



## Enhancing work motivation and organizational commitment through empowering leadership: Educational setting

*Damianus Abun*: Professor, Graduate School of Business and Accountancy, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.

*Fredolin P. Julian*: Professor, Graduate School of Business and Accountancy, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.

*Ronalyn T. Tabur*: Faculty, Graduate School of Business and Accountancy, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.

*Cassandra Paraggua*: Faculty, Graduate School of Business and Accountancy, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.

*Johanna Lei C. Rayoan*: Faculty, Graduate School of Business and Accountancy, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.

*Frelyn B. Ranay*: Dean, School of Business and Accountancy, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.

### ARTICLE INFO

Article history:

Received: August 30, 2025

Received in rev. form. October 25, 2025

Accepted: November 10, 2025

Published: December 15, 2025

**Keywords:** *Work motivation, organizational commitment, external regulation, continuance commitment*

### ABSTRACT

This study aimed to examine the impact of empowering leadership on employee work motivation and organizational commitment. To build a solid theoretical foundation, a literature review was conducted. A descriptive assessment and correlational research design were employed, using a population composed of employees at the Divine Word College of Laoag. Data were gathered through survey questionnaires. The findings revealed no significant overall correlation between empowering leadership and either work motivation or organizational commitment. However, when analyzing the dimensions of empowering leadership separately, autonomy/independence showed a significant correlation with external regulation. These results suggest that while empowering leadership may not directly impact motivation and commitment broadly, specific leadership behaviors may influence certain motivational aspects.

© 2025 by the authors. Licensee DWIJMH. This open-access article is distributed under the terms and conditions of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/) (<https://creativecommons.org/licenses/by-nc-sa/4.0/>)

JEL Classification: M12

## Introduction

The success and longevity of any organization depend not solely on its top management but on the collective efforts of all its members. Leadership is not just about one person's vision—it requires active engagement from everyone in the organization (Zada et al., 2023). An inclusive approach in formulating the organization's vision and mission ensures that members feel ownership of the direction they are heading (Zada et al., 2023). Consequently, implementing these shared goals becomes a collaborative process, rather than directives imposed from above. This reflects the principles of empowering leadership, which emphasizes participation, shared responsibility, and collaborative decision-making (Abubakar et al., 2019; De Bono et al., 2013).

Empowering leadership fosters a culture where success is a product of collective effort. When responsibility is shared, employees experience a sense of ownership and are more likely to be engaged and motivated (Zada et al., 2023; Pedraza-Rodríguez, 2023; Tafvelin et al., 2017).

One of the fundamental drivers of organizational success is work motivation—the internal or external factors that inspire people to perform their tasks. While some employees are motivated by monetary rewards, others find motivation in how they are treated or led (Radu, 2023; Wiley, 1997). Therefore, management must not rely solely on financial incentives; intangible motivators such as trust and empowerment can be equally powerful. When employees feel that responsibility is shared with them, they are likely to respond with greater seriousness and commitment (Ermann, 2004; Donovan, 2001). Nevertheless, there remains a gap in the literature regarding how empowering leadership specifically affects motivation.

Another critical element in organizational success is employee commitment. A highly committed workforce contributes to better performance, greater loyalty, and competitive advantage (Siddiqui et al., 2022; Sheraz et al., 2021; Indiparambil et al., 2019). Organizations that prioritize commitment through leadership and employee engagement are more likely to succeed (Shrestha, 2019). Commitment is influenced by multiple factors, not just financial incentives, but also by how much trust and responsibility leaders place in their employees (Jiatong et al., 2022; Lim, 2021; Chen et al., 2025; Cialdini & Goldstein, 2024). Despite this, there is a lack of empirical studies directly linking empowering leadership to organizational commitment.

Given the limited existing research, this study seeks to address this gap. It aims to offer a scientific basis for designing leadership training programs that promote empowerment and foster motivation and commitment among employees. The study includes several sections: an introduction, a literature review, methodology, data analysis, and a discussion of findings with theoretical and practical implications.

## ***Literature review***

### ***The concept of leadership***

Leadership plays a pivotal role in achieving organizational objectives. When a business fails, blame often falls on its leadership. Bennis and Nanus (2007) emphasized that leaders are responsible for making organizations either effective or ineffective. The overall performance of an organization is a direct reflection of its leadership. As Tichy and Cohen (2007) stated, “winning is about leadership”—highlighting that successful organizations are built through capable leadership.

To be effective, leaders must understand the true essence of leadership. A lack of understanding of one's leadership role can be detrimental to an organization. Al Khajeh (2018) identified leadership as a key determinant of success or failure in any organization. He found that transformational and democratic leadership styles are particularly effective in driving success. Similarly, Northouse (2015) defined leadership as a process by which a person influences others to achieve specific goals. Effective leadership is not about control, but about guiding and inspiring people toward a shared vision. It requires the ability to understand people, communicate clearly, foster collaboration, and create a productive and positive work environment (Qin et al., 2023; Zuo, 2023; Dhiman, 2023).

Leadership is a multidimensional package. It encompasses not only skills and knowledge but also character, values, and meaningful action (Unsar, 2014). Tichy and Cohen (2007) argued that great leaders possess ideas, values, energy, and decisiveness. According to Bennis and Nanus (2007), leadership also involves strong character, a clear vision, trust-building,

results orientation, and the ability to engage others through optimism. Ethical leadership—built on integrity, honesty, and a strong moral compass—is critical to earning trust and making sound decisions (Saleem et al., 2024; Rego et al., 2025).

However, even strong character is not enough without the determination to act. Leaders must have the will to translate vision into concrete action and results. Without this drive, they may struggle to make a meaningful impact (Weinfurter, 2013; Tagscherer & Carbon, 2023; Khan et al., 2020). Moreover, leadership requires trust. To foster cooperation and performance, leaders must earn and sustain the trust of their followers (Stedham & Skaar, 2019; Chiles & McMackin, 1996; Williamson, 1993; Edelman, 2017).

In short, leadership is not effective in isolation. It requires the cooperation of followers. A leader's ideas, strategies, and direction only matter if team members are engaged and aligned with the goals (Unsar, 2014; Schroer, 2010; de Sales, 2023). Empowering employees to participate in decision-making is key to creating a high-performing organization (Gede & Huluka, 2024; De Leede & Looise, 2005; Huo et al., 2015). As Tichy and Cohen (2007) noted, successful organizations cultivate leadership at all levels. Leaders are not just found at the top—they must be developed throughout the organization. As Maxwell (1995) emphasized, the core responsibility of a leader is to create other leaders. The ability to empower others is, in itself, a fundamental aspect of effective leadership.

### ***The concept of empowerment and empowering leadership***

Empowerment is a concept widely explored by leadership scholars, including Bennis and Nanus (1985, 2007), House (1988), and Neilsen (1986). Bennis and Nanus (1985, 2007) described leadership in the 21st century as being rooted in developing leaders at all levels, fostering a shared vision, encouraging open communication, inspiring individuals, promoting teamwork, coaching rather than commanding, and setting an agenda for change. Their vision of leadership moves away from a top-down, directive model and toward a participative and empowering one.

House (1988) emphasized that effective leadership behavior enhances subordinates' empowerment and satisfaction, both of which contribute to better organizational performance. Leaders should be motivators and facilitators, enabling their team members to reach their full potential. Similarly, Neilsen (1986) argued that empowerment means providing the necessary resources for subordinates to succeed, which in turn boosts their sense of self-worth.

Despite widespread discussion, there is no universal definition of empowerment in academic literature. To address this ambiguity, dictionary definitions offer helpful clarity. Merriam-Webster defines empowerment as “the act or action of empowering someone or something” or “the granting of power, right, or authority to perform various acts or duties.” The Cambridge Dictionary adds that it is “the process of gaining freedom and power to do what you want or to control what happens to you,” while the Collins Dictionary defines it as “the process of giving power and status in a particular situation.”

These definitions converge on a key idea: empowerment is about transferring authority. In the context of leadership, empowerment means sharing power with employees, enabling them to make decisions and act independently. Legally, this could be interpreted as “authorization”—a leader gives formal consent to others to make decisions or perform duties (Thomas et al., 1990).

Empowering leadership, therefore, is defined as “sharing power to enhance employees' motivation and investment in their work” (Zhang & Zhou, 2014). It involves psychological empowerment, which boosts employees' sense of meaning and ownership over their tasks (Spreitzer, 1995). Hao et al. (2018) noted that empowering leadership improves task performance, fosters creativity, and cultivates a deeper passion for work. Employees are more committed when they are allowed to choose how to accomplish their tasks without excessive oversight.

Other scholars echo these findings. Chen et al. (2011) and Wellins (1991) highlighted the positive effects of empowering leadership on employee cooperation, innovation, and organizational commitment. Lee et al. (2018) argued that leaders who empower their teams are more successful in stimulating creativity and promoting citizenship behavior than those who focus strictly on task performance. These leaders are also more trusted by their employees.

## ***Element of empowerment***

Based on the previously discussed definitions of leadership, empowerment, and empowering leadership, four essential elements of empowerment can be identified:

### ***1. Vision-mission-oriented empowerment***

A core foundation of effective leadership and empowerment is a clear and shared vision and mission. These guide decision-making and define the direction of the organization. When employees are involved in crafting the vision and mission, they are more likely to feel invested in the organization's goals (Morato, 2006). It becomes a collective vision—not just one held by leadership.

This collective ownership enables employees to understand their roles, align their efforts with organizational priorities, and anticipate what is expected of them. It also encourages delegated decision-making, allowing individuals to contribute according to their areas of expertise (Bell & Bodie, 2012). With a clearly defined vision and mission, leaders can reduce time spent on micromanagement and focus on strategic outcomes (Searle et al., 2018).

### ***2. Independence or autonomy***

Autonomy refers to self-governance—the freedom to carry out duties and responsibilities without external interference. Etymologically, “autonomy” comes from the Greek roots *autos* (self) and *nomos* (rule), meaning self-rule or self-determination (Agich, 1993, 1994).

In this context, autonomy means allowing employees to make decisions based on their judgment and expertise. When employees are trusted to manage their work, they take greater responsibility and perform more confidently. Research by Saragih (2011) and Morgeson et al. (2005) confirms that job autonomy is positively related to job satisfaction and performance.

### ***3. Delegation of authority***

As Abun (2018) noted, a leader cannot—and should not—try to do everything alone. Faced with numerous challenges, leaders must delegate authority to empower others and avoid inefficiency. Delegation means transferring a defined portion of authority to subordinates, allowing them to make decisions on the leader's behalf (Ystaas et al., 2023).

Bennis and Nanus (2007) emphasized that true delegation involves sharing—not abdicating—power and authority. Effective delegation requires clarity about what is being delegated, to whom, and under what conditions. Kokemuller (2007), Nila (2023), and Zhang et al. (2017) explained that delegation includes giving specific tasks along with clear guidelines, while accountability remains with the original delegator.

Delegation is not about offloading responsibilities but about sharing leadership. When employees are given authority, it fosters psychological empowerment and strengthens their role in the organization (Abun, 2018). However, delegation must be structured: the employee must understand the limits of their authority and remain accountable (Hepworth, 2024; Bell & Bodie, 2012). Studies show that delegation of authority positively impacts job performance (Al-Jammal & Al-Khasawneh, 2015).

### ***4. Individual goal-oriented empowerment***

Empowerment is not simply giving authority—it is giving it with purpose. It must be linked to individual and organizational goals (Ramesh & Khumar, 2014; Demircioglu, 2022). Employees need clear goals to guide their decisions and actions. Leadership must cascade the organization's goals from the top level down to departments, units, and individuals.

According to goal theory, assigning clear objectives influences behavior, emotions, and performance (Stavrou et al., 2015; Cheng, 2023). Goal-oriented employees focus their energy on achieving defined outcomes. These individual goals serve as intrinsic motivators that guide how employees think, work, and grow (Ordóñez et al., 2009).

In practice, individual goals give meaning to daily tasks and create a direct link between an employee's actions and the broader success of the organization. Research has shown that goal orientation is positively associated with creativity and performance (Borlongan-Conway et al., 2010).

## ***Work motivation theories***

### ***Intrinsic and extrinsic motivation***

According to Ryan and Deci (2002), not all activities are performed intrinsically motivated, just as a child when they are doing something purely for the sake of pleasure. However, once a person matures, activities or work are no longer pursued for the sake of pleasure, but rather for external motivation, in which the person performs such activities as an instrument to gain something, such as rewards or other forms of recognition (Schröder, 2023).

