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The role of Servant Leadership on Employee Motivation in the Healthcare Organisations in Turkey

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Abstract

This study aims to examine the role of servant leadership on employee motivation in healthcare organisations in Turkey. Additionally, it examines whether servant leadership can affect employee job satisfaction and performance. Besides these, the mediation effect of work motivation on the relationship between servant leadership and the outcomes of job satisfaction and performance were examined. For these main reasons, the data was collected from 127 healthcare employees from Turkish organisations in terms of being clinical and non-clinical workers. Linear regression results from the collected data showed that servant leadership had a positive impact on employee motivation. Additionally, it was found that servant leadership had a positive effect on employee job satisfaction, however, servant leadership was not positively related to employee job performance. Furthermore, results from mediation regression revealed that motivation was fully mediated to the relationship between servant leadership and the outcome of employee job satisfaction. While, it was found that motivation did not fully mediate to the relationship between servant leadership and the outcome of employee job performance.
Keywords: Servant leadership, Work motivation, Job satisfaction, Job performance

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CHAPTER 1

1. INTRODUCTION

1.1 Theoretical Context

In the 21st century, different leadership approaches have emerged with new perspectives. In the literature, traditional, autocratic, and charismatic leadership approaches have replaced the other leadership approaches, which support employees in terms of personal and professional improvements thanks to Hawthorne studies. One of them is servant leadership and it was revealed with a new perspective by Greenleaf in the 1970s (Yukl, 2010; Page & Wong, 2000). According to Greenleaf, other people's needs take part of the main philosophy instead of their own personal benefits. Even though this characteristic has been seen in different leadership styles, for the first time, it plays a central role in the model (van Dierendonck, 2011). There is no agreed upon definition of servant leadership because it features multidimensional terms and fields. However, it can be said that servant leadership is based on serving and it tries to find what followers need in order to make them successful. Moreover, servant leadership creates differences in the followers' lives instead of making leaders satisfied. It results in having individual and organisational based success (Vinod & Sudhakar, 2011).

Regarding the employee motivation, Minner (2003) came to the conclusion that motivation plays a massive role in the scholars' mind. In addition to this, if someone is willing to generate very effective and valid theory, which is supposed to be useful in terms of practicing in mind, a suitable motivation theory can be the most effective in order to reach the best (cited in Latham & Pinder, 2005). On the basis of this explanation, the main aim of motivation is to support employees in order to achieve their goals and improve their effectiveness and efficiency. Furthermore, motivation can be effective by itself for achieving goals. Work motivation is also essential for providing a good quality of services, employee and customer satisfaction, and improving efficiency. As a consequence, motivation is one of the main considerations for organisations in order to make benefit and meet employees expectations and needs (Vandenabeele, 2008).

1.2 Purpose of the Study

The main purpose of this research project is to examine the role of servant leadership in the context of Turkish healthcare centres, and how this impacts on employee motivation. Besides this, whether the relationship between servant leadership and employee motivation has a positive impact

on employee satisfaction and performance or not will be examined. There are a lot of studies in the context of literature which are related to the main purpose of the study. These studies are taken advantage of in order to support the main ideas comprehensively.

The reason why servant leadership has been examined is that there are only limited studies about the relationship between servant leadership and motivation. In addition to this, the popularity of servant leadership has increased in the recent decades and it is conducted by some organisations in order to identify this leadership style because servant leadership brings a new perspective.

1.3 Structure of the Study

This study consists of six chapters. The first one is the introduction chapter, which gives information about the theoretical context of servant leadership and work motivation and the purpose of the study. The second chapter presents a literature review of the study and representing the research hypotheses and the structure of the study. In part, detailed information of servant leadership, and work motivation were represented. Besides this, their relationship between each objective with others, which are; job satisfaction and performance, was examined. The third chapter represents the methodology part. It also consists of research setting, sampling and data collection procedures, ethical issues, description of data collection tools, and an explanation of data analysis techniques. The fourth one is the results chapter. In this chapter, descriptive statistics and main findings take place. The fifth chapter represents to the discussion, which includes the comparison and discussion of the present study's findings and literature findings. Finally, the sixth chapter is the conclusion part and it includes the limitations of this study, some suggestions for future research, recommendations and a summary of the study.

CHAPTER 2

2. LITERATURE REVIEW

2.1 Introduction of the Literature Review

In this chapter, servant leadership will be examined in terms of the relationship with motivation and determinant outcomes with job satisfaction and performance in the first part of the literature. Followed by work motivation and expectancy motivation theory, which has a significant relationship with servant leadership. The last part of the literature review is a delineation of hypotheses and clarifying the relationship between the main objectives.

2.2 Servant Leadership

Greenleaf stated in 1977 that "the best test [of servant leadership] is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to be servants?" (Spears, 1995, p. 4). From this point of definition, Matteson and Irving pointed out that servant leaders tend to focus on followers' expectations rather than their own self-interests (2006).

By modelling these explanations, according to Yukl, leadership means that what people need, they are supposed to do, how they can reach their goals and how they can share main goals together (2002). Based on these points, servant leadership is the best choice for supporting, motivating, and encouraging employees through serving and leading characteristics. Thus, servant leadership facilitates effective individual and team based accomplishments for developments of performance and satisfaction (Smith & Lindsay, 2007).

According to Taylor et al., servant leadership indicates that there are three main principles. First of all, servant leadership enables employees, who have leadership abilities, to become prospective leaders in the organisations. Secondly, capable employees are able to have a chance of motivating their jobs because they are not prevented by any bureaucratic controls. Finally, an organisation's culture adopts the success of employees rather than selfishness of leaders in servant leadership through creating an effective work environment (2007).

Similarly, Spears listed Greenleaf's servant leadership perspective in ten characteristics (1995; 1998; Beck, 2010; McDougle, 2009).

Listening: Servant leadership tends to concern followers' interests, needs, and problems through active and non-judgmental listening skill (Smith et al., 2004). Moreover, it brings an

effective communication and provides a deep understanding between them (Washington et al., 2006).

Empathy: There is a remarkable similarity between listening and empathy skills. It is the most important characteristic that supports analysing individual works in terms of strengths and cognitive processes of employees, through taking into account their feelings and expectations (Druscat et al., 2002 cited in Barbuto & Wheeler, 2006). Furthermore, empathy is a component of servant leadership that provides assessing any circumstances, which employees face, discerningly (Barbuto & Wheeler, 2006).

Healing: People can have the highest level of needs and they might be difficult to obtain. The healing characteristic of servant leadership provides improving employees "trauma and hardship". More to that point, servant leaders, who are high in emotional healing, are more likely to be known as "great listeners and empathic". That is why, servant leaders tend to deal with spiritual problems through combining these skills together (Barbuto & Wheeler, 2006 cited in Melchar & Bosco, 2010, p. 79).

Awareness: This characteristic brings servant leaders to estimate employees' capabilities, strengths, and weaknesses through their past experiences and common understanding. Greenleaf defined awareness that "The servant leader is keenly aware of one's self and others and is able to view situations through a holistic and ethical lens" (1977 cited in Taylor, 2008, p. 79).

Persuasion: Persuasion skills of servant leadership can be applied in different fields, which are political, social and religious lives, because of having massive effects on shaping hopes and beliefs. Furthermore, persuasion has a significant effect on decision making processes of organisations because employees are given a chance to express their ideas instead of confirming whole views from leaders (Greenleaf, 1977 cited in Savage-Austin & Honeycutt, 2011).

Conceptualisation: Barbuto and Wheeler stated that servant leadership creates opportunities that support having their own mental models and any behaviour from these models can be represented in terms of both organizations and employees' needs. It results in enhancing effectiveness of organizations in the long term (Spears, 1995; Barbuto & Wheeler, 2002; Awanleh & Gardner, 1999 cited in Barbuto & Wheeler, 2006).

Foresight: According to Sipe and Frick, servant leaders have visionary and judgemental perspective to issues in some cases to find the correct direction through previous experiences. Moreover, foresight skill provides leaders to have a creative view and it contributes to leading some opportunities in advance (2009 cited in Waterman, 2011).

Stewardship: Stewardship plays an essential role in understanding servant leadership because serving is the main purpose and servant leaders tend to consider followers benefits rather than their own (Spears, 1995). In addition to this, stewardship creates positive and spiritual community through any development programs in the organizations (Barbuto & Wheeler, 2006 cited in Melchar & Bosco, 2010).

Commitment to the Growth of People: According to servant leaders, people contribute to the organizations perceptibly. Besides the fact that they have their own values in order to improve themselves. Based on these facts, servant leaders tend to find out these things and leaders take a massive responsibility to do that. For instance, servant leaders care about people's suggestions and ideas. More to that point, leaders encourage them during the decision making process with people's individual ideas (Spears, 1995; Russell & Stone, 2002).

Building Community: Employees are usually willing to have a sense of identity and feel a sense of belonging because these kinds of things lead to enhanced employee cohesion. Because of these reasons, servant leadership creates a social work environment and they support employees to complete their development (Perrewe, 2000 cited in Barbuto & Wheeler, 2006; Spears, 2004).

Even though Spear's characteristics are easy to understand, van Dierendock figured out that there are not any specific and scientific studies on them because Dierendock claimed that these characteristics do not support servant leadership in terms of improvements of it (2011). Differently, Patterson divided servant leadership perspective into seven basic attributes in people's behavior in the organisations in order to explain effectively: "agapao love, humility, altruism, vision, trust, empowering and service" (2003 cited in Dennis & Bocarnea, 2005, p. 602).

Agapao love: According to Patterson, agapao love is known as the headstone of the servant leadership perspective (2003). Moreover, agapao can be explained as the meeting of the people's demands, desires, and wishes with the leaders behavior in the organization (Dennis, 2004). Thus, servant leaders create a strong relationship with employees through real love in order to have an effective work environment (Patterson, 2003; Nelson, 2003).

