet around strangers. -

Conscientiousness

Am always prepared. +

Pay attention to details. +

Get chores done right away. +

Like order. +

Follow a schedule.+

Am exacting in my work. +

Leave my belongings around.-

Make a mess of things.-

Often forget to put things back in their proper place.-

Shirk my duties.-

Agreeableness

Am interested in people. +

Sympathize with others' feelings. +

Have a soft heart. +

Take time out for others. +

Feel others emotions+

Make people feel at ease+

Am not really interested in others-

Insult people.-

Am not interested in other people's problems.-

Feel little concern for others.-

Note: + positively keyed ; - is negatively is keyed.

APPENDIX C

POSITIVE AFFECTIVITY

Items of the Positive Affectivity Scale

Interested
Excited
Strong and Confident
Alert
Inspired
Enthusiastic
Proud
Determined
Attentive
Active

Note: All items were rated on a 5-point scale ranging from 1 'rarely' to 5 'often'.

APPENDIX D

EQUITY SENSITIVITY MEASURE

Constructed Equity Sensitivity Measure

Instructions: Please check the box to the right of each statement that best indicates the extent to which you agree or disagree with the statement about yourself, your work and any organization for which you work.

It would be important for me to give to and receive from the organization equally.

It would be important to help others as well as take care of myself.

I would equally be concerned about what I received from and contributed to the organization.

The hard work I would do should benefit the organization and me equally.

My personal philosophy in dealing with the organization would be to give as well as receive.

It would be important for me to give to and receive from the organization equally.

Note: All items were rated on 9 point scale, ranging from 1 'totally disagree' to 9 'totally agree'.

APPENDIX E

EXPECTANCY I

Expectancy I: Effort leads to Performance

Putting forth as much energy as possible leads to my turning out my production requirement on time.

Putting forth as much energy as possible leads to my producing high quality output.

Doing things as well as I am capable leads to turning out my production requirement on time.

Doing things as well as I am capable leads to high quality of output.

Putting forth as much energy as possible leads to my producing high quality of output.

Doing things as well as I am capable leads to high quantity of output.

Trying hard as I can leads to turning out my production requirement on time.

Giving the job all I can leads to turning out my production requirement on time.

Trying as hard as I can leads to high quality output.

Trying as hard as I can leads to high quantity output.

Giving the job all I can leads to a high quantity of output.

Giving the job all I can leads to a high quality of output.

Note: All items will be rated on a 7-point scale ranging from 1 'false' to 7 'true'.

APPENDIX F

EXTRINSIC EXPECTANCY II

Extrinsic Expectancy II: Performance leads to Reward

Producing a high quality output increases my chances for promotion.
Producing a high quantity of output increases my chance of promotion.
Producing high quality output is rewarded with higher pay here.
Producing high quantity output is rewarded with higher pay here.
Getting the job done on time increases my chance of promotion.
Getting the job done on time is rewarded with high pay here.
Producing a high quality output leads to job security here.
The company gives me recognition for producing high quality output.
Producing high quality output leads to job security here.
The company gives me recognition for getting my job done on time.
The company gives me recognition for producing high quality output.
Getting the job done on time leads to job security here.

Note: All items will be rated on a 7-point scale ranging from 1 'false' to 7 'true'.

APPENDIX G

INTRINSIC EXPECTANCY II

Intrinsic Expectancy II: Performance leads to Reward

My opinion of myself goes up when I do this job well.

I feel a great sense of personal satisfaction when I do this job well.

I feel bad and unhappy when I discover that I have performed poorly on this job.

My own feelings are generally *not* affected much one way or another by how well
I do on this job.(R)

Most people on this job feel a great sense of personal satisfaction when they do the
job well.

Most people on this job feel bad and unhappy when they find that they have
performed the work poorly.

Note: All items will be rated on a 7-point scale ranging from 1 'strongly disagree' to 7 'strongly agree'. (R) is for reversed score items.

APPENDIX H

GLOBAL SATISFACTION SCALE

Global Job Satisfaction Scale

All in all, I am satisfied with my job.

In general, I don't like my job. (R)

In general, I like working here.

Note: (R) is for reversed score item.

APPENDIX I

AFFECTIVE COMMITMENT SCALE

Affective Commitment Scale

I would be happy to spend rest of my career with this organization.

I enjoy discussing my organization with people outside it.

I really feel as if this organization's problems are my own.

I think I could easily become attached to another organization as I am to this one.(R)

I do not feel like 'part of the family' at my organization. (R)

I do not feel emotionally attached to this organization(R)

This organization has a great deal of personal meaning for me.

I do not feel a strong sense of belonging to my organization. (R)

Note: (R) is for reversed score items.

APPENDIX J

FREQUENCY OF INTERACTION SCALE

Frequency

The subordinates rated how frequently they interact with their supervisor. It was rated on a 4-point scale: 1=monthly; 2 = every other week; 3= weekly; 4 = daily.

Instruction: Please indicate how frequently you interact with your immediate supervisor.
1=monthly; 2 = every other week; 3= weekly; 4 = daily.

Note: The item will be rated on a 4-point scale ranging from 1 'monthly' to 4 'daily'.

APPENDIX K

CONFIDENCE IN RATING SCALE

Confidence

The subordinates rated how confident they are in rating their supervisor. The rating appeared in the questionnaire right after the supervisor style ratings. It was rated on a 5-point scale: 5 = very confident; 4 = fairly confident; 3 = confident; 2 = slightly confident; 1 = not confident.

Instruction: Please rate the extent to which you felt confident about rating the style of your immediate supervisor. 5 = very confident; 4 = fairly confident; 3 = confident; 2 = slightly confident; 1 = not confident.

Note: The item will be rated on a 5-point scale ranging from 1 'not confident' to 5 'very confident'.

APPENDIX L

DEMOGRAPHIC INFORMATION

Demographic Information. The participants were asked the following demographic information.

- **Age** _____

- **Gender:**

Male ___ Female ___

- **Marital Status:**

___ Single ___ Married ___ Divorced ___ Widow or Widower

- **Highest Level of Education Obtained:**

___ High School ___ Associates ___ Bachelors ___ Masters ___ Doctorate

- **Your Position in the organization:**

___ Intern ___ Entry Level ___ Lower-middle ___ Middle Management ___ Senior Management ___ Top Management

- **Annual Income:**

___ under \$20,000
___ \$20,000-30,000
___ \$30,000-40,000
___ \$40,000-50,000
___ \$50,000-60,000
___ over \$60,000

- **Tenure in the Organization**

How long have you been in the organization ___ months ___ years

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