Earlier motivation theories, such as Maslow, Herzberg, Alderfer, and McClelland, which we have discussed above, have clear classifications or identification of which needs are considered intrinsic or extrinsic motivation, making it challenging to apply them to work settings (Gagne & Deci, 2005). In the work setting, motivation can be classified into intrinsic and extrinsic motivation. Intrinsic motivation refers to the phenomenon where people engage in certain activities because they find them interesting and derive satisfaction from such endeavors (Deci, 1975). In contrast, extrinsic motivation suggests that people engage in certain behaviors or activities because of the consequences, such as praise or other forms of recognition, and derive satisfaction from the rewards, rather than from the activity itself (Gagne & Deci, 2005). However, according to Gagne and Deci (2005), the simple dichotomy between intrinsic and extrinsic motivation made the theory difficult to apply to work settings. Thus, related to work motivation, they proposed the Self-Determination theory. The key Concept of Self-Determination theory is the distinction between *autonomous motivation and controlled motivation* (Poppelaars et al., 2014). Autonomous motivation refers to the person who performs the behaviour or act having free will or a sense of volition, and can choose or determine their action without external pressure. In other words, one endorses their action (Dworkin, 1988). People engage in a particular activity because they want to, not because they have to, and find satisfaction from performing it. One conducts the work because it is fun. The pleasurable feeling stems from the work itself, rather than from rewards or other external recognition (Zhu et al., 2024).

In contrast, controlled motivation is externally motivated. It involves doing things with a sense of pressure (Gagne & Deci, 2005). A person performs a particular activity because they have to do it, with no choice, and they do it because they want to obtain something, such as rewards. Using rewards is a controlled motivation (Deci, 1971). Thus, both autonomous and controlled motivation differ in terms of underlying regulatory processes and accompanying experiences. Therefore, behaviours are characterized by the degree to which they are autonomous and controlled (Gagne & Deci, 2005). Following this concept, under SDT, motivation is not treated as a singular construct, but rather as a multidimensional construct composed of intrinsic and extrinsic motivation, as classified by Gagne & Deci (2005, pp. 331-362). Intrinsic motivation is defined as the inherent desire to seek challenges; to work and perform activities within one's capacities, and to find enjoyment in such activities (Ryan & Deci, 2000). Extrinsic motivation is defined as the absence of inner excitement, where one finds excitement in performing the job, but does so to attain a separable outcome. For example, employees do their job not because they find enjoyment in it, but because of external rewards (Ryan & Deci, 2000).

However, the degree to which they are controlled is classified by OIT (Organismic Integration Theory), a sub-theory of SDT (Deci & Ryan, 1985), into four types: ***external regulation, introjected regulation, identified regulation, and integrated regulation***. External regulation refers to motivation that is externally controlled, with actions having an external locus of causality (deCharms, 1968). Introjected regulation refers to taking on regulation but not fully accepting it as one's own. A person performs the job to avoid feeling guilty. They perform the job to maintain a sense of worth (William et al., 1996; Uzun & Aydemir, 2020). Identifying regulation reflects a conscious valuing of a behavioural goal or regulation in which a person

accepts that such action is essential (Brenner, 2022). Finally, integrated regulation means a person has evaluated specific actions to be in congruence with their values (Benner, 2022).

### ***Organizational commitment***

The concept of commitment and organizational commitment may vary among researchers. The dictionary alone has different definitions of commitment. For example, the Cambridge Dictionary (n.d.) defines commitment as "the willingness to give your time and energy to a job, activity, or something that you believe in." While Dictionary.com, which originated from Oxford Languages, defines it as "the state or quality of being dedicated to a cause, activity, or an engagement or obligation that restricts freedom of action". The two definitions refer to commitment as a dedication of time and energy to a cause or activity that someone believes in. It signifies a strong sense of commitment, responsibility, and loyalty to a particular purpose or organization (Stark et al., 2025). The Britannica Dictionary defines commitment as "a promise to do or give something or a promise to be loyal to someone or something."

Those definitions lack the psychological dimension of commitment, which is one of the essential elements of commitment (Mueller et al., 2020). The definition that includes psychological elements can be found in the definitions provided by various scholars. Leonard (2009) defines commitment as "a state of mind that holds people and organizations in line with behaviour. Commitment involves dedicating time and energy to an activity while also forming a psychological contract with the institution (Ngobeni et al., 2020; Prakash et al., 2021). Psychological forces bind an individual to an action. Employees are dedicating their time and energy to the institution due to their emotional attachment to the organization. Ajayi and Muraina (2016) argued that it is the extent to which an individual identifies themselves with the object of the organization in which they work. Ceylan (2020) claimed that it is about giving one's time and interest by taking responsibility for one's wishes and beliefs for the person, organization, or work one is affiliated with. All these definitions emphasize three essential characteristics of commitment: a loyal relationship with the organization due to emotional attachment, self-identification with the organization, and dedicating time and interest to the organization (Stark et al., 2025). These definitions emphasize the emotional aspect of the commitment, specifically the emotional attachment that the person has to the organization.

The emotional element of commitment is defined by Meyer and Allen (1991) as a psychological state that (a) characterizes the employee's Relationship with the organization and (b) has implications for the decision to continue or discontinue membership in the organization. This definition is similar to that of Porter et al. (1974), who view organizational commitment as "the relative strength of an individual's identification with and involvement in a particular organization" (p. 604). From these two definitions, there is a consensus among scholars to view organizational commitment from a psychological perspective, as Idris and Manganaro (2017) do, who consider organizational commitment to be the extent to which individuals psychologically identify with their work organization. Porter and Lawler (1965), as cited by Herrera and Heras-Rosas (2021), viewed organizational commitment as the desire of employees to exert a high level of effort for the benefit of the institution and to be loyal and committed to its objectives and values. In short, Greenberg and Baron (2008) recognized commitment as the degree to which employees identify with the organization where they work and the extent to which they show commitment to the organization.

In summary, organizational commitment refers to the psychological contract between an individual and an organization. Rousseau (1995) argued that a psychological contract is the set of individual beliefs a person holds about the reciprocal obligations and benefits established in an exchange relationship. It is a result of an exchange relationship that conditions the behaviour of the employees and the organization. In the exchange relationship between the employee and the organization, two dimensions have been identified: a relational contract and a transactional contract (MacNeil, 1985). In the relational contract, there is an emotional exchange and loyalty due to certain expectations, such as a promotion and a permanent position being given to the employee (Golperwar, 2015). An employee develops a psychological contract with the organization because they believe that, in exchange for their loyalty, they will be rewarded. At the same time, the transactional contract is motivated by an economic exchange (Rousseau, 1995). As long as the salary and benefits align with expectations, the employee will likely remain with the organization.

Concerning the effect of organizational commitment on individual behaviour, studies have been conducted. Fischer and Mansell (2009), Mathieu and Zajac (1990), Meyer et al. (2002), and Solinger et al. (2008) have investigated the effect of organizational commitment on occupational commitment, job satisfaction, and job involvement. Their studies yield the same findings: organizational commitment has a strong correlation with occupational commitment, job satisfaction, and job involvement. Employees with a higher level of organizational commitment are less likely to leave the organization, have a lower absenteeism rate, and tend to exhibit organizational citizenship behavior and improved well-being (Angle & Perry, 1981; Mathieu & Zajac, 1990; Meyer et al., 2002; Solinger et al., 2008).

### ***Dimensions of organizational commitment: Affective, continuance, and normative commitment***

Based on the definition of organizational commitment, scholars agree that it is not a single or unidimensional construct, but rather a multidimensional construct (Mueller et al., 2020; Allen & Meyer, 1990). They agreed that organizational commitment is composed of more than one dimension, which includes attitudinal, behavioural, and motivational dimensions. Morrow (1993) identified two dimensions of organizational commitment: attitude (encompassing both cognitive and affective components) and behavior. Miller (2003) understood attitude as an evaluative judgment concerning a phenomenon, whether it is positive or negative. It reflects feelings of attachment, identification, and loyalty to the organization as the object of commitment (Morrow, 1993). This view is supported by Meyer et al. (1990), who noted that an attitude is a favorable cognitive and affective judgment about an organization, which is always reflected in behavior (Ajzen, 1993). Best (1994) argued that organizational commitment is evident in individuals who are dedicated to performing their tasks effectively. As Reicher (1985) noted, organizational commitment is visible when organizational members are committed to the existing group within the organization. There is a psychological bond between the members and the group as a whole, which is evident through each member's active participation in the group's programs and activities. This is well described by O'Reilly (1989), who notes that organizational commitment is a form of psychological bond demonstrated through a sense of job involvement, loyalty, and beliefs in the organization's values. The psychological bond is evident in employees' acceptance of organizational goals and their willingness to exert effort on behalf of the organization (Miller & Lee, 2001).

Emanating from the concept of organizational commitment, scholars have proposed multidimensional dimensions of organizational commitment; however, these dimensions often overlap with those proposed by other scholars. For example, Meyer and Allen (1997) proposed three dimensions of organizational commitment, namely affective, continuance, and normative commitment. Affective commitment is viewed as an employee's perceived emotional attachment to their organization. An employee develops an emotional attachment to an organization because they find a match between their values and priorities, which are compatible with the company's values and mission (Lowry, 1973). This is a crucial element in sustaining employees' active involvement in supporting the organization. According to Johnson and Chang (2006), employees with high affective commitment tend to exert more effort for the benefit of the organization. This is evidenced by the studies of Becker et al. (1996) and Meyer et al. (2004). The results of their research suggested that affective commitment enhances the intrinsic motivation of employees and a strong personal desire to remain loyal to the organization.

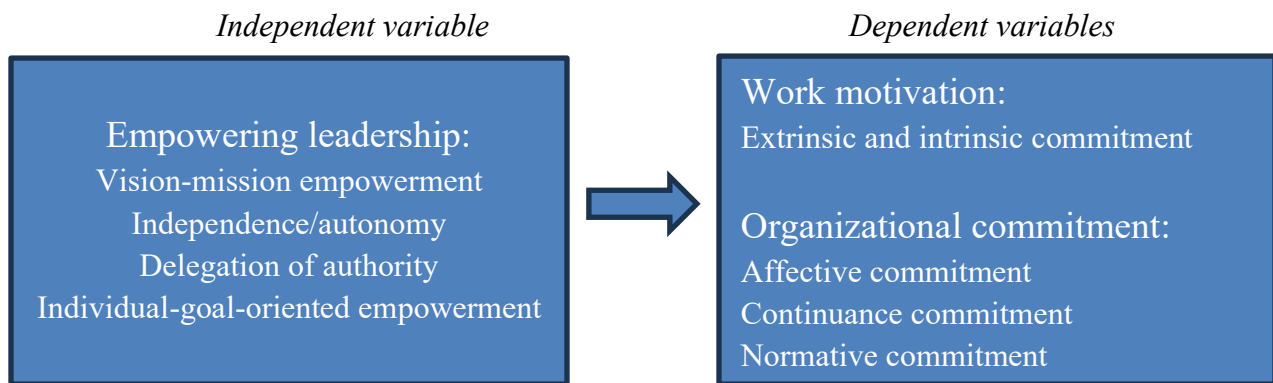
The second element is continuance commitment. It occurs after someone weighs up the pros and cons of leaving the institution. Someone decides to continue the employment relationship because they believe it is more advantageous to stay with the institution than to leave. This kind of commitment is driven by a cost-benefit analysis, which includes the perceived loss of personal investment and limited employment alternatives after leaving the institution (Allen & Meyer, 1990; Meyer & Allen, 1984). In this case, employees decide to stay loyal to the institution because it is more beneficial for them than leaving. They maintain their Relationship with the organization because of certain benefits (Becker, 1960). The third element is normative commitment. It refers to one's sense of obligation to one's organization (Allen & Meyer, 1990). Loyalty to the organization is a matter of moral and legal responsibility. This type of loyalty is typically derived from the employment contract. Muhammad et al. (2021) noted that when an employee believes it is morally and legally correct to remain with the institution, they are more likely to stay.