Humility: Humility attribution of the servant leadership focuses on the people's needs rather than their own. By doing this, servant leaders protect their followers' achievements, and abilities (Sandage & Wines, 2001; van Dierendonck et al, 2009). Additionally, servant leadership makes employees realize their strengths and limitations in order to represent their competencies (Sivro & Waal, 2012).

Altruism: Patterson stated that servant leadership is more likely to focus on followers' demands without expecting any requirement. Furthermore, they tend to support followers to find out the correct way to the main goals. Thus, it leads to followers realizing leaders' efforts and this situation promotes followers to feel better (2003).

Vision: According to Wis, servant leaders have a vision attribute, which supports followers to look to the future confidently, and that provides opportunities for improving their efficiencies (2002). Similarly, the role of vision ability consists of listening, hearing, and understanding of the followers' ideas. It leads to providing chances to represent competencies, which are beneficial for both followers and organizations in the future, for followers. Therefore, vision constructs a reciprocal benefit for followers and leaders in the decision making process (Patterson, 2003).

Trust: It is the basic attribution of the servant leadership concept and people tend to follow this kind of leader because their honesty behavior inspires followers (Patterson, 2003; Waddell, 2006). Furthermore, trust and honesty construct an environment, which brings collaborative and collective work for organizations. Besides these, trust enhances followers' cohesion from the angle of organizations (Russell, 2001; Patterson, 2003).

Empowering: Empowering attribution takes place in the center of the servant leadership perspective because leaders are willing to share their power with their followers (Russell, 2001). In addition to this, followers tend to demand from leaders to give power to them in order to develop their competencies, and capabilities in terms of guiding them. Thus, it leads to improve effectivity of followers in the organizations (Konczak et al, 2000; Waal & Sivro, 2012; Patterson, 2003).

Service: Service plays an essential role in servant leadership because the first goal of servant leadership is serving. Greenleaf stated that "Serving is first for others". Therefore, servant leaders do not focus on demanding anything from the followers except improving themselves. So, servant leaders are concerned with followers' needs in order to have a positive impact on them instead of concerning themselves with their own needs (1977, p. 7).

Conversely, Hayden stated that when Greeanleaf introduced servant leadership with scientific literature, the first time it centred on leadership activities rather than follower outcomes. From this point of view, follower needs and expectations have not been taken into account in the first perspective of Greenleaf philosophy. As a consequence, this kind of perspective has resulted in repetitive and dull studies in the beginning process (2011). However, especially these days, new studies have come up and main concept of servant leadership informs these studies in terms of

serving and leading instead of focusing on just one's perspective, status or title (Clawson, 2003; Towns, 1986 cited in Carder, 2012).

Other studies, which criticize the main approach of servant leadership, pointed out that even though servant leadership seems so sufficient for organisations in the theoretical concept, in the pratical way, it is difficult to implement in the organisations because servant leadership tends to focus on good aspects of followers and ignores bad sides of them. Besides this, it can be difficult to persuade the managers in the real work life (Quay, 1997). Additionally, Greenleaf (1977) said that servant leaders are supposed to care about followers' benefits, but van Dierendock said in his studies that caring about followers' demands is not enough exclusively and followers should be served in order to observe results that are what we expect (2011).

2.3 Work Motivation

According to Robbins, work motivation can be described as a competency that changes the behaviour of people towards reaching the main aim of the organisations (2001). In many cases, work motivation is based on the personal demands, views, and beliefs (Latham & Mann, 2006; Latham, 2012). In addition to these, motivation can be explained as an action that encourages employees in order to have continuous improvements. In order to change and improve these main dimensions, employees need to be forced through endurance, and working intensively in the right direction because motivation means "being driven to do something" (Pittman, 1998; Pinder, 1998 cited in Battistelli et al., 2013, p. 20). Employees differ in sense of ideas, views, and social communication ways, which are known as drivers for finding out the influences on the motivation. Due to the these facts, employees are motivated differently and motivation is not only differentiated in terms of level of motivation, but also influences of motivation can emerge as different types of motivational tendencies (Pittman, 199; Battistelli et al., 2013).

Van Knippenberg defined the work motivation by explaining the most important aspect. He stated that in order to identify the work motivation, at first, behavior of employees and why they behave in this way are clarified because employees have some demands and aims, so motivation is emerged at this very moment and it fulfils needs (2000). Besides this, according to Zheng et al., people are motivated towards their intentions because motivation facilitates difficult tasks (2011). Based on these ideas, motivation can be seen in different types, which are intrinsic and extrinsic in terms of practical ways. As a consequence, researchers are more likely to focus on these types comprehensively.

2.3.1 Intrinsic Motivation

Intrinsic motivation is based on internal desires and intentions. Additionally, it assumes that employees are motivated by internal demands and when they come up to the difficult tasks of specific activities, employees tend to perform as much as they can without any tangible expectations. Therefore, intrinsic motivation of employees leads to supporting individual growth (Qayyum & Sukirno, 2012). According to Park and Rainey, there are many studies about intrinsic motivation in the literature in terms of comparison between public and private organisations. From these findings, intrinsic rewards are more effective than extrinsic ones because employees are given chances to support each other and it results in creating a warm climate among them. Thus, intrinsic opportunities meet employees' needs through motivation (2012; Crewson 1997; Houston 2000, 2005; Park & Rainey 2007).

Ryan pointed out that intrinsic motivation is the process that provides having an enjoyable work place because it can be stated as a vital incentive for performing better in order to reach certain types of goals (2011). More to that point, when employees are motivated intrinsically, employees tend to find their jobs interesting and it enhances their job satisfaction because intrinsic motivation fully relies on meeting individual demands (Ryan & Deci, 2000). Therefore, intrinsic motivation facilitates meeting basic psychological needs.

There are plenty of studies in the literature that figure out the relationship between feedback and intrinsic motivation because feedback is known as an essential tool of intrinsic motivation. For instance, according to Ryan and Deci, when employees are given feedback with regard to their performance, their intrinsic motivation tends to increase (2000; Deci & Cascio, 1972). Moreover, Deci claimed in his model that feedback is a way, which motivates employees intrinsically through representing their abilities and competencies (1975). Receiving feedback systematically has a positive effect on intrinsic motivation through acquiring information of actual work results and getting experienced about their responsibilities (Kuvaas, 2006). As a result, intrinsic motivation refers to the interests, enjoyment of employees. Additionally, it results in enhancing feeling competent for employees.

2.3.2 Extrinsic Motivation

Motivation of employees plays an essential role in the organizations in order to keep surviving, especially in the businesses (Achakul & Yolles, 2013). Due to this fact that recognition of the extrinsic motivation tools, which are "salary, benefits, and commission", was emerged as an important consideration for motivating. In addition to this, "Extrinsic Motivation refers to motivation to work primarily in response to some factor apart from the work itself, and refers to doing something because it leads to a separable outcome for employees" (Achakul & Yolles, 2013, p. 197).

According to Vallerand, extrinsic motivation constitutes from the external expectations, which are rewarding and well-paid. Because of this reason, employees do not tend to perform intentionally and keep half an eye on their jobs. Even though they feel under pressure and avoid making a mistake, it results in the diminishing of employee efficiency (2004). However, when the employees are extrinsically motivated, they tend to perform adequate performance because they know that they will not be satisfied directly, but their demands will be met through financial benefits (Manalopolus, 2008; Osterloh et al., 2002). Besides this, to the contrary of Vallerland's views, employees' performance can be increased through sources, which are obtained from outside (Manolopoulos, 2008). Even though intrinsic rewards are seen as more effective than extrinsic ones, in order to have continuous improvements from the viewpoint of organizational productivity, monetary sources may play a dominant role for employees and their demands (Lewis & Frank, 2002).

In conclusion, Manolopoulos stated that employee performance and satisfaction can be affected by some extrinsic elements: "financial (direct and indirect) rewards, status, interpersonal relationships, working conditions and security". These don't have the same impact on the individual, which is why personal differences and the environment of the work should be taken into account in order to meet their expectations (2008, p. 1743).

2.3.3 Expectancy Motivation Theory

According to Erez and Isen (2002), expectancy motivation theory can be assumed to play a critical role in estimating of employee satisfaction and performance through representing uber-efficient effort. Based upon this view, there are three fundamental elements that provide achieving the covetable aims: "expectancy, instrumentality, and valance" (Lunenburg, 2011, p. 2). In addition

to this, the expectancy motivation theory is supported by three main individual foundations that facilitate implementation of this theory. One's communication, experiences and feedback promote employees to reach their main aims with regard to expectancy theory because they allow organizations to ensure acquiring success for both employees and organizations (Isaac et al., 2001). Instrumentality component is obviously related to the reward because there is an assumption that employees are rewarded at the end when they perform a great job. Similarly, it is stated that employees tend to do an effective job because employees suppose that when they achieve their tasks, they also attain the organisation's goals, so they perform preeminently. The final component is valance, which means that when the desired reward is precious, employees are motivated and feel better for specific jobs (Renko et al., 2011).

Vroom's expectancy model has two main dimensions in terms of improving performance: "force and ability". If employees have a sufficient ability and effort, their performance tends to enhance (Vroom, 1964 cited in Yamnill & McLean, 2001, p. 197). Furthermore, intrinsic and extrinsic rewards affect employee performance in different ways. Intrinsic rewards cause feeling a sense of achievement through attaining aims, however extrinsic rewards encourage employees to meet their expectations and, for instance, "pay and promotion" motivate employees for reaching desired goals (Yamnill & McLean, 2001, p. 198).

Vroom (1964) claimed that employees' satisfaction is not a primary option in many cases and Erez and Isen's findings proved this idea. Although there is a significant relationship between expectancy theory, job performance, and satisfaction, "reward, recognition and satisfaction" highly rely on job performance (2002, p. 1055). On the other hand, Thomas's study stated that the instrumentality dimension of expectancy theory predicts employees' satisfaction, while the valance component predicts employees' performance in the organisations (2004).

2.4 Literature Review of Hypotheses
2.4.1 Relationship between Servant Leadership and Motivation
According to Yukl, servant leadership motivates followers positively and leaders give chances to followers with regard to empowering themselves in order to develop their capabilities (2002). Additionally, the autonomy characteristic of servant leadership supports employees to have a self-control mechanism. Self-control is the dimension that provides employees to create their self-causality and it results in increasing intrinsic and extrinsic motivation (Deci & Ryan, 1985; Deci

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et al., 1989; Burton et al., 2006; Cameron et al., 2005; Cordova & Lepper, 1996; Vadell, et al., 2011). In the other study, Avolio et al. stated that employees' general intrinsic motivation is affected by servant leadership because focusing on feelings underlies the servant leadership's fundamental perspective, thus it leads to enhance followers' motivation (2009). More to that point, spirituality is a dimension of servant leadership that is also related to employees' feelings and it provides followers to have a clear environment in order to motivate them internally (Sendjaya et al., 2008).

The most essential attribution of servant leadership is service that promotes followers to attain their motivational needs. Moreover, it also engenders a clear perception to reach desired aims for followers (Hunter et al., 2013). Based on this idea, when followers have a clear perception, they tend to increase their efforts and this situation motivates followers to make their work efficient (Barbuto & Wheeler, 2006; Hunter et al., 2013). There also are two other main characteristics of servant leadership that contribute to enhancing employee motivation: "empowering and developing others". Employee motivation plays a vital role for achievement of employees and rebuilding community. (Greenleaf, 1970; Harwiki, 2013, p. 56).

2.4.2 Relationship between Servant Leadership and Job Performance

According to Sun and Wang, who stated that when followers are rated by managers and leaders, the impact of servant leadership seems to be positive because it leads employees to become innovative and risk-takers in the Asian context in terms of enhancing performance (2009; Smith et al., 2004). However, Greenleaf did not obviously find a positive relationship between servant leadership and job performance (1977; Reinke, 2004) but some researchers, who follow Greenleaf's perspective, stated that servant leaders enhance employee performance in the long term. The problem for these studies is that they could not support their views empirically (Liden et al., 2000; van Dierendonck et al., 2009). It can be said that this study aims to further examine this contested relationship to provide clarity to the literature.

2.4.3 Relationship between Servant Leadership and Job Satisfaction

Mayer et al. figured out that servant leadership creates an environment that provides enhancing job satisfaction but the environment is expected to be fair for each employee. It leads to the meeting of employees' psychological expectations through satisfying them (2008). However, Berbetsos et

al. assumed that servant leadership effects sportsmen only in one condition, when they have a clear job role. Otherwise, role ambiguity results in diminishing job satisfaction of sportsmen (2007).

In the Filipino literature, West et al. said that the service dimension of servant leadership leads to enhance employees' satisfaction due to including caring and supporting the employees (2009). Similarly, according to Jenkin and Steward, a positive relationship between servant leadership can be seen, when the managers and leaders are oriented effectively, so they represent their accumulation of knowledge to their employees (2011).

Conversely, some specific things, which are "workload is obviously too much, there is a lack of staff, and having low salary", must be considered by servant leadership in order to have a massive effect on job satisfaction because these cause having low job satisfaction levels (Stefánsdóttir, 2013, p. 34). However, when full-time and part time workers were investigated in terms of understanding the positive effect of servant leadership on employee satisfaction, a positive relationship was clear and there was no significant differences between these workers (Thompson, 2003). Differently from the Thompson study, Judge et al. claimed that even though investigation was conducted in different organisations, which are servant-led, servant leadership did not enhance employee job satisfaction. They assumed that employees feel positively satisfied, when they have a complex job (2001).

2.4.4. Mediation effect of Motivation on relationship between Servant Leadership and the outcomes of Job Satisfaction and Performance

According to Waal and Sivro, research was conducted in health care organisations and it reported that motivation did not mediate the relationship between servant leadership and job performance (2012). However, Mulki et al. stated that servant leadership enhances employees' job performance through motivation and it causes promoting benefits for both organisations and employees in terms of finance (2005). Waal and Sivro supported this idea, but there is a condition. They claimed that when servant leaders are oriented multi-dimensionally, positive effects of motivation can be seen on the relationship between servant leadership and job performance (2012). Based on all these ideas, Mackey et al. said that the impact of motivation on servant leadership and employees' performance changes in different context and organisations and it can be difficult to find an agreement in findings (2008) but Sivro and Waal conducted a study that provided empirical results, which supported their ideas (2012).
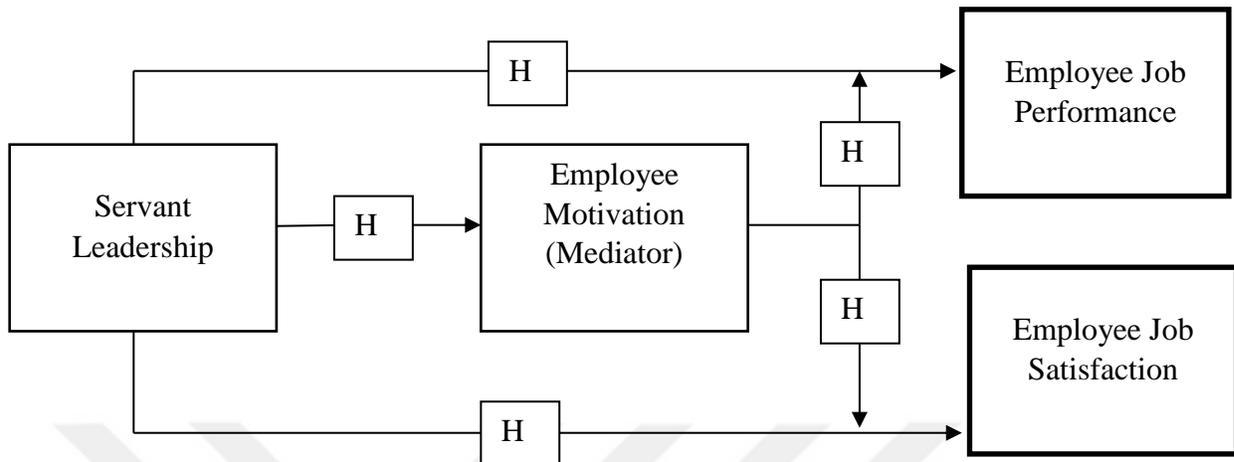
2.5 Research Model and Hypotheses

Figure 1: Research Model of the Hypotheses

Figure 1 indicates the research model of the study. As shown in the model, the main purpose of this study is to examine the impact of servant leadership on employee motivation, satisfaction and performance. It was assumed that in the first hypothesis, the present study seeks to examine the positive effect of servant leadership on employee motivation. This study will bring a general view about the relationship between servant leadership and motivation in the Turkish based organisations. Studies in the literature, which contribute to the current study, generally focus on individual's capabilities and desired aims that emerged through servant leadership and its effects on motivation (Hunter et al., 2013; Yukl, 2002).

> 1: Servant leadership has a positive effect on motivation of healthcare employees in Turkey.

In the second assumption, the present study aims to exaime the general effect of servant leadership on job performance. In other words, when the servant leadership perspective is applied in the organisations, employees' job performance tends to increase and this study provides this information. Some studies support this study's assumption that servant leadership has a positive impact on employee performance in the long-term (Liden et al., 2000; van Dierendonck et al., 2009).

> 2: Servant leadership motivates employees and it has a positive effect on individual job performance of employees.

Moreover, in the third hypothesis, servant leadership seeks to examine the relationship between servant leadership and employee job satisfaction in the general view. In this assumption, servant

leadership enhances employee satisfaction through meeting their expectations. A study supports this idea that in order to improve employee job satisfaction, servant leaders support and care about their followers' interests and demands (West et al., 2009).

> 3: Servant leadership motivates employees and it has a positive effect on individual job satisfaction of employees.

In the fourth assumption, the mediation effect of motivation on the servant leadership and the outcomes of performance and satisfaction is examined. In this study, we look at whether servant leadership is positively related to job satisfaction through motivation or not in the general perspective. There is no study that supports the view in the literature and this study aims to bring findings to further studies. Similarly, this study also aims to examine the effect of servant leadership on employees' job performance through motivating them. In other words, it helps employees by empowering them and it leads to enhanced job performance through motivating followers. There is a study which supports this assumption and when the empirical study is conducted, a positive mediation effect of motivation can be seen in the positive relationship between servant leadership and job performance (Waal & Sivro, 2012).

> 4: Motivation fully mediates the relationship between servant leadership and the outcomes of performance and satisfaction.

CHAPTER 3

3. METHODOLOGY

3.1 Research Design and Setting

Singh (2008) states that research setting is a crucial statement in order to maintain reaching an empirical level. More to that point, it is essentially applied for collecting data, analysing the data, and writing up the findings to address identified research objectives. In addition to these, Punch (2000) points out that it facilitates reaching the main goals of study through related data collection ways (cited in Sokro, 2012). It is because of these that quantitative approach was used in order to obtain knowledge easily and support to the hypothesis. Besides these reasons, in the empirical and mature studies, the quantitative method provides massive and supportive opportunities for finding appropriate information which have been discussed in the literature. Similarly, the quantitative approach minimises cost, time, and inconsistencies of the studies. Bryman and Bell also stated that quantitative method is generally used for understanding the relationship between objectives (2007). Thus, because of the examination of the link and relationship between variables in this study, quantitative method was found to be the most appropriate way. Based on these reasons, this study was questionnaire and cross-sectional based because they provide obtaining comprehensive and proper findings. Moreover, used questionnaires represent closed-ended and specific questions instead of open-ended and general questions, except demographic ones.