O'Reilly and Chatman (1986) identify three dimensions of commitment, namely compliance, identification, and internalization. Identification and internalization capture the concept of affective commitment, as defined by Meyer and Allen

(1997), which refers to the emotional attachment of the person to the organization, encompassing a sense of belonging and a valuation of its goals. Compliance refers to the Relationship between employee contribution and extrinsic rewards. This dimension can be incorporated into the continuance commitment, as presented by Meyer and Allen (1997), in which an employee chooses to stay due to economic considerations. Similar to all dimensions pointed out by Meyer and Allen (1997), O'Reilly and Chatman (1986) are also noted by Balfour and Wechsler (1996). He identifies three dimensions of organizational commitment, namely identification, affiliation, and exchange. Identification represents an individual sense of pride in the organization, which means the affective dimensions. Affiliation also describes a sense of belongingness and attachment to coworkers and the organization. It represents the affective dimension of commitment as pointed out by Meyer and Allen (1997). Exchange commitment occurs when an individual feels that the institution recognizes their effort in terms of benefits. This represents the continuance commitment as indicated by Meyer and Allen (1997).

The three dimensions that are presented by O'Reilly and Chatman (1986) and Wechsler and Balfour (1996) are captured by the three dimensions identified by Meyer and Allen (1997). Therefore, this paper adopts the three dimensions of Meyer and Allen (1997) as the basis for investigating affective organizational commitment, continuance commitment, and normative commitment.

## Conceptual framework



Source: Bennis and Nanus (1985, 2007); Searle, Hayes, and Weiss (2018); Saragih (2011); Abun (2018); Kokemuller (2007); Meyer and Allen (1997); Ryan and Deci (2000).

**Figure 1:** The conceptual framework explains the concept of the study and the purpose of the study. It aims to investigate the impact of empowering leadership on work motivation and organizational commitment.

## Statement of the problems

The study intends to examine the impact of empowering leadership on work motivation and organizational commitment. It specifically seeks to answer the following questions:

1. What is the level of empowering leadership of the college's administrators?
2. What is the extent of work motivation of the employees?
3. What is the level of organizational commitment of the employees?
4. Is there a relationship between empowering leadership and work motivation?
5. Is there a relationship between empowering leadership and organizational commitment?

## ***Hypothesis***

Many studies have suggested that leadership plays a critical role in improving employees' and organizations' performance (Larik & Lashari, 2022; Wolor et al., 2022; Khan et al., 2020; Danisman et al., 2015; Sucena et al., 2024). The current study hypothesizes that empowering leadership influences the work motivation and organizational commitment of the employees.

## ***Scope and delimitation of the study***

The study limits its investigation to four elements of empowering leadership, as suggested by this paper, and work motivation, encompassing both extrinsic and intrinsic dimensions, as well as organizational commitment, which comprises the three dimensions: affective, continuance, and normative commitment. The study population, consisting of the respondents, is limited to the employees of Divine Word College of Laoag.

## ***Research methodology***

This part classifies the methodology for conducting the investigation. The study adheres to the rules of engagement in carrying out the research by determining its research design, data collection instruments, the study population, the study locale, data collection procedures, and statistical treatment of data.

### ***Research design***

The study employed a descriptive assessment and correlational research design to determine the level of empowering leadership styles among administrators of Divine Word Colleges in the Ilocos region, and their effect on work motivation and organizational commitment. Ariola (2006) contended that a descriptive correlational study is intended to describe the Relationship among variables without seeking to establish a causal connection. At the same time, descriptive assessment research is used to describe a population, a situation, or a phenomenon. It is also used to describe profiles, frequency distribution, and characteristics of people, conditions, or phenomena. In short, it answers the question of what, when, how, and where, but not why (McCombes, 2020).

### ***The locale of the study***

The study was conducted at the Divine Word College of Laoag, Laoag, Ilocos Norte, Philippines.

### ***Population***

Those who completed the questionnaires were the faculty and staff of the Divine Word Colleges in the Ilocos region. The total enumeration sampling method was used, and all employees were included as respondents in the study.

### ***Data gathering instruments***

The study used validated questionnaires to gather the data. It adopted the questionnaires of Abun (2018) on empowering leadership, Meyer and Allen (1997) on organizational commitment, and Deci and Ryan on work motivation.

### ***Data gathering procedures***

Before the researcher distributed the questionnaires, a letter was sent to the President of the Divine Word College of Laoag to request permission to distribute the questionnaires at his institution. During the data collection process, the researcher requests that the employees' representatives retrieve data from individual employees before submitting it to the researcher.

### ***Ethical procedures/administration***

The study was conducted in accordance with ethical practices, ensuring that it did not violate standards related to data privacy and human dignity, and would not cause harm to human life or the environment.

**Statistical treatment of data**

To analyze the data, descriptive and inferential statistics were used. The weighted mean was used to determine the level of empowering leadership styles of administrators, and the Pearson r correlation was used to measure the correlation between empowering leadership styles and work motivation and organizational commitment.

The following ranges of values with their descriptive interpretation will be used:

<i>Statistical Range</i>	<i>Descriptive Interpretation</i>
4.21-5.00	Strongly agree/Very High (SA/VH)
3.41-4.20	Agree/High (A/H)
2.61-3.40	Somewhat agree/Moderate (SWA/M)
1.81-2.60	Disagree/Low(D/L)
1.00-1.80	Strongly Disagree/Very Low (SD/VL)

**Data presentation and analysis**

The study intends to examine the impact of empowering leadership on work motivation and organizational commitment. It specifically seeks to answer the following questions:

**Problem 1: What is the level of empowering leadership of the college’s administrators?**

**Table 1. Empowering leadership of the college’s administrators (n=173)**

<b>Empowering leadership</b>	<b>Weighted mean</b>	<b>Descriptive interpretation</b>
<b>A. Vision-Mission Oriented Empowerment</b>		
1. Employees are invited and involved in creating the vision and mission of the organization	2.95	SWA/M
2. The vision and mission of the institution are clear to the employees	3.06	SWA/M
3. There is a communication of vision and mission to all employees	3.06	SWA/M
4. There is a disclosure of the strategy to achieve the vision and mission	2.94	SWA/M
5. Constant update of the attainment of vision and mission to the employees	2.87	SWA/M
6. Encourage employees to initiate activities in line with the vision and mission	3.00	SWA/M
7. Employees are allowed to make their decisions based on the vision and mission	2.98	SWA/M
8. There is the conduct of the regular assessment of the work together with the employees, in line with the vision and mission	2.98	SWA/M
<b>Composite Mean</b>	<b>2.98</b>	<b>SWA/M</b>
<b>B. Independence/Autonomy Empowerment</b>		
1. The management allows the employees to perform their work on their own based on what they know best	3.02	SWA/M
2. The management encourages self-thinking and creativity at work	3.00	SWA/M
3. The management does not intervene too much in the work of employees	3.00	SWA/M
4. The management motivates employees to determine or govern themselves	2.98	SWA/M
5. The employees are allowed to make their own decisions	2.95	SWA/M
6. The management appreciates ideas and recognizes employees’ efforts	2.88	SWA/M
7. The employees are given easy access to the institution’s resources to perform their	2.96	SWA/M

8. The management minimizes supervision and control over the work of employees	3.02	SWA/M
<b>Composite Mean</b>	<b>2.98</b>	<b>SWA/M</b>

**C. Delegation of Authority**

1. Employees are given the authority to arrange their work	3.06	SWA/M
2. Employees are given the authority to accomplish the assigned task	3.14	SWA/M
3. Employees are given the authority to decide on the execution of their work	2.99	SWA/M
4. Employees are given the authority to make decisions	2.96	SWA/M
5. When the employees are delegated to do a specific task, they are given easy access to the resources needed to accomplish the task	3.04	SWA/M
6. When the employees are delegated to do a particular task, they are given guidelines on how to perform their task	3.04	SWA/M
7. The delegated person is aware of the limits of their authority	3.03	SWA/M
8. The delegated person knows that they are accountable to the person who gives them the authority	2.98	SWA/M
<b>Composite Mean</b>	<b>3.03</b>	<b>SWA/M</b>

---

<b>OVERALL MEAN</b>	<b>3.00</b>	<b>SWA/M</b>
---------------------	-------------	--------------

---

Sources: Abun (2018)

Legend:

Range of Mean Values	Descriptive Interpretation
4.21 - 5.00	Strongly agree/Very High (SA/VH)
3.41 - 4.20	Agree/High (A/H)
2.61 - 3.40	Somewhat agree/Moderate (SWA/M)
1.81 - 2.60	Disagree/Low(D/L)
1.00 - 1.80	Strongly Disagree/Very Low (SD/VL)

Based on the data presented, the overall mean rating for empowering leadership among the institution’s administrators was 3.00, which falls under the category of "somewhat agree" or moderate. This indicates that empowering leadership is present at a moderate level—neither particularly strong nor weak. When analyzed by dimension, each area of empowering leadership also received a moderate composite mean: vision and mission (2.98), autonomy/independence (2.98), and delegation of authority (3.03).

Employees reported moderate involvement in shaping the institution’s vision and mission; however, they also indicated that they are not consistently updated on the progress toward achieving those goals. As a result, many employees may lack clarity on whether their tasks align with the broader organizational direction. This gap in communication can lead to confusion and negatively affect employee motivation, commitment, and performance (Khan et al., 2020; Dobrinic & Fabac, 2021; Sekhar et al., 2013).

Similarly, autonomy or independence was also rated as moderate. Employees felt they were only partially empowered to perform their responsibilities independently. Limited autonomy restricts their ability to solve problems or make informed decisions, which can contribute to reduced commitment, lower motivation, and job dissatisfaction (Babatope et al., 2023; Aldosari & Alsager, 2023).

This lack of strong empowerment—both in terms of vision-mission alignment and autonomy—also affects the delegation of authority. With only moderate empowerment, leaders are less likely to fully entrust employees with decision-making responsibilities. Since delegation involves sharing authority to act on behalf of leadership, a weak foundation of

Abun et al., *Divine Word International Journal of Management and Humanities* 4(4)(2025) 2467-2500  
empowerment makes meaningful delegation difficult. This, in turn, can also result in demotivation and decreased organizational commitment (Engidaw, 2021; Fattoum, 2024; Chen et al., 2007).

**Problem 2: What is the extent of work motivation of the employees?**

**Table 2. Extent of work motivation of the employees (n=173)**

Work motivation of employees	Weighted mean	Descriptive interpretation
<b>A. Intrinsic Motivation</b>		
1. Because I derive much pleasure from learning new things in my job	3.98	A/H
2. For the satisfaction I experience from taking on interesting challenges	3.94	A/H
3. For the satisfaction I experience when I am successful at doing a difficult task	4.08	A/H
<b>Composite Mean</b>	<b>4.00</b>	<b>A/H</b>
<b>B. Extrinsic Motivation</b>		
<i>B.1 External regulation</i>		
1. For the income, it provides me	3.75	A/H
2. Because it allows me to earn money	3.78	A/H
3. Because my work provides me with security	3.66	A/H
<b>Sub - Mean</b>	<b>3.73</b>	<b>A/H</b>
<i>B.2 Introjected regulation</i>		
1. Because I want to succeed at this job, if not, I would be very ashamed of myself	3.78	A/H
2. Because I want to be very good at this work, otherwise, I would be very disappointed	3.87	A/H
3. Because I want to be a winner in life	3.81	A/H
<b>Sub - Mean</b>	<b>3.82</b>	<b>A/H</b>
<i>B.3 Identified regulation</i>		
1. Because I want to attain a particular lifestyle	3.72	A/H
2. Because I want to attain my career goals	4.00	A/H
3. Because it is the type of work I have chosen to attain certain important objectives	3.86	A/H
<b>Sub-Mean</b>	<b>3.86</b>	<b>A/H</b>
<i>B.4 Integrated regulation</i>		
1. Because it is a fundamental part of who I am	3.85	A/H
2. Because it is part of how I have chosen to live my life	3.84	A/H
3. Because this job is part of my life	3.77	A/H
<b>Sub-Mean</b>	<b>3.82</b>	<b>A/H</b>
<b>Composite Mean</b>	<b>3.80</b>	<b>A/H</b>
<b>OVERALL MEAN</b>	<b>3.90</b>	<b>A/H</b>

Source: Ryan and Deci (2000).