3.2 Sampling and Data Collection Procedures

In this study, data was collected from 127 participants aged more than 18, from different health care organisations from Turkey. Sixty-seven (52.8%) of these participants are male, while sixty (47.2%) of participants are female. In addition to this, eighty-nine (70.1%) of respondents are clinical staff compared with thirty-eight (29.9) non-clinical staff. Besides this the mean age of the participants was M = 30.61 (SD = 7.19), while the mean tenure (year of experience) of the participants was M = 7.59 (SD = 6.88). First of all, the questionnaire was translated to the Turkish from English and translated back English to Turkish. This procedure was applied two times reciprocatively with obeying comparativeness and equivalence of the translation rules (Van de Vijver and Leung, 1997) and then it was created in the Survey Monkey online system. At the beginning of the data collection process, questionnaires were sent via Facebook and e-mail as an online based link. Even though 139 questionnaires were viewed on the system, 62 of the questionnaires were not completed by the respondents and they were deleted before analysing.

After that, paper based surveys were distributed and 50 more subjects participated in the questionnaire. As a result, all data was collected in two different ways: online and paper based. Participants were asked to complete a questionnaire which involves examining demographic questions that are age, gender, type of job, and years of experience. In the following sections, they were asked to fill the adapted questionnaire, which includes measuring of servant leadership, work motivation, job satisfaction, and job performance. (see in appendix A and B). Data collection was started in 15th of June and completed in 1st of July.

3.3 Ethical Issues

In the present study, prospective ethical issues were considered and subjects were asked to participate in the study voluntarily. In addition to this, participant rights, the aim of study, and the main procedures of using data were informed to the participants and contact details were given to them in the beginning of the questionnaire in order to minimise any questions in their mind (Saunders et al, 2007). More to that point, whole information was acquired from the participants. Furthermore, they were assured that information and results are going to be kept carefully and their private details will not be shared with anyone (Sieber, 1998 cited in Bickman & Rog, 2009). Survey scales and questions were selected in terms of matching with their expectancies. From this point, any scales and research questions, which might be able to create trouble and result in any discomfort situation, were avoided (Punch, 2005). Besides these, there was not any pressure on participants to complete questionnaires. From this point, they are told that they are free to discontinue filling the questionnaire to prevent gaining inefficient results and creating harmful effect on participants (Bryman, 2008). Additionally, they were not expected to write their names on the questionnaire to prevent recognition and preventing the occurrence of any misunderstanding. Furthermore, all collected data had been entered into the excel document daily and it will be protected in my private computer until the end of December 2014, when they will be destroyed. As a result, all prospective ethical considerations were taken into account in order to ensure carrying on properly in terms of research ethics.

3.4 Description of Data Collection Tools

In this study, existing self-reported scales were brought together and created a new questionnaire included close-ended and open-ended questions and it was split into seven sections.

In addition to this, it includes 66 items overall, 62 of them for main objectives and 4 items for demographic information.

Table 3.1: The value of the Cronbach's Alpha Co-efficiency

Scales	α	N of Items
1. Servant Leadership Questionnaire (SLQ)	. 90	28
2. Intrinsic Job Motivation Scale (IJMS)	. 79	6
3. Work Motivation Scale (WMS)	. 84	15
4. Job Satisfaction Scale (JSS)	. 74	5
5. Michigan Organisational Assessment Questionnaire-Job Satisfaction Subscale (MOAQ-JSS)	. 88	3
6. Work Performance Scale (WPS)	. 94	5

Servant Leadership Questionnaire (SLQ): Section A consisted of Servant Leadership items. Even though there are a lot of scales that relate to the servant leadership in the literature, Servant Leadership Questionnaire (SLQ) was conducted because it fits to the main aim of the study. In addition to this, Northouse states that in order to clarify and discover the servant leadership's complexity, Servant Leadership Questionnaire (SLQ) provides a comprehensive understanding (2013). Servant Leadership Questionnaire (SLQ) is a 28-item scale and it was developed by Liden et al. (2008) on a 7-point Likert-type scale ranging from 1 (Strongly disagree) to 7 (Strongly agree). 7 dimensions can be examined by Servant Leadership Questionnaire (SLQ): "conceptualisation, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community" (Northouse, 2013). "The scale consists of seven dimensions: emotional healing, creating value of the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically. The internal consistencies are .90, .92, .86, .91, .94,

.89, and .90, respectively" (van Dierendonck & Nuijten, 2011, p. 258) and, in the current study, reliabilities of the scales were combined into an overall scale and the Cronbach's alpha consistency of the scale was α =. 90 (Table 3.1).

Intrinsic Job Motivation Scale (IJMS): In section B, Intrinsic Job Motivation items were examined. Intrinsic Job Motivation Scale (IJMS) was developed by Lawler and Hall (1970) on a 5-point Likert-type scale and it is ranging from 1 (Strongly disagree) to 5 (Strongly agree). This is a 6-item scale. The reason for choosing this scale is that there have been some studies about Intrinsic Motivation and significant relationship has been obtained with job satisfaction and job

performance (Hackman & Oldham, 1975; Oldham et al., 1976; Wall et al., 1978; Warr et al., 1979). "Cronbach's alpha was .70" (Janssen et al., 1999, p. 1364) and the reliability of the current study's scale was α =. 79 (Table 3.1).

Work Motivation Scale (WMS): Section C consisted of Work Motivation Scale which was created by Deci and Ryan (2000) on a 5-point Likert-type scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). WMS is a 15-item scale and it was used for theoretical concept of study the first time. Additionally, WSM was combined from five main dimensions, which are "external, introjected, identified, intrinsic, and integrated motivation" and four of them has been conducted accept integrated in the following studies (Grant, 2008; Guay et al. ,2000; Levesque et al., 2006; Moran et al., 2012, p. 355). In the beginning of the scale, participants were asked that "Why are you motivated to do your work?" (Moran et al., 2012, p. 357) and the main scale followed it. "The scale consists of five dimensions: external, introjected, identified, integrated, and intrinsic motivation. The internal consistencies are .63, .86, .72, .86, and .88, respectively" (Moran et al., 2012, p. 357) and, in the current study, reliabilities of the scales were combined into an overall scale and the Cronbach's alpha consistency of the scale was α =. 84 (Table 3.1).

Job Satisfaction Scale (JSS): Section D included the Job Satisfaction Scale that was developed by Brayfield-Rothe (1951) on a 5-point Likert-type scale ranging from 1 (Strongly disagree) to 5 (Strongly agree) (Judge et al., 2000). JSS was a 5-item scale and it examined the overall job satisfaction and it had two reversed questions: "Each day at work seems like it will never end and I consider my job to be rather unpleasant" (Judge at al., 2000, p. 241). The internal consistency of the scale was .88 (Judge et al., 2000) and in the current study, it was found α =. 74 (Table 3.1).

Michigan Organisational Assessment Questionnaire-Job Satisfaction Subscale (MOAQ-JSS): Section E consisted of the Job Satisfaction Scale has been run on a 7-point Likert-type scale in the some studies (Cammann et al., 1979; Cammann et al., 1983), however, in the present study and similar studies, 5-point Likert-type scale were conducted (Allen, 2001; Grandey, 2003; Bowling & Hammond, 2008). It was ranging from 1 (Strongly disagree) to 5 (Strongly agree). MOAQ-JSS was a 3-item scale and ''In general, I don't like my job" was a reversed item (Bowling & Hammond, 2008, p. 64). The reason for choosing the MOAQ-JSS is that provides an effective and general component for studies. "Internal consistency reliability was .84 (Bowling &

Hammond, 2008, p. 69) and in the current study, the reliability of the MOAQ-JSS was $\alpha =. 88$ (Table 3.1).

Work Performance Scale (WPS): Section F included Job/Work Performance Scale which has been conducted as a 6-item scale in different researches (Brockner et al., 1992; May et al., 2002; Kuvaas, 2006), while in the other research, a 5-item scale has been used (Kuvaas & Dysvik, 2009). Both of them are 5-point Likert-type sales and they were rating from 1 (Strongly disagree) to 5 (Strongly agree). A 5-item scale was choosen for this study because one, which "The quality of my work is top-notch", of the items was not fully appropriate for the self-report job performance scale (Kuvaas, 2006, p. 372). The reliability of the scale was . 74 (Kuvaas, 2006) and in the present study, it was found $\alpha =. 94$ (Table 3.1).

Control Variables: Section G consists of control variables that are demographic questions: gender, age, type of job, and years of experience. In this section, years of experience and age were asked as open-ended questions, while two choices were given to the participants in terms of gender (male=1 and female=2), and type of job (clinical=1 and non-clinical=2). These variables were run in the new questionnaire in order to enhance significance between main objectives in the analysing of hypotheses.

3.5 Explanation of Data Analysis Techniques

In the present study, SPSS 20. software was carried out in order to examine whole analyses. First of all, Cronbach's alpha of the each scale to test whether their reliabilities are higher than. 70 or not (Cortina, 1993). Secondly, the linear regression was conducted for the H1, H2, and H3 in order to analyse the relationship and positive effectiveness between main objectives (Servant Leadership and Work Motivation, Servant Leadership and Job Performance, and Servant Leadership and Job Satisfaction) and control variables (age, gender, type of job, and years of experience).

Thirdly, fully mediated regression was run in order to analyse the H4. In this analysis, Baron and Kenny's approach was followed (1986). In the first step, if there is a relationship between DV and IV with variables, which were controlled, the first condition is met and it is continued. In the second step, the relationship between MV and IV is examined with controlling age, gender, type

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of job, and years of experience. If the relationship is seen, the second condition is met and the third step is followed. In the third step, the relationship between DV and IV controlling with MV is analysed and if there is a significant relationship between them, the third condition is met. Additionally, if a significance is found in DV, however Beta co-efficiency declines when the MV is consisted, partial mediation takes place. On the other hand, if there is a non-significance of co-efficiency for the IV when the MV is included, complete mediation happens (Baron & Kenny, 1986). Finally, Sobel test is conducted for testing the indirect effect of significance (Sobel, 1982).