Legend:

**Range of Mean Values**  
4.21 - 5.00

**Descriptive Interpretation**  
Strongly agree/Very High (SA/VH)

3.41 - 4.20	<i>Agree/High (A/H)</i>
2.61 - 3.40	<i>Somewhat agree/Moderate (SWA/M)</i>
1.81 - 2.60	<i>Disagree/Low(D/L)</i>
1.00 – 1.80	<i>Strongly Disagree/Very Low (SD/VL)</i>

As indicated by the data in the table, the overall work motivation of employees received a mean rating of 3.90, which falls under the "agree" or high category. This suggests that employees are generally well-motivated—not extremely high, but clearly above average. When examined by type, both intrinsic and extrinsic dimensions of work motivation were rated highly, with mean scores of 4.00 and 3.80, respectively.

Employees reported a strong sense of intrinsic motivation, expressing that they derive satisfaction from completing tasks and embracing challenges. This suggests that their motivation stems from the inherent enjoyment of their work, rather than external rewards (Din Bandhu et al., 2024; Engidaw, 2021; Senda, 2025). High intrinsic motivation has been linked to improved performance and stronger organizational commitment (Joo & Park, 2010; Berl & Williamson, 1987; Engidaw, 2021).

In terms of extrinsic motivation, employees acknowledged working for external incentives such as financial rewards, job security, recognition, opportunities for career advancement, and an improved lifestyle. Studies show that extrinsic motivation also positively influences employee commitment and performance. However, its impact tends to vary depending on the individual and organizational context and is often more effective in the short term (Kunz, 2020; Engidaw, 2021; Kalhorro et al., 2025; Aljumah, 2023).

**Problem 3: What is the level of organizational commitment of the employees?**

**Table 3. Organizational commitment of the employees (n=173)**

Organizational commitment	Weighted mean	Descriptive interpretation
<b>A. Affective Commitment</b>		
2. I would be thrilled to spend the rest of my career in this organization	3.38	SWA/M
2. I feel as if this organization's problems are my own	3.26	SWA/M
3. I feel like a part of my family at this organization	3.42	A/H
4. I feel 'emotionally attached to this organization'	3.37	SWA/M
5. This organization has a great deal of personal meaning for me.	3.49	A/H
6. I feel a strong sense of belonging to this organization	3.46	A/H
7. I would be thrilled to spend the rest of my career in this organization	3.49	A/H
8. I feel as if this organization's problems are my own	3.46	A/H
<b>Composite Mean</b>	<b>3.42</b>	<b>A/H</b>
<b>B. Continuance Commitment</b>		
1. It would be tough for me to leave my job at this organization right now, even if I wanted to	3.33	SWA/M
2. Too much of my life would be disrupted if I left my organization	3.24	SWA/M
3. Right now, staying with my job at this organization is a matter of necessity as much as desire	3.42	SWA/M
4. I believe I have too few options to consider leaving this organization	3.33	SWA/M
5. One of the few negative consequences of leaving my job at this organization would be the scarcity of available alternatives elsewhere.	3.26	SWA/M

6.	One of the primary reasons I continue to work for this organization is that leaving would require considerable personal sacrifice	3.34	SWA/M
<b>Composite Mean</b>		<b>3.32</b>	<b>SWA/M</b>
<b>C. Normative Commitment</b>			
1.	I should remain with my organization.	3.36	SWA/M
2.	Even if it were to my advantage, it would not be right to leave.	3.45	A/H
3.	I would feel guilty if I left this organization now	3.31	SWA/M
4.	This organization deserves my loyalty	3.44	A/H
5.	I would not leave my organization right now because of my sense of obligation to it	3.52	A/H
6.	I owe a great deal to this organization	3.60	A/H
<b>Composite Mean</b>		<b>3.45</b>	<b>A/H</b>
<b>OVERALL MEAN</b>		<b>3.40</b>	<b>SWA/M</b>

*Source: Meyer and Allen (1997)*

**Legend:**

<i>Range of Mean Values</i>	<i>Descriptive Interpretation</i>
4.21 - 5.00	<i>Strongly agree/Very High (SA/VH)</i>
3.41 - 4.20	<i>Agree/High (A/H)</i>
2.61 - 3.40	<i>Somewhat agree/Moderate (SWA/M)</i>
1.81 - 2.60	<i>Disagree/Low(D/L)</i>
1.00- 1.80	<i>Strongly Disagree/Very Low (SD/VL)</i>

Based on the data presented in the table, the overall organizational commitment of employees received a mean rating of 3.40, which falls within the "agree" or high category. However, this rating still reflects a relatively moderate level of commitment, as it is not strongly high or exceptionally low. When broken down by dimension, affective commitment and normative commitment received composite mean scores of 3.42 and 3.45, respectively—both considered high. In contrast, continuance commitment was rated at 3.32, reflecting a moderate level.

The high rating for affective commitment indicates that employees are emotionally attached to the institution, view it as a family, and express a desire to stay. This form of commitment has been shown to positively influence job performance and reduce turnover intentions (Moreira et al., 2024; Wibowo & Christiani, 2020).

Normative commitment, which was also rated high, suggests that employees feel a moral obligation to remain with the organization and would feel guilty about leaving. Research supports the idea that normative commitment positively affects both retention and job performance (Deniz, 2024; Gulzar, 2021).

On the other hand, continuance commitment reflects employees' decisions to stay because they perceive limited opportunities elsewhere or because leaving would result in personal or professional disruption. Although this form of commitment can lower turnover intentions, it may also lead to decreased engagement and satisfaction, as employees stay out of necessity rather than genuine desire (Chigeda et al., 2022; Khan et al., 2016).

**Problem 4: Is there a relationship between empowering leadership and work motivation?**

**A. Empowering leadership and intrinsic motivation**

The multiple regression analysis between the college's administrators empowering leadership in terms of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority, taken together, could not

significantly predict the employees' intrinsic work motivation,  $F(3,159) = 1.320, p > .05$  with 2.40 percent overlap between the three predictor variables and the intrinsic work motivation of the employees.

This finding suggests that employees' intrinsic work motivation remains unchanged despite the differences observed in the empowering leadership styles of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority among the college's administrators.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.156 <sup>a</sup>	.024	.006	.67475

a. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.802	3	.601	1.320	.270 <sup>b</sup>
	Residual	72.391	159	.455		
	Total	74.194	162			

a. Dependent variable: Intrinsic motivation

b. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.286	.245		13.400	.000
	Vision-mission oriented empowerment	.181	.093	.204	1.943	.054
	Independence/autonomy empowerment	-.025	.101	-.028	-.243	.808
	Delegation of authority	-.088	.102	-.099	-.860	.391

a. Dependent Variable: Intrinsic Motivation

**B. Empowering leadership and extrinsic motivation**

**1. Empowering leadership and external regulation**

When the empowering leadership factors of Vision-Mission Empowerment, Independence/Autonomy, and Delegation of Authority are considered as a group, they could not significantly predict the employees' work motivation along external regulation of extrinsic work motivation,  $F(3,159) = 1.612, p > .05$  with 3.00 percent overlap between the three predictor variables and the employees' extrinsic work motivation in terms of external regulation.

This result suggests that the employees' extrinsic work motivation, influenced by external regulation, remains consistent regardless of the observed differences in the college's administrators' empowering leadership. However, when the three empowering leadership factors were considered individually, the factor **Independence/Autonomy Empowerment** remained a significant predictor of employees' extrinsic work motivation, along with external regulation, with  $B = -.285, p < .05$ . The quantified Y-intercept for the regression equation was 3.978. Hence, the differences observed in the employees' extrinsic motivation, as related to external regulation, are attributed to the variations in independence/Autonomy Empowerment exhibited by the college administrators.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.172 <sup>a</sup>	.030	.011	.88548

a. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.792	3	1.264	1.612	.189 <sup>b</sup>
	Residual	124.667	159	.784		
	Total	128.459	162			

a. Dependent variable: External regulation

b. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**Coefficients<sup>a</sup>**

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	(Constant)	3.978	.322		12.363	.000
	Vision-mission oriented empowerment	.065	.122	.055	.527	.599
	Independence/autonomy empowerment	-.285	.133	-.244	-2.145	.033
	Delegation of authority	.116	.134	.099	.868	.387

a. Dependent variable: External regulation

**2. Empowering leadership and introjected regulation**

A multiple linear regression analysis was conducted to predict employees' extrinsic work motivation in terms of introjected regulation, based on the colleges' administrators' empowering leadership in terms of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority.

The three mentioned variables, considered together, could not significantly predict the employees' introjected regulation motivation,  $F(3,159) = 0.183, p > .05$ , with 3.00 percent overlap between the three predictor variables and the extrinsic work motivation along introjected regulation of the employees.

The results indicate that the employees' extrinsic work motivation, along with introjected regulation, remains the same regardless of the differences in the colleges' administrators' empowering leadership styles, including Vision-mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.059 <sup>a</sup>	.003	-.015	.72654

a. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.291	3	.097	.183	.908 <sup>b</sup>
	Residual	83.931	159	.528		
	Total	84.221	162			

a. Dependent variable: Introjected regulation

b. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**Coefficients<sup>a</sup>**

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	(Constant)	3.857	.264		14.608	.000
	Vision-mission oriented empowerment	.002	.100	.002	.020	.984
	Independence/autonomy empowerment	.063	.109	.066	.575	.566
	Delegation of authority	-.076	.110	-.080	-.688	.493

a. Dependent variable: Introjected regulation

**3. Empowering leadership and identified regulation**

The three empowering leadership factors of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority could not significantly predict the employees' extrinsic work motivation, as identified by the regulation,  $F(3,159) = 0.249, p >$ , with a 5.00 overlap between the three predictor variables and the outcome variable.

This implies that the extrinsic work motivation of employees, along with introjected regulation, remains the same regardless of variations in the college's administrators' empowering leadership in terms of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority.

**Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.068 <sup>a</sup>	.005	-.014	.76531

a. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.438	3	.146	.249	.862 <sup>b</sup>
	Residual	93.126	159	.586		
	Total	93.564	162			

a. Dependent Variable: Identified regulation

b. Predictors: (Constant), Delegation of Authority, Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment

**Coefficients<sup>a</sup>**

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
1 (Constant)	3.718	.278		13.369	.000
Vision-mission oriented empowerment	.018	.106	.018	.172	.864
Independence/autonomy empowerment	.083	.115	.084	.727	.468
Delegation of authority	-.055	.116	-.055	-.472	.637

a. Dependent Variable: Identified regulation

**4. Empowering leadership and integrated regulation**

The multiple linear regression analysis done to determine the significant relationships between the colleges administrators' empowering leadership of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment and Delegation of Authority and the employees' extrinsic work motivation of integrated regulation indicated that these mentioned predictor variables could not predict the employees' extrinsic motivation of integrated regulation,  $F(3,159) = .948, p > .05$  with 10.80 percent overlap between the predictor variables and integrated regulation.

This result indicates that the employees' extrinsic work motivation, based on integrated regulation, remains the same, regardless of the differences observed in the colleges' administrators' empowering leadership styles, including Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority.

**Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.133 <sup>a</sup>	.018	-.001	.84361

a. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.024	3	.675	.948	.419 <sup>b</sup>
	Residual	113.157	159	.712		
	Total	115.181	162			

a. Dependent variable: Integrated regulation

b. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**Coefficients<sup>a</sup>**

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
1 (Constant)	3.361	.307		10.963	.000
Vision-mission oriented empowerment	.053	.117	.048	.454	.651
Independence/autonomy empowerment	.121	.127	.110	.957	.340
Delegation of authority	-.018	.128	-.016	-.142	.887

a. Dependent variable: Integrated regulation

**C. Is there a relationship between empowering leadership and organizational commitment**

**1. Empowering leadership and employees’ affective commitment**

The multiple linear regression analysis done to determine the relationships between the colleges administrators’ empowering leadership of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment and Delegation of Authority with the affective commitment of the employees, indicated that the three previously mentioned factors could not predict the affective commitment of the employees,  $F(3, 159) = .326, p > .806$ , with 6.00 percent overlap between the predictor variables and the outcome variable of affective commitment to the organization.