4. RESULTS

4.1 Descriptive Statistics

   Descriptive statistics were explained in Table 4.1. Additionally, means, standard deviations, and correlation between all the variables was explained below in terms of representing general findings' details. The correlations between variables will be reported in the first three hypotheses. The main analysis, which are linear regression, and mediated regression, findings are going to be mentioned in the following analyses.

Table 4.1: Means, Standard Deviations, and Correlations between the all Variables (N= 127)

Variables	M	SD	1	2	3	4	5	6	7	8
1. Servant leadership	108.85	29.40	-							
2. Work motivation	83.00	10.43	.26	-						
3. Job satisfaction	28.34	6.76	.33	.40	-					
4. Job performance	18.93	4.95	.11	.05	.24	-				
5. Gender	1.47	0.50	.03	-.02	-.11	-.06	-			
6. Age	30.61	7.19	.00	-.00	-.05	.00	-.23	-		
7. Type of job	1.29	0.45	.10	-.06	.03	.07	-.30	.26	-	
8. Year of experience	7.59	6.88	.02	.06	.03	-.01	-.17	.90	.26	-

   Hypothesis 1 stated that servant leadership would have a positive effect on motivation of healthcare employees. Examination of R square change value in the table 4.2 indicates that 7.3% of the total variance in motivation was accounted for by this regression model ($\Delta R^2 = .07$). Furthermore, a positive correlation (r = .33) was found between servant leadership and motivation. In addition to this, table 4.2 also indicates that a positive significance could be seen between servant leadership and motivation when the other variables (age, gender, type of job, and years of experience) were controlled (β . 27, p = .00). These findings supported that servant leadership was an important predictor of employee's motivation. As a consequence, assumption of the H1 was supported.

Table 4.2: Linear Regression Analysis predicting Employee Motivation from Servant Leadership

Employee Motivation

Predictor	r	ΔR^2	β	p
Model 1				
Control variables[a]	.19	.03		.29
Model 2				
Servant leadership	.33	.07	.27	.00*

Note: [a] Control variables referred gender, age, type of job, and year of experience.

*p < .05

H2 stated that servant leadership would motivate employees and it would have a positive effect on individual job performance of employees. Analysis of R square change value in the table 4.3 shows that 1.2% of total variance in individual job performance was accounted for by this regression model (ΔR^2 = .01). Additionally, there was a weak positive correlation between servant leadership and individual job performance (r = .14). Table 4.3 indicates that H2 was not proved because there was no significant relationship between servant leadership and individual job performance when the age, gender, type of job, and years of experience were controlled (β . 11, p = .22 > .05). It meant that servant leadership did not predict employee's job performance. As a result, assumption of H2 was rejected.

Table 4.3: Linear Regression Analysis predicting Employee's Job Performance from Servant Leadership

Employee Job Performance

Predictor	r	ΔR^2	β	p
Model 1				
Control variables[a]	.09	.01		.87
Model 2				
Servant leadership	.14	.01	.11	.22

Note: [a] Control variables referred gender, age, type of job, and year of experience.

*p < .05

H3 proposed that servant leadership would motivate employees and it would have a positive effect on individual job satisfaction of employees. Examination of R square change value in the table 4.4 shows that 11.2% of the total variance in individual job satisfaction was accounted for in this regression model (ΔR^2 = .11). Besides this, there was a marginally positive correlation between

servant leadership and individual job satisfaction (r = .41). It can be seen from the table 4.4 that servant leadership was significantly related to individual job satisfaction when the variables (age, gender, type of job, and years of experience) were controlled (β .33, p = .00). It meant that servant leadership was a strong predictor of employee's job satisfaction. In conclusion, the assumption of H3 was supported.

Table 4.4: Linear Regression Analysis predicting Employee's Job Satisfaction from Servant Leadership

	Employee Job Satisfaction			
Predictor	r	ΔR^2	β	p
Model 1				
Control variables[a]	.24	.06		.10
Model 2				
Servant leadership	.41	.11	.33	.00*

Note: [a] Control variables referred gender, age, type of job, and year of experience.

*p < .05

Baron and Kenny's (1986) mediated regression procedure was carried out in order to examine H4, which proposed that motivation would fully mediate the relationship between servant leadership and the outcomes of individual job performance and satisfaction. The first condition of the mediation effect for the relationship between servant leadership and individual job performance was analysed. Table 4.5 findings indicate that servant leadership had no significant relationship with individual job performance, when the age, gender, type of job, and years of experience were applied as control variables, as shown in Table 4.5 (β . 11, p = .22 > .05). In addition to this, Table 4.5 demonstrates that servant leadership's R square change figure was 1.2% in individual job performance (ΔR^2 = .01). In the analysis of mediated regression on the relationship between servant leadership and job performance was not met the first condition.

Table 4.5: Mediated Regression Analysis predicting Employee's Job Performance from Servant Leadership through Employee Motivation

	Employee Job Performance		
Predictor	ΔR^2	β	p
Model 1			
Control variables[a]	.01		.87
Model 2			
Servant leadership	.01	.11	.22

Note: [a] Control variables referred gender, age, type of job, and year of experience

*p < .05

On the other hand, servant leadership was significantly related to individual job satisfaction, when the age, gender, type of job, and years of experience were controlled, as shown in Table 4.6 (β .33, p = .00). Besides this, Table 4.6 shows that 11.2% of the total variance in job satisfaction was accounted for by the first condition (ΔR^2 = .11). As a result, the first condition was met and the second condition was followed (Baron & Kenny, 1986).

In the second condition, the relationship between motivation and servant leadership was carried out with controlling age, gender, type of job, and years of experience. In addition to this, results indicate that the relationship between motivation and servant leadership was significant (β .27, p = .00). Furthermore, Table 4.6 demonstrates that 7.3% of the total variance in motivation was accounted for by the second condition (ΔR^2 = .07). As a consequence, these findings proved that the servant leadership was significantly related to motivation and the second condition was met (Baron & Kenny, 1986).

Table 4.6: Mediated Regression Analysis predicting Employee's Job Satisfaction from Servant Leadership through Employee Motivation

| | Employee Job Satisfaction | | |
Predictor	ΔR^2	β	p
Step 1			
Model 1			
Control variables[a]	.06		.10
Model 2			
Servant leadership	.11	.33	.00*
Step 2			
Model 1			
Control variables[a]	.07		.29
Model 2			
Servant leadership	.03	.27	.00*
Step 3			
Model 1			
Control variables[a]	.06		.10*
Model 2			
Work motivation	.14	.38	.00*
Model 3			
Servant leadership	.05	.25	.00*

Notes:

[a] Control variables referred gender, age, type of job, and year of experience.

*$p < .05$

In the third condition, an examination of R square change value in the table 4.6 shows that motivation had 14% of the total variance when individual job satisfaction was accounted for in model 2 ($\Delta R^2 = .14$). Furthermore, motivation had a significantly positive association with individual job satisfaction (β .38, $p = .00$). In addition to these, model 3 supported that servant leadership had a significant relationship with individual job satisfaction, when motivation has been made to enter into the analysis (β .25, $p = .00$). Table 4.6 also indicates that servant leadership had a 5.8% of the total variance when motivation was accounted for the model 3 ($\Delta R^2 = .05$). β value of the servant leadership was examined and there was a marginal decline in condition 1 to 4 with β .33, p .00 and β .25, p .00 respectively. Therefore, the third condition for mediation was met. All these findings supported that motivation fully mediated to the relationship between servant leadership and individual job satisfaction and complete mediation was seen through the results of the R square change comparison between step 2 to 4 respectively ($\Delta R^2 = .07$, $\Delta R^2 = .05$). Sobel test results also provided that the indirect effectiveness of the mediation was supported ($z = 2.38$, $p = .01$) (Baron & Kenny, 1986).

CHAPTER 5

5. DISCUSSION

First of all, the main aim of the present study was to examine the role of servant leadership on individual employee motivation. Secondly, the effects of servant leadership on employee job satisfaction and performance was investigated. Finally, the mediation effects of employee motivation on the relationship between servant leadership, and the outcomes of job satisfaction and performance was explained.

In the first hypothesis, it was assumed that servant leadership has a positive effect on employee motivation. The findings of the study supported that servant leadership has a significantly positive effect on employees' job motivation and the consistency was found. There are limited studies that support the hypothesis, but it was promoted by existing research. Yukl's research supported the idea that servant leadership enhances motivation of employees in terms of psychologically, through empowering individual capabilities (2002). Based on this finding, it can be estimated that servant leaders tend to contribute to followers by giving them the opportunity to empower themselves and represent their personal abilities that provide defining these abilities, thus these motivate employees and allow them to improve themselves. Besides this, According to Avolio et al. , the positive impact of servant leadership on especially intrinsic work motivation can be seen in general (2009) because servant leaders are more likely to consider followers' emotions and they are willing to understand them in terms of internally and it results in increasing motivation of employees. Furthermore, spirituality is an important dimension of servant leadership that leads to contribute to having clear and positive effects on employees' work motivation (Sendjaya et al., 2008). Even though it might have a negative effect, which might be having conflict because feelings might step ahead of the main aim of the work, for both organisations and employees, in many cases, positive effects are seen rather than negative ones. These studies assert the impact of servant leadership on motivation in terms of enhancing personal abilities, intrinsic motivation, and empowerment of employees that were assumed and supported in the present study. Similarly, the service model of Hunter et al. is examined that servant leadership fulfils the main motivational expectations and willingness of the employees in order to keep their sensory perception positive (2013). Based on this view, servant leaders tend to facilitate ways that employees use in order to meet their needs. It results in having internal and external motivation that ensures better work. More to that point, the relationship between servant leadership and employee work motivation is remarkably significant in terms of expending more effort that is essential for representing "extra-role helping behaviours" (Barbuto

& Wheeler, 2006; Hunter et al., 2013, p. 320) because it is assumed that people are motivated in order to keep their work in the high-level and make more effort. Thus, servant leaders are very good at understanding their followers and this affects employees' motivation positively. What is more, the main characteristics, which are "empowering, developing others, and rebuilding community", of the servant leadership also supports this view that servant leaders are supposed to apply motivation in their perspective to achieve the main goals (Greenleaf, 1970; Harwiki, 2013, p. 56). According to these ideas, when the servant leadership and motivation tools get together, achievement of the main aims comes in sight easily because servant leaders generally facilitate finding any conveniences for employees and they care about employees' success rather than organisations'. Autonomy is another important dimension of servant leadership that provides enhancing employee's work motivation and shows the relationship between them. It is not practically related to extrinsic motivation in some cases, but is highly relevant intrinsic motivation, which involves self-control rather than control by leaders. It leads to enhanced motivation of employees through having a locus of causality. Thus, servant leadership plays an important supportive role in motivation in order to feel self-worth (Deci & Ryan, 1985; Deci et al., 1989; Burton et al., 2006; Cameron et al., 2005; Cordova & Lepper, 1996; Vadell, et al., 2011). However, self-control might not be beneficial in some countries. For instance, in Turkey, if the self-control is given to the employees, it can be abused because of having limited freedom in many cases, but in the developed countries this causes inappropriateness less than in developing countries' organizations. Not surprisingly, no study, in which found a negative relationship between servant leadership and motivation, was found in the literature because servant leadership is one of the most appropriate leadership styles for motivating employees. As a consequence of the first hypothesis, all findings supported the main assumption, which was that servant leadership motivates employees. These researches also represented evidence that was consistently relevant to this study's findings, to the first hypothesis in terms of confirming the claimed idea.

Secondly, the role of servant leadership on job performance was examined. It was expected to find positive effect of servant leadership on job performance, but surprisingly it was found that servant leadership had no positive effect on job performance. The reason for this might be the self-report job performance scale because it was expected to answer similarly. Another reason could be the culture of Turkey because people in Turkey are more likely to show themselves very effective in terms of work. Sun and Wang found different findings compared to the present study. They stated that there was a significant relationship between servant leadership and job performance in

the Asian context, but it was rated by supervisors (2009). Similarly to these findings, servant leaders could be good for employees because employees, who follow the servant leaders, tend to be risk takers and innovative and it leads to self-confidence and enhances the level of performance (Smith et al., 2004). On the other hand, Greenleaf did not obviously figure out the relationship between servant leadership and job performance (1977; Reinke, 2004), however, other researchers claimed that servant leadership impacts on employee job performance through motivating them, but studies, which prove this idea, have not been supported empirically (Liden et al., 2000; van Dierendonck et al., 2009). Thus, performance is affected positively in many ways and servant leaders are good at explaining them. Furthermore, servant leaders usually support employees to improve their performance. The reason is that, employee performance basically depends on the behaviour of leaders and servant leadership has many characteristics and attributes that care about employees' benefits instead of themselves and they behave in the right way for the employees' expectation. Even though the servant leadership was shown as an important predictor of performance, the findings of this study did not support these ideas.

Another assumption was that servant leadership would have a positive effect on employee's job satisfaction. Mayer et al. had similar findings to the present study and they stated that servant leadership is remarkably related to the overall job satisfaction of employees through creating a fair environment for each follower in terms of providing satisfaction of psychological demands (2008). Based on this idea, servant leaders promote employees individually with regard to meeting the requirements of expectations. However, employees need to have clear job roles in order to represent their real effort. From this point, Berbetsos et al. pointed out that servant leaders are negatively related to sportsmen's job satisfaction in terms of revealing real performance of employees, when the occurrence of the role ambiguity (2007). Furthermore, in the Filipino researches, servant leadership is positively related to employee satisfaction in terms of the service aspect of servant leadership (West et al, 2009). It is obviously estimated that service dimension consists of caring and supporting employees' benefits rather than theirs. Thus, it results in increased commitment and satisfaction of employees with regard to represent effectiveness. According to Jenkins and Steward's study which proved the assumption that when managers of nurses are oriented effectively in the organisations, a significant relationship between servant leadership and individual job satisfaction was found (2011). It is definitely true that when the leaders and managers have adequate information about servant leadership, implementation of servant leadership can be easy and it leads to increased job satisfaction in the long term. However, there are some aspects that

must be taken into account for finding positive results. When the "workload is obviously too much, there is a lack of staff, and having low salary" can cause employees to have low job satisfaction then these aspects should be considered (Stefánsdóttir, 2013, p. 34). Thompson also found similar results with the present study that there was a significant relationship, when the organisation is servant leader-led for full-time workers. In terms of hourly paid employees, similar results were found. (2003). On the other hand, there was no significance between servant leadership and job satisfaction of employees because when the research was implemented in different organisations, in which whether they are servant-led, and no differences were found regarding to job satisfaction score. However, only significance was found, when the job is so complex and it results in higher satisfaction, and performance (Judge et al. 2001). Even though there were few studies that showed no significance between servant leadership and job satisfaction, most of the studies have supported the relationship between these objectives. As a consequence, positive effects of servant leadership outweighed the non-significance effect of the servant leadership in the present and previous studies.

The fourth hypothesis assumed that motivation fully mediates the relationship between servant leadership and the outcomes of job satisfaction, and job performance. When looked at the relationship between the servant leadership and job satisfaction through motivation, a positive relationship was found, but there is no study that supports these findings. It can be thought that in the first hypothesis, servant leadership motivated employees individually and it was supported by existing researches. Additionally, in the third hypothesis, servant leadership had a positive effect on job satisfaction. Based on these findings, the mediation effect of motivation on the relationship between the servant leadership and job satisfaction can be estimated because motivation promotes enhanced employee satisfaction and servant leadership is also more likely to focus on these dimensions in order to improve job effectivity of employees, so, it leads to creation of a beneficial environment for both employees and organisations. Thus, the present study can be applied and taken the initiative empirical study in the future.

The second assumption of the fourth hypothesis was that motivation fully mediates the relationship between the servant leadership and the outcomes of job performance. Surprisingly, the present study's findings showed that the mediation effect of motivation on servant leadership and job performance was found insignificant and Waal and Sivro found similar results in their study. They stated that there was limited evidences that prove to the positively direct and indirect effects in the university health care services' employees and leaders in terms of the servant leadership and job performance (2012). However, Mukli et al. pointed out that servant leaders has a massive

impact on job performance and it results in providing benefits to customers, employees, and finance of the organisation through motivation (2005) but Waal and Sirvo explained that there was a direct effect of servant leadership on job performance and it can only be seen influences when the leaders are oriented multi-dimensionally and influences can lead to have an improvement on performance through motivation (2012). According to Mackey, the impact of servant leadership on job performance is changeable in different contexts and organisations (2008) and it is difficult to find agreement in results. Thus, even though there are some studies which support the findings, while others show that there are no relationship between the servant leadership and job performance through mediation effect of motivation empirically, but in 2012, Waal and Sirvo conducted the first empirical study and the result proved the present study's findings (2012).

CHAPTER 6

6. CONCLUSIONS

6.1 Limitations

Even though this study provided comprehensive results, some limitations exist for a number of reasons. First of all, this study was implemented in the healthcare organisations in Turkey. From this idea, as servant leadership perspective is not prevalent in the general sense by Turkish public organisations and people are not unaccustomed to this leadership perspective. Thus, servant leadership items did not fit properly to leadership prototypes in Turkey and it led to reaching limited participants, even if many organisations were contacted. Instead of health care organisations, this study could be implemented in the non-profit organisations. Another limitation was the scale of servant leadership. The items of the scale were expected to answer in the same. The main reason was that it was a self-report scale and based upon assessing the views of the participants rather than executives. More to that point, it was realised later that job performance scales theoretical concept was not effectively appropriate to the main purpose of the research. Another limitation is that the data was cross-sectional, but longitudinal would have been better and the dependent variables were self-reported meaning common method variance was an issue for establishing causality between constructs. The final limitation was that the data was collected by using an online-based survey. Due to the fact that, there were doubts about whether participants filled the survey as expected or not. If the survey was conducted in person, it could be better in terms of confirming findings efficiently.

6.2 Future Research

It can be suggested that the relationship between main objectives (servant leadership, motivation, job performance, and job satisfaction) can be investigated through longitudinal studies in order to acquire desirable findings because short-term researches might not provide effective results as parallel of the main purpose of the study and what it is expected to find. Additionally, researching in the long-term promotes finding adequate numbers of participants. Another thing is that cultural differences should be taken into account in the studies in regards to recognition of especially servant leadership (for example: servant leadership is not a famous style in Turkey). It is not surprisingly, the relationship between servant leadership and motivation, job satisfaction, and job performance has limited studies compared with longstanding leadership styles, which are transformational, transactional etc. in the literature because of being emerged for few decades.

Based upon this view, it can be suggested for the further studies that comparison between Turkish organisations and other countries' organisations can be researched longitudinally and after that differences can be seen more specifically in terms of implementation of servant leadership perspective and its' on employee motivation in the long-term. Finally, in terms of conducting methods, both quantitative and qualitative methods should be applied in the longitudinal studies in order to enhance validity, reliability, and efficiency of the study. The reason to conduct longitudinal studies, and both research methods is that servant leadership requires to represent process of the impacts on main attributes. As a consequence, integrating of servant leadership with especially motivation, job performance, and job satisfaction is substantially difficult to manage in the countries in where servant leadership is not well-known. That is why, it is needed both experimentally qualitative, and quantitative methods, and longitudinal research.