This result indicates that the differences observed in the employees' affective commitment are not attributed to the variations observed in the colleges' administrators' empowering leadership of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority. The employees' affective commitment remains similar despite the observed variations in the levels of the college administrators' empowering leadership factors.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.078 <sup>a</sup>	.006	-.013	.83333

a. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.679	3	.226	.326	.806 <sup>b</sup>
	Residual	110.417	159	.694		
	Total	111.096	162			

a. Dependent variable: Affective commitment

b. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.461	.303		11.430	.000
	vision-mission oriented empowerment	.094	.115	.087	.818	.415
	Independence/autonomy empowerment	-.093	.125	-.086	-.742	.459
	Delegation of authority	-.015	.126	-.013	-.115	.908

a. Dependent variable: Affective commitment

**2. Empowering leadership and employees’ continuance commitment**

The results of the multiple linear regression analysis done to test if the colleges administrator’s empowering leadership in terms of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment and Delegation of Authority could predict the employees’ continuance commitment, indicated that the mentioned factors could not predict the employees’ continuance commitment to the organization,  $F(3, 159) = .841, p > .05$ , with 11.66 percent overlap between the three predictor variables and the dependent variable of continuance commitment.

Thus, the variations observed in the employees' continuance commitment to the organization are not attributed to the differences observed in the empowering leadership of the colleges' administrators in terms of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.125 <sup>a</sup>	.01166	-.003	.92019

a. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.135	3	.712	.841	.474 <sup>b</sup>
	Residual	134.633	159	.847		
	Total	136.768	162			

a. Dependent variable: Continuance commitment

b. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**Coefficients<sup>a</sup>**

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. error	Beta		
1	(Constant)	3.565	.334		10.662	.000
	Vision-mission oriented empowerment	.112	.127	.092	.876	.382
	Independence/autonomy empowerment	-.186	.138	-.154	-1.344	.181
	Delegation of authority	-.008	.139	-.006	-.055	.956

a. Dependent Variable: Continuance Commitment

**3. Empowering leadership and employees' normative commitment**

When the empowering leadership factors of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority were considered together, they could not significantly predict the employees' normative commitment to the organization,  $F(3, 159) = 1.292, p > .05$ , with 2.40 percent overlap between the three predictor variables and the outcome variable of normative commitment to the organization.

This implies that the differences noted in the employees' normative commitment to the organization are not attributed to the variations observed in the empowering leadership of Vision-Mission Oriented Empowerment, Independence/Autonomy Empowerment, and Delegation of Authority of the college's administrators.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.154 <sup>a</sup>	.024	.005	.76561

a. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**ANOVA<sup>a</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.272	3	.757	1.292	.279 <sup>b</sup>
Residual	93.199	159	.586		
Total	95.471	162			

a. Dependent variable: Normative commitment

b. Predictors: (Constant), delegation of authority, vision-mission oriented empowerment, independence/autonomy empowerment

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.737	.278		13.433	.000
	Vision-mission oriented empowerment	.132	.106	.131	1.246	.215
	Independence/autonomy empowerment	-.103	.115	-.103	-.900	.369
	Delegation of authority	-.123	.116	-.122	-1.062	.290

a. Dependent Variable: Normative Commitment

***Results and discussion***

The results of the study revealed that the level of leadership empowerment exhibited by administrators was moderate, while employees reported a high level of work motivation but only moderate organizational commitment. Further analysis using multiple regression and ANOVA showed that, overall, empowering leadership did not significantly predict either work motivation or organizational commitment. This indicates that, as a collective set, the empowering leadership dimensions assessed in this study do not significantly influence employees’ motivation or their level of commitment to the organization.

These findings suggest that other organizational and individual factors—not covered by the present study—may play a more substantial role in shaping work motivation and commitment. These factors may include compensation, interpersonal relationships, organizational culture, employee trust, and quality of work life, as well as personal attributes such as resilience (the ability to bounce back from setbacks) and psychological capital, including hope and optimism, which influence employee loyalty and performance (Fatinabilah & Dwiarti, 2025; Ali & Anwar, 2021; Hermanto et al., 2024; Zhenjing et al., 2022; Collige, 2024).

These findings carry theoretical and managerial implications. The absence of a correlation between empowering leadership and work motivation challenges several well-established theories, including Self-Determination Theory (SDT), Psychological Empowerment Theory (PET), and Social Exchange Theory (SET). SDT posits that empowering leadership enhances intrinsic motivation by fulfilling employees’ basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2000, 2002; Ishfaq & Ali, 2023). However, the results suggest that simply providing autonomy and resources may not necessarily increase intrinsic motivation if contextual factors are overlooked.

Similarly, Psychological Empowerment Theory argues that empowering leadership fosters a sense of psychological empowerment, which should then lead to enhanced motivation and performance (Spreitzer, 1995; Conger & Kanungo, 1988). Yet, the lack of significant correlation in this study calls into question whether leadership alone is a sufficient predictor of motivation. In the same vein, Social Exchange Theory (Homans, 1958) suggests that employees who are empowered would reciprocate with increased motivation and loyalty (Ahmad et al., 2023). The current findings challenge this assumption, showing that empowerment does not always result in reciprocal increases in motivation.

Organizational commitment. However, the study’s results suggest that enhancing Likewise, the absence of a relationship between empowering leadership and organizational commitment further challenges both SDT and SET. According to SDT,

fulfilling psychological needs leads to greater intrinsic motivation and commitment. SET proposes that when leaders provide autonomy, resources, and support, employees feel a sense of obligation to reciprocate, usually in the form of greater commitment may not be as simple or linear as these theories propose.

This underscores the importance of examining contextual and mediating factors that may influence the relationship between leadership and employee outcomes. While empowering leadership remains valuable, it must be considered alongside other internal and external dynamics when aiming to improve employee motivation and commitment (Steyrer et al., 2008; Cho et al., 2019; Katou et al., 2022).

Interestingly, one noteworthy exception emerged in the analysis: a significant correlation between autonomy/independence and external regulation. Although autonomy and external regulation are traditionally considered to be negatively correlated (Deci & Ryan, 1987), the findings here suggest a more complex relationship. Specifically, it appears that employees may have internalized external regulations, aligning them with their personal values and sense of self. In this case, although the motivation originates externally, employees perceive their compliance as autonomous because they have come to value the external rules internally. What appears to be externally regulated behavior may in fact represent integrated motivation.

Finally, the study acknowledges several limitations. The scope was limited to employees of the Divine Word College of Laoag, and the analysis focused solely on the effect of empowering leadership on work motivation and organizational commitment. Other possible moderating or contextual variables were not included. Future research should incorporate these mediating factors to provide a more comprehensive understanding of how empowering leadership interacts with other variables to influence employee outcomes.

## ***Conclusion***

This study sought to examine the influence of empowering leadership on employee work motivation and organizational commitment. The results showed that administrators' empowering leadership was rated at a moderate level. In contrast, employee work motivation received a high rating, while organizational commitment was evaluated as moderate.

Despite these positive ratings, the overall correlation analysis revealed no significant relationship between empowering leadership and either work motivation or organizational commitment. This suggests that the variations in employees' motivation and commitment are not directly influenced by empowering leadership. In other words, even when administrators adopt empowering leadership practices, employees' levels of motivation and commitment are likely to remain unchanged.

However, when the dimensions of empowering leadership were analyzed individually, one notable finding emerged: the autonomy/independence dimension showed a significant correlation with external regulation. This indicates that, while empowering leadership as a whole may not predict motivation or commitment, specific leadership behaviors—such as promoting autonomy—can influence certain types of employee motivation.

***Authors' contribution:*** Conceptualization: D.A., F.P.J., E.A., E.B.A. Data collection: J.C., C.P., R.T.T. Data analysis: D.A., F.P.J., F.B.R., C.P., Data gathering: F.B.R., C.P., J.L.C.R.

***Conflict of interest statement:*** The authors declare no conflict of interest

***Ethical review statement:*** The study ensured no violation of ethical standards

***Funding:*** The study was funded by the authors

## ***References***

Abubakar, M. A., Elrehail, H., Alatailat, M.A., & Elçi, A. (2019). Knowledge management, decision-making style, and organizational performance. *Journal of Innovation & Knowledge*, 4(2), 104-114. <https://doi.org/10.1016/j.jik.2017.07.003>

- Abun, D. (2018). *Leader-manager who cares*. Lambert Academic Publishing
- Adams, J.S. (1965). Inequity in social exchange. In L. Berkowitz (ed.). *Advances in experimental social psychology* (Vol. 2). Academic Press.
- Agich, G. (1994). Key concepts: Autonomy. *Philosophy, Psychiatry, & Psychology*, 1(4), 267–269.
- Agich, G. J. (1993). *Autonomy and long-term care*. Oxford University Press.
- Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A. (2023). Social exchange theory: Systematic review and future directions. *Frontiers in psychology*, 13, 1015921. <https://doi.org/10.3389/fpsyg.2022.1015921>
- Ajayi, K.O. & Muraina, K.O. (2016). *Collective bargaining is a tool for resolving industrial conflicts in organizations*. IGI Global: Publisher Timely Knowledge. <https://doi.org/10.4018/978-1-4666-9850-5.ch008>
- Ajzen, I. (1993). *Attitude theory and the attitude-behavior relation*. In D. Krebs & P. Schmidt (Eds.). *New directions in attitude measurement* (pp. 41-57). Walter de Gruyter
- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior & Human Performance*, 4(2), 142–175. [https://doi.org/10.1016/0030-5073\(69\)90004-X](https://doi.org/10.1016/0030-5073(69)90004-X)
- Aldosari, M.S., & Alsager, H.N. (2023). A step toward autonomy in education: probing into the effects of practicing self-assessment, resilience, and creativity in task-supported language learning. *BMC Psychology*, 11, 434. <https://doi.org/10.1186/s40359-023-01478-8>
- Ali, B. & Anwar, K. (2021). An Empirical Study of Employees' Motivation and Its Influence on Job Satisfaction. *International Journal of Engineering Business and Management*, 5(2), 21-30. <https://doi.org/10.22161/ijebm.5.2.3>
- Al Khajeh, E.H. (2018). Impact of Leadership Styles on Organizational Performance. *Journal of Human Resources Management Research*, Vol. 2018, Article ID 687849. <https://doi.org/10.5171/2018.687849>
- Al-Jammal, H.R. & Al-Khasawneh, A.L. (2015). The impact of the delegation of authority on employees' performance at the Great Irbid municipality: case study. *International Journal of Human Resources Studies*, 5(3).
- Aljumah, A. (2023). The impact of extrinsic and intrinsic motivation on job satisfaction: The mediating role of transactional leadership. *Cogent Business & Management*, 10(3). <https://doi.org/10.1080/23311975.2023.2270813>
- Allen, N. J., & Meyer, J. P. (1990). The Measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1–18. <https://doi.org/10.1111/j.2044-8325.1990.tb00506.x>
- Angle, H. L., & Perry, J. L. (1981). An empirical assessment of organizational commitment and organizational effectiveness. *Administrative Science Quarterly*, 26(1), 1–14. <https://doi.org/10.2307/2392596>
- Ariola, M.M. (2006). *Principles and methods of research*. National Bookstore
- Babatope, V.O., Okoye, J., & Adekunle, I.A. (2023). Work burnout and organizational commitment of medical professionals. *Future Business Journal*, 9, 44. <https://doi.org/10.1186/s43093-023-00219-y>