6.3 Recommendations

First of all, in the Turkish healthcare organisations, leaders should be trained in terms of servant leadership in order to bring a new perspective because servant leadership style can also have an even stronger impact on employees' satisfaction, performance and motivation. As estimated by Turkish people, between leaders and employees there is a big hierarchical gap and servant leadership may remove it in order to create an intimate relationship. It might also lead to bringing favorable outcomes with regard to both organisations and employees. Secondly, positive and negative feedback should be given by leaders to employees in order to enhance especially their performance and motivation both because motivation and performance improvements can be seen easily and because it prompts leaders to make interventions, when they need. As a consequence, based on these recommendations, servant leadership perspective can help employees through meeting their initial demands and it results in minimising the lack of motivation, performance and satisfaction of employees.

6.4 Conclusion

In the present study, the extent of various effects of servant leadership on basic employee motivation and employee performance and satisfaction were investigated. First of all, in Turkish health care organisations, the findings showed that servant leadership facilitates enhancing employee motivation through using specific attributes such as empowering them. Additionally, servant leaders create an effective environment that promotes employees to feel inspiring during

work in order to reveal their strengths because servant leadership provides opportunities to motivate them. Moreover, employees are motivated through servant leadership in order to meet potential aims, and vision, and mission of the organisations. Secondly, servant leaders satisfy the employees both directly and indirectly because it can be significantly estimated that there is a positive relationship between servant leadership and job satisfaction.

In terms of servant leadership perspective, employees' job satisfaction cannot be increased without encouraging them (Ewing, 2011). Based on this idea, servant leaders promote job satisfaction of employees through motivation in some cases, and in other cases, they are positively and directly related to each other. Thus, the findings supported this information.

Finally, surprisingly, there was a relationship between servant leadership and job performance directly and indirectly, even if they were not expected. Even though contribution of servant leadership on employees' job performance can be seen in most of the studies, it should not be generalised for all studies as seen in the present study because in some cases all concerns cannot be encompassed.

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APPENDIX

APPENDIX A: Questionnaire in English

ASTON UNIVERSITY

A survey exploring Servant Leadership and Employee Motivation

PARTICIPANT CONSENT FORM

Purpose of Study: The main purpose of this questionnaire is to identify perceptions of the health care workers about their leaders and whether or not certain types of leader motivate health care workers at the workplace in Turkey.

Details of Participation: This study is about Servant Leadership, Employee Motivation and their effects on Job Satisfaction and Performance. You are given different statements and you are invited to provide a response to them, based on your own personal view. There is no right or wrong answer to these questions. All data are to be held confidentially and any identifying details will be anonysed and will not be shared with anyone other than the researcher and his supervisor. Participation of the study is entirely voluntary. This is an online questionnaire and it should not take more than 15 minutes. Your organization will receive a summary of the findings with recommendations on how to improve aspects relating to leadership and motivation in your workplace. If you would like a copy of the findings, please email me.

If you have any concerns or questions about this study, please feel free to contact Ufuk Barmanpek at **barmanpu@aston.ac.uk** .

Many thanks for your participation.

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PART A: Servant Leadership Questionnaire (Liden et al.,2008).

Please, think about a leader or leaders in your organization and according to the statements, and click on the square (□) that represents your idea. He/She refers to your leader. There are no right or wrong answers to these questions so please answer honestly and choose only one option for each item.

	Strongly Disagree	Disagree	Disagree Somewhat	Undecided	Agree Somewhat	Agree	Strongly Agree
1. Others would seek from him\her if they had a personal problem	□	□	□	□	□	□	□
2. He\She emphasizes the importance of giving back to the community.	□	□	□	□	□	□	□
3. He\She can tell if something work related is going wrong.	□	□	□	□	□	□	□
4. He\She gives others the responsibility to make important decisions about their own jobs.	□	□	□	□	□	□	□
5. He\She makes others' career development a priority.	□	□	□	□	□	□	□
6. He\She cares more about others' success than his\her own.	□	□	□	□	□	□	□
7. He\She holds high ethical standards.	□	□	□	□	□	□	□
8. He\She cares about others' personal well-being.	□	□	□	□	□	□	□
9. He\She is always interested in helping people in the community.	□	□	□	□	□	□	□
10. He\She is able to think through complex problems.	□	□	□	□	□	□	□
11. He\She encourages others to handle important work decisions on their own.	□	□	□	□	□	□	□
12. He\She is interested in making sure others reach their goals.	□	□	□	□	□	□	□

13. He\She puts others' best above his\her own.	□	□	□	□	□	□	□
14. He\She is always honest.	□	□	□	□	□	□	□
15. He\She takes time to talk to others on a personal level.	□	□	□	□	□	□	□
16. He\She is involved in community activities.	□	□	□	□	□	□	□
17. He\She has a thorough understanding of the organization and its goals.	□	□	□	□	□	□	□
19. He\She provides others with work experiences that enable them to develop new skills.	□	□	□	□	□	□	□
20. He\She sacrifices his\her own interests to meet others' needs.	□	□	□	□	□	□	□
21. He\She would not compromise ethical principles in order to meet success.	□	□	□	□	□	□	□
22. He\She can recognize when others are feeling down without asking them.	□	□	□	□	□	□	□
23. He\She encourages others to volunteer in the community.	□	□	□	□	□	□	□
24. He\She can solve work problems with new or creative ideas.	□	□	□	□	□	□	□
25. If others need to make important decisions at work, they do not need to consult him\her.	□	□	□	□	□	□	□
26. He\She wants to know about others' career goals.	□	□	□	□	□	□	□
27. He\She does what he\she can to make others' jobs easier.	□	□	□	□	□	□	□
28. He\She values honesty more than profits.	□	□	□	□	□	□	□

PART B: Intrinsic Job Motivation Scale (Lawler & Hall, 1970).

In this part, you are being asked of your personal feeling about your present job. You have five options and please the square (□) that represents your idea. Please choose only one option for each item.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
29. I feel a sense of personal satisfaction when I do this job well.	□	□	□	□	□
30. My opinion of myself goes down when I do this job badly.	□	□	□	□	□
31. I take pride in doing my job as well as I can.	□	□	□	□	□
32. I feel unhappy when my work is not up to my usual standard.	□	□	□	□	□
33. I like to look back on the day's work with a sense of a job well done.	□	□	□	□	□
34. I try to think of ways of doing my job effectively.	□	□	□	□	□

PART C: Work Motivation Scale (Deci & Ryan, 2000).

In this part, think about what you are motivated to do your work. Five options are given you and click on the square (□) that represents your idea. Please choose only one option for each item.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
35. Because, my boss wants me to do it.	□	□	□	□	□
36. Because, the situation demands it.	□	□	□	□	□
37. Because, I get paid to do it.	□	□	□	□	□
38. Because, I would feel guilty If I did not do well.	□	□	□	□	□
39. Because, I would feel ashamed If I did poorly.	□	□	□	□	□
40. Because, I would feel bad about myself If I did not do a good job.	□	□	□	□	□
41. Because, I believe my work is valuable.	□	□	□	□	□

42. Because, my work is important.	□	□	□	□	□
43. Because, I value the work.	□	□	□	□	□
44. Because, my work goals and personal goals are integrated.	□	□	□	□	□
45. Because, my work is a big part of who I am.	□	□	□	□	□
46. Because, my work helps to define me.	□	□	□	□	□
47. Because, I find the work interesting.	□	□	□	□	□
48. Because, the work is fun.	□	□	□	□	□
49. Because, I find the work engaging.	□	□	□	□	□

PART D: Job Satisfaction Scale (Brayfield-Rothe,1951).

In this part, the list of statements is represented regarding how you are satisfied with your job through motivation. Five options are given you and click on the square (□) that represents your idea. Please choose only one option for each item.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
50. I feel fairly satisfied with my present job.	□	□	□	□	□
51. Most days I am enthusiastic about my work.	□	□	□	□	□
52. Each day at work seems like it will never end.	□	□	□	□	□
53. I find real enjoyment in my work.	□	□	□	□	□
54. I consider my job to be rather unpleasant.	□	□	□	□	□

PART E: Michigan Organisational Assessment Questionnaire-Job Satisfaction Subscale (Bowling & Hammond, 2008).

In this part, here is a list of statements are concerning to your job satisfaction. Items are about your job satisfaction. Five options are given you and click on the square (□) that represents your idea. Please choose only one option for each item.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
55. All in all I am satisfied with my job.	□	□	□	□	□
56. In general, I don't like my job.	□	□	□	□	□
57. In general, I like working here.	□	□	□	□	□

PART F: Work Performance Scale (Kuvaas, 2006).

In this part, items are about job performance. Five options are given you and click on the square (□) that represents your idea. Please choose only one option for each item.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
58. I usually don't hesitate to put in extra effort when it is needed.	□	□	□	□	□
59. I often expend extra effort in carrying out my job.	□	□	□	□	□
60. I often expend more effort when things are busy at work.	□	□	□	□	□
61. I try to work as hard as possible.	□	□	□	□	□
62. I intentionally expend a great deal of effort carrying out my job.	□	□	□	□	□

PART G: Personal Information

1. Your Gender

□ Male   □ Female

2. Your Age

3. Type of Job

□ Clinical   □ Non- clinical

4. Years of Experience

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┌─────────────────┐
│                 │
└─────────────────┘
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Thank you for your participation

APPENDIX B: Questionnaire in Turkish

ASTON ÜNİVERSİTESİ

Anket Hizmetkar Liderlik ve Çalışan Motivasyonunu inceliyor

KATILIMCI ONAY FORMU

Çalışmanın Amacı: Bu çalışma, Türkiyedeki sağlık çalışanlarının kurumlarındaki liderlerinin kendilerinin motivasyonlarına etkisi olup olmadığını araştırmak için yapılmaktadır.