- Balfour, D. L., & Wechsler, B. (1996). Organizational Commitment: Antecedents and Outcomes in Public Organizations. *Public Productivity & Management Review*, 19(3), 256–277. <https://doi.org/10.2307/3380574>
- Bandhu, D., Mohan, M.M., Nittala, N.A.P., Jadhau, P., Bhadauria, A. & Saxena, K.K. (2024). Theories of motivation: A comprehensive analysis of human behaviour drivers. *Acta Psychologica*, 244. <https://doi.org/10.1016/j.actpsy.2024.104177>
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497–529
- Becker, H.S. (1960). Notes on the Concept of Commitment. *American Journal of Sociology*, 66, 32–42. <http://dx.doi.org/10.1086/222820>
- Becker, T. E., Billings, R. S., Eveleth, D. M., & Gilbert, N. L. (1996). Foci and bases of employee commitment: implications for job performance. *Academy of Management Journal*, 39, 464–482. <https://doi.org/10.2307/256788>
- Bell, R.L. & Bodie, N.D. (2012). Delegation, authority, and responsibility: Removing the rhetorical obstructions in the way of an old paradigm. *Journal of Leadership and Accountability*, 9(2), 94–108.
- Bennis, W. & Nanus, B. (2007). *Leaders: Strategies for Taking Charge*. HarperCollins
- Bennis, W. & Nanus, B. (1985). *Leaders*. Harper & Row
- Berl, R. L., & Williamson, N. C. (1987). A Review of the Content Theories of Motivation as They Apply to Sales and Sales Management. *American Business Review*, 5(1).
- Best, P.W. (1994). Locus of control, personal commitment, and commitment to the organization. *Unpublished MCom thesis. University of South Africa, Pretoria*
- Borlongan-Conway, M.D., Da Silva, N., & Tokunaga, H. (2010). *Employee goal orientation to creative performance*. San Jose State University: Faculty Publication.
- Brech, E.F. L. (1969). *Management: its nature and significance*. Pitman
- Brenner, C.A. (2022). Self-regulated learning, self-determination theory, and teacher candidates' development of competency-based teaching practices. *Smart Learning Environment*, 9(3). <https://doi.org/10.1186/s40561-021-00184-5>
- Cambridge Dictionary (n.d). Age. In the *Cambridge Dictionary*. Retrieved March 5, 2024, from <https://dictionary.cambridge.org/>
- Ceylan, C. (2020). *Management by values in educational organizations: A case study of a technical university*. IGI Global: Publisher Timely Knowledge. <https://doi.org/10.4018/978-1-7998-2562-3.ch005>.
- Chen, G., Kirkman, B. L., Kanfer, R., Allen, D., & Rosen, B. (2007). A multilevel study of leadership, empowerment, and performance in teams. *Journal of Applied Psychology*, 92(2), 331.
- Chen, S.Y., Ahlstrom, D. & Uen, J.F. (2025). Organizational trust and employee work outcomes: A moderated mediation model. *Current Psychology*, 44, 6565–6578. <https://doi.org/10.1007/s12144-025-07626-0>
- Chen, CA. (2016). Employee work motivation. In: Farazmand, A. (eds) *Global encyclopedia of public administration, public policy, and governance*. Springer. [https://doi.org/10.1007/978-3-319-31816-5\\_2560-1](https://doi.org/10.1007/978-3-319-31816-5_2560-1)

- Chen, G., Sharma, P.N., Edinger, S.K., Shapiro, D.L., & Farh, J.-L. (2011). Motivation and demotivating forces in teams: Cross-level Influence of empowering leadership and relationship conflict. *Journal of Applied Psychology*, 96, 541–557. <http://dx.doi.org/10.1037/a0021886>
- Cheng, X. (2023). Looking through goal theories in language learning: A review of goal setting and achievement goal theory. *Frontiers in Psychology*, 13,1035223. <https://doi.org/10.3389/fpsyg.2022.1035223>
- Cherry, K. (2023). What motivation theory can tell us about human behavior? *Very Well Mind*. Retrieved from <https://www.verywellmind.com/theories-of-motivation-2795720>
- Chigeda, F., Ndofirepi, T.M. & Steyn, R. (2022). Continuance in organizational commitment: The role of emotional intelligence, work-life balance support, and work-related stress. *Global Business and Organizational Excellence*, 42(1). <https://doi.org/10.1002/joe.22172>
- Chiles, T. H., & McMackin, J. F. (1996). Integrating variable risk preferences, trust, and transaction cost economics. *Academy of Management Review*, 21(1), 73–99.
- Chhotray, S., Sivertsson, O. & Tell, J. (2017). The roles of leadership, vision, and empowerment in Born Global Companies. *Journal of International Entrepreneurship*, 16, 38–57. <https://doi.org/10.1007/s10843-017-0201-8>
- Cho, Y., Shin, M., Billing, T. K., & Bhagat, R. S. (2019). Transformational leadership, transactional leadership, and affective organizational commitment: a closer look at their relationships in two distinct national contexts. *Asian Business & Management*, 18(3), 187-210.
- Cialdini, R. B., & Jacobson, R. P. (2021). Influences of social norms on climate change-related behaviors. *Current Opinion in Behavioral Sciences*, 42, 1–8. <https://doi.org/10.1016/j.cobeha.2021.01.005>
- Collige, F.W. (2024). *Relationship Between Employee Trust and Intrinsic Motivation, Relationship Between Employee Trust and Intrinsic Motivation, and Employee Turnover Intention*. Walden University ScholarWorks.
- Conger, J.A. & Kanungo, R.N. (1988). The empowerment process: Integrating theory and practice. *The Academy of Management Review*, 13(3), 471-482. <https://doi.org/10.2307/258093>
- Danişman, Ş., Tosuntaş, Ş.B., & Karadağ, E. (2015). The effect of leadership on organizational performance. In: Karadağ, E. (eds) *Leadership and organizational outcomes*. Springer. [https://doi.org/10.1007/978-3-319-14908-0\\_9](https://doi.org/10.1007/978-3-319-14908-0_9)
- De Bono, S., Heling, G. & Borg, M.A. (2013). Organizational Culture and Its Implications for Infection Prevention and Control in Healthcare Institutions. *Journal of Hospitality Infection*, 86(1). <https://doi.org/10.1016/j.jhin.2013.10.007>
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18, 105–115.
- Deci, E.L. (1975). *Intrinsic motivation*. Springer.
- Deci, E.L., & Ryan, R.M. (1985). Toward an organismic integration theory. In: *Intrinsic motivation and self-determination in human behaviour*. Springer. [https://doi.org/10.1007/978-1-4899-2271-7\\_5](https://doi.org/10.1007/978-1-4899-2271-7_5)
- De Leede, J., & Looise, J. K. (2005). Innovation and HRM: Towards an integrated framework. *Creativity and innovation management*, 14(2), 108-117.

- Demircioglu, M.A. (2022). Power and empowerment. In: Farazmand, A. (eds) *Global encyclopedia of public administration, public policy, and governance*. Springer. [https://doi.org/10.1007/978-3-030-66252-3\\_1368](https://doi.org/10.1007/978-3-030-66252-3_1368)
- Deniz, A. (2024). The effect of normative commitment on intention to stay at work: An application in the aviation sector. *Journal of Social Science Studies*, 11(2), 69. <https://doi.org/10.5296/jsss.v11i2.22398>
- de Sales, A. (2023). Brave followers' resistance to destructive leadership across cultures. In: Dhiman, S.K., Marques, J., Schmieder-Ramirez, J., Malakyan, P.G. (eds) *Handbook of global leadership and followership*. Springer. [https://doi.org/10.1007/978-3-030-75831-8\\_18-1](https://doi.org/10.1007/978-3-030-75831-8_18-1)
- Dhiman, R. (2023). *Effective leadership and an organization's market success*. Taylor & Francis.
- Dibrinic, D. & Fabac, R. (2021). Familiarity with Mission and Vision: Impact on Organizational Commitment and Job Satisfaction. *Business System and Research Journal*, 12(1), 124-143. <https://doi.org/10.2478/bsrj-2021-0009>
- Din Bandhu, M., Mohan, M., Nittala, N.A.P., Jadhav, P., Bhadauria, A., & Saxena, K.K. (2024). Theories of motivation: A comprehensive analysis of human behavior drivers. *Acta Psychologica*, 244, 104177. <https://doi.org/10.1016/j.actpsy.2024.104177>.
- Donovan, J. (2002). *Handbook of industrial work and organizational psychology*. Sage.
- Dryden, J. (n.d). Autonomy. *Internet Encyclopedia of Philosophy*. Retrieved from <https://www.iep.utm.edu/autonomy/>
- Dworkin, G. (1988). *The theory and practice of autonomy*. Cambridge University Press
- Edelman, D.J. (2017). Trust Barometer Global Report (2017). <https://www.slideshare.net/EdelmanInsights/2017-edelman-trust-barometer-global-results-71035413>.
- Engidaw, A.E. (2021). The effect of motivation on employee engagement in the public sector: in the case of the North Wollo zone. *Journal of Innovation and Entrepreneurship*, 10, 43. <https://doi.org/10.1186/s13731-021-00185-1>
- Fatinabilah, G.A. & Dwiarti, R. (2025). The Influence of Work Motivation, Organizational Commitment, and Job Satisfaction on Organizational Citizenship Behavior at the Yogyakarta Special Region Manpower and Transmigration Office. *Formosa Journal of Science and Technology*, 4(1), 1-16.
- Fattoum, A. (2024). Delegated autonomy in multi-agency viable systems: Social and systemic factors during crisis. *Systemic Practice and Action Research*, 37, 739–763. <https://doi.org/10.1007/s11213-024-09706-x>
- Filipova, A.A. (2016). Expectancy theory in organizations. In: Farazmand, A. (eds) *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Springer. [https://doi.org/10.1007/978-3-319-31816-5\\_3002-1](https://doi.org/10.1007/978-3-319-31816-5_3002-1)
- Fischer, R., & Mansell, A. (2009). Commitment across cultures: A meta-analytic approach. *Journal of International Business Studies*, 40 (8), 1339–1358. <http://www.jstor.org/stable/27752450>. <https://doi.org/10.1057/jibs.2009.14>
- Gagne, M. & Deci (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331–362. <https://doi.org/10.1002/job.322>
- Gede, D.U., & Huluka, A.T. (2024). Effects of Employee Engagement on Organizational Performance: A Case Study of Public Universities in Ethiopia. *Future Business Journal*, 10(32). <https://doi.org/10.1186/s43093-024-00315-7>

- Germann, M. (2004, April). Influence of project managers on the motivational factors of a 7-project team. In the *13th International Conference on Management of Technology, IAMOT, Washington, DC, April*.
- Golpelwar, M. (2016). Psychological contracts. In: Global call centre employees in India. Springer Gabler. [https://doi.org/10.1007/978-3-658-11867-9\\_5](https://doi.org/10.1007/978-3-658-11867-9_5)
- Greenberg, J. & Baron, R.A. (2008). *Behavior in organizations*. Pearson, 269–274.
- Gulzar, R. (2021). To investigate the association between normative commitment (Sense of obligation to stay) and employees' performance in "Fenda Communication and IT-KSA". *International Journal of Human Resource Studies*, 11(3), 135. <https://doi.org/10.5296/ijhrs.v11i3.18994>
- Hao, P., He, W. & Long, L. (2018). Why and when empowering leadership has different effects on employee work performance: The pivotal roles of passion for work and role breadth self-efficacy. *Journal of Leadership & Organizational Studies*, 25(1), 85-100
- Hancock, P.A. (1987). Arousal theory, stress, and performance: Problems of incorporating energetic aspects of behavior into human-machine systems. In: Mark, L.S., Warm, J.S., Huston, R.L. (eds) *Ergonomics and human factors*. Springer. [https://doi.org/10.1007/978-1-4612-4756-2\\_17](https://doi.org/10.1007/978-1-4612-4756-2_17)
- Harrell, A. M., & Stahl, M. J. (1981). A behavioral decision theory approach for measuring McClelland's trichotomy of needs. *Journal of Applied Psychology*, 66, 242–247
- Hepworth, N. (2024). Public sector reform, delegation, and PFM/IC. In: *Public financial management and internal control*. Palgrave Macmillan. [https://doi.org/10.1007/978-3-031-35066-5\\_14](https://doi.org/10.1007/978-3-031-35066-5_14)
- Hermanto, Y.B., Srimulyani, V.A. & Didik Joko Pitoyo, D.J. (2024). The mediating role of quality of work life and organizational commitment in the link between transformational leadership and organizational citizenship behavior. *Heliyon*, 10(6), e27664. <https://doi.org/10.1016/j.heliyon.2024.e27664>.
- Herrera, J. & Heras-Rosas, C. (2021). The organizational commitment in the company and its relationship with the psychological contract. *Frontier in Psychology*, 11, 609211. <https://doi.org/10.3389/fpsyg.2020.609211>
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). The motivation to work. *Personnel Psychology*, 18, 393–402
- Herzberg, F. (1965). The motivation to work among Finnish supervisors. *Personnel Psychology*, 18, 393–402
- Homans, G. C. (1958). Social behavior as exchange. *American Journal of Sociology*, 63, 597–606. <https://doi.org/10.1086/222355>
- House, R. (1988). Power and personality in complex organizations. *Research in Organizational Behavior*, 10, 305–357.
- Huo, B., Han, Z., Chen, H., & Zhao, X. (2015). The effect of high-involvement human resource management practices on supply chain integration. *International Journal of Physical Distribution & Logistics Management*, 45(8), 716–746.
- Hull, C.L. (1943). *Principles of behavior*. Appleton Century.
- Idris, A. M., & Manganaro, M. (2017). Relationships between psychological capital, job satisfaction, and organizational commitment in the Saudi Oil and Petrochemical Industries. *Journal of Human Behaviour in the Social Environment*, 27, 251–269. <https://doi.org/10.1080/10911359.2017.1279098>.

- Ishfaq, F. & Ali, M. (2023). The influence of empowering leadership on work engagement: Mediating role of intrinsic motivation and moderating role of self-efficacy. *Research Journal for Societal Issues*, 5(3), 131-152. <https://doi.org/10.56976/rjsi.v5i3.147>
- Jalsenjak, B., Richards, R.L. Manipulation and employee motivation: an unexamined relationship. *Journal of Sustainable Business*, 10(13). <https://doi.org/10.1186/s40991-025-00119-0>
- James, W. (1890). *Principles of psychology* (2 vols.). Holt.
- Jiatong, W., Wang, Z., Alam, M., Murad, M., Gul, F., & Gill, S.A. (2022). The impact of transformational leadership on affective organizational commitment and job performance: The mediating role of employee engagement. *Frontier in Psychology*, 13, 831060. <https://doi.org/10.3389/fpsyg.2022.831060>
- Johnson, R.E. & Chang, C.H. (2006). "I" is to continuance as "we" is to affective: The relevance of the self-concepts for organizational commitment. *Journal of Organizational Behavior*, 27, 549–570. <https://doi.org/10.1002/job.364>
- Joo, B. K., & Park, S. (2010). Career satisfaction, organizational commitment, and turnover intention: The effects of goal orientation, organizational learning culture, and developmental feedback. *Leadership & Organization Development Journal*, 31(6), 482-500.
- Kalhor, S.N., Malak, S.A., Memon, B. & Lashari, A.H. (2025). The role of intrinsic and extrinsic job motivational factors in enhancing employee performance: A mediating effect of employee commitment. *IBT Journal of Business Studies*, 20(2), 141-159. <https://doi.org/10.46745/ilma.jbs.2024.20.02.02>
- Katou, A. A., Koupkas, M., & Triantafillidou, E. (2022). Job demands-resources model, transformational leadership, and organizational performance: a multilevel study. *International Journal of Productivity and Performance Management*, 71(7), 2704-2722.
- Khan, R., Naseem, A. & Masood, A. (2016). Effect of continuance commitment and organizational cynicism on employee satisfaction in engineering organizations. *International Journal of Innovation, Management and Technology*, 7(4). <https://doi.org/10.18178/ijimt.2016.7.4.661>
- Khan, H., Rehmat, M., & Butt, T.H. (2020). Impact of transformational leadership on work performance, burnout, and social loafing: a mediation model. *Future Business Journal*, 6(40). <https://doi.org/10.1186/s43093-020-00043-8>
- Kokemuller, N. (2007). *The difference between empowerment and delegation*. Retrieved from <https://yourbusiness.azcentral.com>
- Kunz, J. (2020). Corporate Social Responsibility and Employee Motivation—Broadening the Perspective. *Schmalenbach Business Review*, 72, 159–191. <https://doi.org/10.1007/s41464-020-00089-9>
- Lange, C. (1922). The emotions. In K. Dunlap (Ed.), *The emotions*. Williams & Wilkins.
- Larik, K.A. & Lashari, A.K. (2022). The Effect of Leadership Style on Employee Performance. *Neutron*, 21(2), 112–119. <https://doi.org/10.29138/neutron.v21i02.143>
- Lee, A., Willis, S., & Tian, A.W. (2018). When Empowering Employees Works and When It Does not, *Harvard Business Review*. Retrieved from <https://hbr.org/>
- Leonard, A.C. (2009). Alignment with sound relationships and SLA support. *Encyclopedia of Information Science and Technology, Second Edition*. <https://doi.org/10.4018/978-1-60566-026-4>.

- Lim, S. Y. (2021). Factors Affecting Employee Commitment to Change in Malaysian Service Organizations: The Moderating Impact of Organizational Culture. *Studies of Applied Economics*, 39(1). <https://doi.org/10.25115/eea.v39i1.4302>
- Locke, E.L. (1978). The ubiquity of the goal-setting technique in theories of and approaches to employee motivation. *Academy of Management Review* 3, 594–601;
- Lowry R. J. (1973). *AH Maslow: An intellectual portrait*. Brooks/Cole
- Macneil, I.R. (1985). Relational contract: What we do and do not know. *Wisconsin Law Review* 1, 483-52
- Madsen, S.R., & Wilson, I.K. (2012). Humanistic theory of learning: Maslow. In: Seel, N.M. (eds) *Encyclopedia of the sciences of learning*. Springer. [https://doi.org/10.1007/978-1-4419-1428-6\\_1022](https://doi.org/10.1007/978-1-4419-1428-6_1022)
- Mannell, R. (2014). Motivation. In: Michalos, A.C. (eds) *Encyclopedia of quality of life and wellbeing research*. Springer. [https://doi.org/10.1007/978-94-007-0753-5\\_1858](https://doi.org/10.1007/978-94-007-0753-5_1858)
- Maslow, A. H. (1943). *A theory of human motivation*. *Psychological Review*, 50, 370–396.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents' correlation and consequences of organizational commitment. *Psychological Bulletin*, 108, 171–194. <https://doi.org/10.1037/0033-2909.108.2.171>
- Maslow, A. H. (1954). *Motivation and personality*. Harper.
- Maxwell, J.C. (1995). *Developing leaders around you*. Thomas Nelson Publishers
- McClelland, D. C., & Burnham, D. H. (1976). Power is a great motivator. *Harvard Business Review*, 54, 100–111.
- McCombes, S. (2020). Descriptive research. *Scibbr*. Retrieved April 4, 2024, from <https://www.scribbr.com/methodology/descriptive-research/>
- Meyer, J. P., & Allen, N. J. (1984). Testing the ‘side-bet theory’ of organizational commitment: Some methodological considerations. *Journal of Applied Psychology*, 69, 372–378. <https://doi.org/10.1037/0021-9010.69.3.372>
- Meyer, J.P., Allen, N.J. & Gellatly, I.R. (1990). Affective and continuance commitment to the organization: Evaluation of measures and analysis of concurrent and time-lagged relations. *Journal of Applied Psychology*, 75, 710–720. <https://doi.org/10.1037/0021-9010.75.6.710>
- Meyer, J.P. & Allen, N.J. (1991). A Three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Meyer, J.P. & Allen, N.J. (1997). *Commitment in the workplace. Theory, research, and application*. Sage
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the agency: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61(1), 20–52. <https://doi.org/10.1006/jvbe.2001.1842>
- Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee Commitment and Motivation: A Conceptual Analysis and Integrative Model. *Journal of Applied Psychology*, 89, 991–1007. <https://doi.org/10.1037/0021-9010.89.6.991>

- Miller, K. (2003). Values, Attitudes, and Job Satisfaction. In Robbins, S.P., Odendaal, A., & Roodt, G. (eds). *Organizational behaviour: Global and Southern African perspectives*. Pearson Education South Africa
- Miller, D. & Lee, J. (2001). The people make the process: Commitment to employees, decision-making, and performance. *Journal of Management*, 27, 163–189. [https://doi.org/10.1016/S0149-2063\(00\)00094-5](https://doi.org/10.1016/S0149-2063(00)00094-5)
- Moreira, A., Tomás, C., & Antunes, A. (2024). The mediating effect of affective commitment on the relationship between competence development and turnover intentions: Does This relationship Depend on the Employee's Generation? *Administrative Sciences*, 14(5), 97. <https://doi.org/10.3390/admsci14050097>
- Morgeson, F. P., Delaney-Klinger, K., & Hemingway, M. A. (2005). The importance of job autonomy, cognitive ability, and job-related skill for predicting role breadth and job performance. *Journal of Applied Psychology*, 90(2), 399–406. <https://doi.org/10.1037/0021-9010.90.2.399>
- Morrow, P.C. (1993). *The theory and Measurement of work commitment*. Jai.
- Mueller, K., Straatmann, T., Schefer, M. (2020). Organizational commitment. In: Maggino, F. (eds) *Encyclopedia of quality of life and wellbeing research*. Springer. [https://doi.org/10.1007/978-3-319-69909-7\\_2030-2](https://doi.org/10.1007/978-3-319-69909-7_2030-2)
- Muhammad, S., Afridi, F. K., Ali, M. W., Shah, W. U., & Alasan, I. I. (2021). Effect of training on employee commitment: Mediating role of job satisfaction. *Pakistan Journal of Society, Education, and Language (PJSEL)*, 7(1), 28–37.
- Navy, S.L. (2020). Theory of human motivation—Abraham Maslow. In: Akpan, B., Kennedy, T.J. (eds) *Science education in theory and practice*. Springer. [https://doi.org/10.1007/978-3-030-43620-9\\_2](https://doi.org/10.1007/978-3-030-43620-9_2)
- Neilsen, E.H. (1986). Empowerment Strategies: Balancing Authority and Responsibility. In: Srivastva, S. & Associates, Eds. *Executive power*. Jossey-Bass.
- Ngobeni, D. A., Saurombe, M. D., & Joseph, R. M. (2022). The Influence of the Psychological Contract on Employee Engagement in a South African Bank. *Frontiers in Psychology*, 13, 958127. <https://doi.org/10.3389/fpsyg.2022.958127>
- Nila, D. (2023). *Delegation*. EBSCO.
- Ningjian, L. (2024). Arousal theory. In: *The ECPH encyclopedia of psychology*. Springer. Singapore. [https://doi.org/10.1007/978-981-99-6000-2\\_260-1](https://doi.org/10.1007/978-981-99-6000-2_260-1)
- Northouse, P.G. (2015). *Leadership: Theory and Practice, 7<sup>th</sup> Edition*. SAGE Publications
- Ordóñez, L., Schweitzer, M., Galinsky, A., & Bazerman, M. (2009). *Goals are gone wild: The systematic side effects of over-prescribing goal setting*. Retrieved from [http://opimweb.wharton.upenn.edu/documents/research/Goals\\_Gone\\_Wild.pdf](http://opimweb.wharton.upenn.edu/documents/research/Goals_Gone_Wild.pdf)
- O'Reilly, C. (1989). Corporations, culture, and commitment. *California Management Review*, 31, 9–24.
- O'Reilly, C. A., & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification, and internalization on prosocial behavior. *Journal of Applied Psychology*, 71, 492–499. <https://doi.org/10.1037/0021-9010.71.3.492>
- Pedraza-Rodríguez, J.A., Ruiz-Vélez, A.M., Sánchez-Rodríguez, I. & Fernández-Esquinas, M. (2023). Management skills and organizational culture as sources of innovation for firms in peripheral regions. *Technological Forecasting and Social Change*, 191, 122518. <https://doi.org/10.1016/j.techfore.2023.122518>.

- Pinder, C.C. (1984). *Work motivation: Theory, issues, and applications*. Scott Foresman
- Poppelaars, M., Tak, Y.R., Lichtwarck-Aschof, A., Engels, R.C.M.E, Lobel, A., Merry, S.N., Lucassen, M.F.G., & Granic, I. (2014). Autonomous and controlled motivation in a randomized controlled trial comparing school-based and computerized depression prevention programs. In: Schouten, B., Fedtke, S., Schijven, M., Vosmeer, M., Gekker, A. (eds) *Games for health 2014*. Springer. [https://doi.org/10.1007/978-3-658-07141-7\\_17](https://doi.org/10.1007/978-3-658-07141-7_17)
- Porter, L. W., & Lawler, E. E. (1965). *Managerial attitudes and performance*. Homewood.
- Porter, L. W., & Lawler, E. E. (1968). *Managerial attitudes and performance*. Dorsey Press.
- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59(5), 603–609. <https://doi.org/10.1037/h0037335>
- Prakash, K., Tiwari, P., & Jain, V. K. (2021). Exploring workplace expectations: an empirical study on millennials of India. *World Review of Entrepreneurship, Management and Sustainable Development*, 17(2-3), 124–141.
- Qin, Z., Li, Y., & Yang, Y. (2023). Leadership. In: *Management innovation and big data*. Springer. [https://doi.org/10.1007/978-981-19-9231-5\\_3](https://doi.org/10.1007/978-981-19-9231-5_3)
- Radu, C. (2023). Fostering a Positive Workplace Culture: Its Impact on Performance and Agility. In the book: *Human Resource Management*. Intech Open. <https://doi.org/10.5772/intechopen.1003259>
- Ramesh, R.K. & Kumar, S. (2014). Role of Employee Empowerment in Organizational Development. *International Journal of scientific research and management (IJSRM)*, 2(8).
- Rego, A., Simpson, A.V., Bluhm, D.J. & Cunha, M.P. (2025). Are morally courageous leaders more effective? *Journal of Business Research*, 196, 115423. <https://doi.org/10.1016/j.jbusres.2025.115423>.
- Reicher, A.E. (1985). A review and reconceptualization of organizational commitment. *Academy of Management Review*, 10, 465–476. <https://doi.org/10.2307/258128>
- Remley, N.R. (1980). J.B. Watson and J.J.B. Morgan: The original theory of motivation. *Bulletin of the Psychonomic Society*, 16(4), 314–316.
- Rousseau, D. (1995). *Psychological contracts in organizations. Understanding written and unwritten agreements*. Sage.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Ryan, R.M., & Deci, E.L. (2002). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychology*, 55, 68-78
- Saleem, A., Khurram, M. S., Abrar, B.M., Bari, M. W. & Bashir, M. (2024). Leader's ethical behavior: A precursor to employees' well-being through emotion management. *Acta Psychologica*, 249, 104453. <https://doi.org/10.1016/j.actpsy.2024.104453>.
- Sandvik, E., Diener, E. & Larsen, R.J. (1985). The opponent process theory and affective reactions. *Motivation and Emotion*, 9, 407–418. <https://doi.org/10.1007/BF0099>

- Saragih, S. (2011). The effect of job autonomy on work outcomes. *International Journal of Business Studies, 4*(3).
- Schröder, M. (2023). Work motivation is not a generational phenomenon; rather, it depends on age and the period. *Journal of Business and Psychology, 39*, 897–908. <https://doi.org/10.1007/s10869-023-09921-8>
- Schröer, A. (2010). Leadership. In: Anheier, H.K., Toepler, S. (eds) *International encyclopedia of civil society*. Springer. [https://doi.org/10.1007/978-0-387-93996-4\\_45](https://doi.org/10.1007/978-0-387-93996-4_45)
- Scott, W.G. (1961). Organization theory: An overview and an appraisal. *Academy of Management Journal, 4*, 7–26.
- Searle, B., Hayes, B., & Weiss, K. (2018). Vision statement as an empowerment tool. *Academic Briefing: Expert Advice for Higher Ed Leaders*. Retrieved from <https://www.academicbriefing.com>
- Senda, N. (2025). Motivation. In: Kambayashi, N. (eds) *Human resource management in Japan*. Springer. [https://doi.org/10.1007/978-981-96-7014-7\\_2](https://doi.org/10.1007/978-981-96-7014-7_2)
- Sewandono, R.E., Thoyib, A., Hadiwidjojo, D. & Rofiq, A. (2023). Performance Expectancy of E-Learning in Higher Institutions of Education under Uncertain Conditions: An Indonesian Context. *Education and Information Technology, 28*, 4041–4068. <https://doi.org/10.1007/s10639-022-11074-9>
- Sekhar, C., Patwardhan, M., & Singh, R.K. A literature review on motivation. *Global Business Perspectives, 1*, 471–487. <https://doi.org/10.1007/s40196-013-0028-1>
- Sheraz, F., Batool, S., & Ijaz, S. (2021). Mediating role of career development program on employees' motivation and job satisfaction in the telecom Sector, Peshawar. *City University Research Journal, 11*(1), 84–98. <http://cusitjournals.com/index.php/CURJ>
- Shrestha, R. (2019). Employee engagement and organizational performance of public enterprises in Nepal. *The International Research Journal of Management Science, 4*, 118–138.
- Siddiqui, S. H., & Ijaz, A. (2022). Conceptualizing the Sustainable Workplace Wellbeing: A Measurement Framework. *Pakistan Journal of Social Sciences, 42*(2), 363–380.
- Skinner, B. F. (1938). *The behavior of organisms*. Appleton-Century-Crofts.
- Skinner, B.F. (1953). *Science and human behavior*. Free Press;
- Solinger, O. N., van Olffen, W., & Roe, R. A. (2008). Beyond the three-component model of organizational commitment. *Journal of Applied Psychology, 93*(1), 70-83
- Spangler, W. D., & House, R. J. (1991). Presidential Effectiveness and the Leadership Motive Profile. *Journal of Personality and Social Psychology, 60*, 439–455. <https://doi.org/10.1037/0022-3514.60.3.439>.
- Spreier, S. W. (2006). Leadership runs amok. *Harvard Business Review, 84*, 72–82.
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, Measurement, and validation. *Academy of Management Journal, 38*(5), 1442–1465. <https://doi.org/10.2307/256865>

- Stark, H.P., Smith, R.W. & Carter, N.T. (2025). Organizational commitment Profiles and employee well-being: Exploratory and confirmatory latent profile analyses. *Occupational Health Science*, 9(2). <https://doi.org/10.1007/s41542-025-00225-2>
- Stedham, Y. & Skaar, T.B. (2019). Mindfulness, trust, and leader effectiveness: A conceptual framework. *Frontier in Psychology*, 10, 1588. <https://doi.org/10.3389/fpsyg.2019.01588>
- Steyrer, J., Schiffinger, M. & Lang, R. (2008). Organizational commitment—A missing link between leadership behavior and organizational performance? *Scandinavian Journal of Management*, 24(4), 364-374. <https://doi.org/10.1016/j.scaman.2008.04.002>.
- Sucena, A., Leitão, J., & Nunes, A. (2024). The effect of leadership and intellectual capital on organizational performance. In: Schlyakhto, E., Ilin, I., Devezas, T., Correia Leitão, J.C., Cubico, S. (eds) *Innovations for healthcare and wellbeing*. Springer. [https://doi.org/10.1007/978-3-031-53614-4\\_20](https://doi.org/10.1007/978-3-031-53614-4_20)
- Tagscherer, F. & Carbon, C.C. (2023). Leadership for successful digitalization: A literature review on companies' internal and external aspects of digitalization. *Sustainable Technology and Entrepreneurship*, 2(2), 100039. <https://doi.org/10.1016/j.stae.2023.100039>.
- Tafvelin, S., von Thiele Schwarz, U., & Hasson, H. (2017). In agreement? Leader-team perceptual distance in organizational learning affects work performance. *Journal of Business Research*, 75, 1-7.
- Taylor, F.W. (1911). *The principles of scientific management*. Norton
- Thomas, K.W. & Velthouse, B.A. (1990). Cognitive Elements of Empowerment: An “Interpretive” Model of Intrinsic Task Motivation. *Academy of Management Review*, 15, (4), 666-681
- Tichy N.M. & Cohen E. (2007). *The leadership engine*. HarperCollins
- Trevis, C. S., & Certo, S. C. (2005). Spotlight on entrepreneurship. *Business Horizons*, 48, 271–274.
- Turban, D. B., & Keon, T. L. (1993). Organizational attractiveness: An interactionist perspective. *Journal of Applied Psychology*, 78, 184–19
- Ünsar, S. (2014). Leadership. In: *Leadership and communication*. Springer. [https://doi.org/10.1007/978-3-319-05248-9\\_1](https://doi.org/10.1007/978-3-319-05248-9_1)
- Uzun, B., & Aydemir, A. (2020). Introjected regulation. In: Zeigler-Hill, V., Shackelford, T.K. (eds) *Encyclopedia of personality and individual differences*. Springer. [https://doi.org/10.1007/978-3-319-24612-3\\_690](https://doi.org/10.1007/978-3-319-24612-3_690)
- Vroom, V. H. (1964). *Work and motivation*. Wiley.
- Weber-Kramer, J. (2023). Motivation. In: Hou, N., Tan, J.A., Valdez Paez, G. (eds) *Organizational behavior*. Springer. [https://doi.org/10.1007/978-3-031-31356-1\\_3](https://doi.org/10.1007/978-3-031-31356-1_3)
- Weinfurter, D.J. (2013). The keys to effective leadership. In: *Second stage entrepreneurship*. Palgrave Macmillan. [https://doi.org/10.1007/978-1-137-33714-6\\_12](https://doi.org/10.1007/978-1-137-33714-6_12)
- Wellins, R.S., Byham, W., & Wilson, J. (1991). *Empowered teams: Creating self-directed work groups that improve quality, productivity, and participation*. Jossey-Bass.

- Wibowo, Y.C. & Christiani, N. (2020). The effect of affective organizational commitment towards innovation capability and its impact on job performance in family business. *Journal of Entrepreneur and Entrepreneurship*, 9(2), 99-110. <https://doi.org/10.37715/jee.v9i2.1588>
- Wiley, C. (1997). What motivates employees, according to over 40 years of motivation surveys. *International journal of the workforce*, 18(3), 263–280.
- Williams, G. C., Grow, V. M., Freedman, Z. R., Ryan, R. M., & Deci, E. L. (1996). Motivational predictors of weight loss and weight-loss maintenance. *Journal of Personality and Social Psychology*, 70, 115–126
- Williamson, O. E. (1993). Transaction cost economics and organization theory. *Oxford University Press*, 2(2), 107–156.
- Wolor, C. W., Ardiansyah, A., Rofaida, R., Nurkhin, A., & Rababah, M. A. (2022). Impact of Toxic Leadership on Employee Performance. *Health psychology research*, 10(4), 57551. <https://doi.org/10.52965/001c.57551>
- Wong, M. M., & Csikszentmihalyi, M. (1991). Affiliation motivation and daily experience: Some issues on gender differences. *Journal of Personality and Social Psychology*, 60, 154–164.
- Ystaas, L. M. K., Nikitara, M., Ghobrial, S., Latzourakis, E., Polychronis, G., & Constantinou, C. S. (2023). The Impact of Transformational Leadership in the Nursing Work Environment and Patients' Outcomes: A Systematic Review. *Nursing reports (Pavia, Italy)*, 13(3), 1271–1290.
- Zada, M., Khan, J., Saeed, I., Zada, S. & Jun, Z.Y. (2023). Linking public leadership with project management effectiveness: Mediating role of goal clarity and moderating role of top management support. *Heliyon*, 9(5), e15543. <https://doi.org/10.1016/j.heliyon.2023.e15543>.
- Zhang, X. M., & Zhou, J. (2014). Empowering leadership, uncertainty avoidance, trust, and employee creativity: Interaction effects, and a mediating mechanism. *Organizational Behavior and Human Decision Processes*, 124, 160-164
- Zhu, Y., Dolmans, D., Köhler, S.E., Kusurkar, R.A., Abidi, L. & Savelberg, H. (2024). Paths to autonomous motivation and wellbeing: Understanding the contribution of basic psychological needs satisfaction in health professions students. *Medical Science Educator*, 34, 1331–1342. <https://doi.org/10.1007/s40670-024-02106-9>
- Zhang, X., Qian, J., Wang, B., Jin, Z., Wang, J., & Wang, Y. (2017). Leaders' Behaviors Matter: The Role of Delegation in Promoting Employees' Feedback-Seeking Behavior. *Frontiers in psychology*, 8, 920. <https://doi.org/10.3389/fpsyg.2017.00920>
- Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of Employees' Workplace Environment on Employees' Performance: A Multi-Mediation Model. *Frontiers in public health*, 10, 890400. <https://doi.org/10.3389/fpubh.2022.890400>
- Zuo, L. (2023). Leadership. In: Hou, N., Tan, J.A., Valdez Paez, G. (eds) *Organizational behavior*. Springer. [https://doi.org/10.1007/978-3-031-31356-1\\_7](https://doi.org/10.1007/978-3-031-31356-1_7)

**Publisher's Note:** DWIJMH stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



© 2025 by the authors. Licensee DWIJMH. This article is an open access article distributed under the terms and conditions of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/) (<https://creativecommons.org/licenses/by-nc-sa/4.0/>)

Divine Word International Journal of Management and Humanities. DWIJMH is licensed under a Creative Commons Attribution 4.0 International License.