Katılımın Detayları: Bu çalışma Hizmetkar Liderlik ve Çalışan Motivasyonu ve bunların çalışanların iş doyumu ve iş performansı ile ilgilidir. Size farklı bölümlerde farklı sorular sorulacak ve bu sorulara kişisel görüşünüz temelinde cevaplamanız beklenmektedir. Toplanan veriler, gizli tutulacak ve tez danışmanı ve araştırmalar dışında hiç kimse ile paylaşılmayacaktır. Bu çalışmaya katılım tamamıyla gönüllüdür. Çalışma online tabanlı ve anketi tamamlamak 15 dakikadan fazla almamalıdır.

Bu çalışma ile ilgili olarak herhangi bir sorunuz olursa, çekinmeden benimle iletişime geçebilirsiniz.

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Katılımınız için çok teşekkür ederim.

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PART A: Hizmetkar Liderlik Anketi (Liden et al.,2008).

Bu bölümde sizden kurumunuzda bulunan lider ya da liderlerle ilgili düşüncelerinizi belirtmeniz istenmektedir. Lütfen her soru için tek bir seçeneği seçiniz.

	Kesinlikle Katilmiyorum	Katilmiyorum	Biraz Katilmiyorum	Kararsizim	Biraz Katiliyorum	Katiliyorum	Kesinlikle Kariliyorum
1.Kişisel problemleri olduğunda diğer çalışanlar ondan yardım alır.	□	□	□	□	□	□	□
2.Topluma destek olmanın önemini vurgular.	□	□	□	□	□	□	□
3.İşle alakalı bir şey yanlış gittiğinde bunu söyler.	□	□	□	□	□	□	□
4.Diğerlerine kendi işlerine dair önemli kararların alınmasında sorumluluk verir.	□	□	□	□	□	□	□
5.Başkalarının kariyer gelişimini öncelik verir.	□	□	□	□	□	□	□
6.Başkalarının başarısını kendi başarısından daha çok önemser.	□	□	□	□	□	□	□
7.Yüksek iş ahlakı standartlarına sahiptir.	□	□	□	□	□	□	□
8.Başkalarının kişisel refahını önemser.	□	□	□	□	□	□	□
9.Her zaman toplumdaki insanlara yardım etmekle ilgilenir.	□	□	□	□	□	□	□
10.Karmaşık problemleri çözme yetisine sahiptir.	□	□	□	□	□	□	□
11.Başkalarının önemli iş kararlarını kendilerinin almasında cesaretlendirir.	□	□	□	□	□	□	□
12.Başkalarının kariyer hedeflerine ulaşmalarında ne yapmak istediklerinde emin olmalarını sağlar.	□	□	□	□	□	□	□
13.Başkalarının menfaatlerini kendisininkinin önüne koyar.	□	□	□	□	□	□	□
14.Daima dürüsttür.	□	□	□	□	□	□	□
15.Başkalarıyla kişisel düzeyde konuşmak için zaman ayırır.	□	□	□	□	□	□	□
16.Toplumsal aktivitelere dahil olur.	□	□	□	□	□	□	□
17.Kurum anlayışı ve kurumun hedeflerine sahiptir.	□	□	□	□	□	□	□

18.Başkalarına zor durumlarla mücadele edebilmek için kendilerini en iyi hissedecekleri şekilde özgürlük tanır.	□	□	□	□	□	□	□
19.Başkalarına yeni beceriler geliştirebilmeleri için mesleki deneyim sağlar.	□	□	□	□	□	□	□
20.Başkalarının ihtiyaçlarını karşılamak için kendi menfaatlerinden vazgeçer.	□	□	□	□	□	□	□
21.Başarıya ulaşmak için etik ilkelerden taviz vermez.	□	□	□	□	□	□	□
22.Başkalarına sormadan onların üzgün olduğunu fark edebilir.	□	□	□	□	□	□	□
23.Başkalarını toplumda gönüllü olmaları için cesaretlendirir.	□	□	□	□	□	□	□
24.Yeni ve yaratıcı fikirlerle problemleri çözebilir.	□	□	□	□	□	□	□
25.Diğer çalışanların işte önemli kararlar alması gerektiğinde ona danışmaya ihtiyaçları yoktur.	□	□	□	□	□	□	□
26.Diğer çalışanların kariyer hedeflerini bilmek ister.	□	□	□	□	□	□	□
27.Başkalarının işlerini kolaylaştırabilmeye çalışır.	□	□	□	□	□	□	□
28.Dürüstlüğe kardan daha çok önem verir.	□	□	□	□	□	□	□

PART B: İçsel İş Motivasyonu Anketi (Lawler & Hall, 1970).

Bu bölümde işinizle ilgili kişisel düşüncelerinize ait sorular bulunmaktadır. Lütfen her soru için tek bir seçeneği seçiniz.

	Kesinlikle Katilmiyorum	Katilmiyorum	Kararsizim	Katiliyorum	Kesinlikle Katiliyorum
29.İşimi iyi yaptığımda kişisel tatmin hissederim.	□	□	□	□	□
30.İşimi kötü yaptığımda kendi hakkımdaki fikirlerim negatif oluyor.	□	□	□	□	□
31.İşimi elimden geldiğince yapabildiğimde kendimle gurur duyuyorum.	□	□	□	□	□

	Kesinlikle Katilmiyorum	Katilmiyorum	Kararsizim	Katiliyorum	Kesinlikle katiliyorum
32.İşimi normal standartlarda yapamadığımda mutsuz hissederim.	□	□	□	□	□
33. İyi bir iş yaptığım duygusuyla her iş gününe geriye dönüp bakmaktan hoşlanırım.	□	□	□	□	□
34.İşimi en iyi şekilde yapmanın yollarını düşünmeye çalışırım.	□	□	□	□	□

PART C: İş Motivasyonu Anketi (Deci & Ryan, 2000).

Bu bölümde size işinizi yaparken motive olmanızın nedenleri sorulmaktadır. Her bir soru için yanlızca bir seçeneği seçiniz.

	Kesinlikle Katilmiyorum	Katilmi yorum	Kararsizim	Katiliyorum	Kesinlikle katiliyorum
35.Çünkü liderim benden işimi yapmamı istedi.	□	□	□	□	□
36.Çünkü durum bunu gerektiriyor.	□	□	□	□	□
37.Çünkü bunu yapmak için para alıyorum.	□	□	□	□	□
38.Çünkü eğer işimi iyi yapmazsam kendimi suçlu hissederim.	□	□	□	□	□
39.Çünkü vasat bir iş yaparsam kendimden utanırım.	□	□	□	□	□
40.Çünkü iyi bir iş yapamazsam bunun hakkında kendimi kötü hissederim.	□	□	□	□	□
41.Çünkü işimin değerli olduğuna inanıyorum.	□	□	□	□	□
42.Çünkü benim işim önemlidir.	□	□	□	□	□
43.Çünkü işe değer veriyorum.	□	□	□	□	□
44.Çünkü benim iş hedeflerim ve kişisel hedeflerim birleşik haldedir.	□	□	□	□	□
45.Çünkü işim kim olduğumun büyük bir bölümüdür.	□	□	□	□	□
46.Çünkü işim benim kendimi tanımlamamda yardımcı oluyor.	□	□	□	□	□
47.Çünkü işimi ilginç buluyorum.	□	□	□	□	□
48.Çünkü işimi eğlenceli buluyorum.	□	□	□	□	□
49.Çünkü işimi cazip buluyorum.	□	□	□	□	□

PART D: İş Doyumu Anketi (Brayfield-Rothe,1951).

Bu bölümde iş doyumu ile ilgili sorular bulunmaktadır. Lütfen her soru için yanlız bir seçeneği seçiniz.

	Kesinlikle Katilmiyorum	Katilmiyorum	Kararsizim	Katiliyorum	Kesinlikle Katiliyorum
50.Şimdiki işimden oldukça memnun hissediyorum.	□	□	□	□	□
51.Çoğu zaman işimle ilgili istekliyim.	□	□	□	□	□
52.İşteki her günüm sanki hiç bitmeyecekmiş gibi geliyor	□	□	□	□	□
53.İşimi gerçekten eğlenceli buluyorum.	□	□	□	□	□
54.İşimin oldukça zevksiz olduğunu düşünüyorum.	□	□	□	□	□

PART E: Michigan Örgütsel Değerlendirme Anketi- İş Doyumu (Bowling & Hammond, 2008).

Bu bölümde iş doyumu ile ilgili genel sorular yer almaktadır. Lütfen her soru için yalnızca bir seçeneği seçiniz.

	Kesinlikle Katilmiyorum	Katilmiyorum	Kararsizim	Katiliyorum	Kesinlikle Katiliyorum
55.Genel olarak işimden memnunum.	□	□	□	□	□
56.Genel olarak işimi sevmiyorum.	□	□	□	□	□
57.Genel olarak burada calışmayı seviyorum.	□	□	□	□	□

PART F: İş Performansı Anketi (Kuvaas, 2006).

Bu bölümde iş performansıyla ilgili sorular bulunmaktadır. Lütfen her soru için sadece bir seçeneği seçiniz.

	Kesinlikle Katilmiyorum	Katilmiyorum	Kararsizim	Katiliyorum	Kesinlikle Katiliyorum
58.İhtiyaç olduğunda genelde fazla çaba harcamaktan tereddüt etmem.	□	□	□	□	□

59.İşimi yaparken sık sık ekstra çaba sarf ederim.	□	□	□	□	□
60.İs yoğun olduğunda sık sık daha fazla caba harcarım.	□	□	□	□	□
61.Olabildiğince sıkı çalışmaya çalışırım.	□	□	□	□	□
62.İşimi yaparken isteyerek büyük bir çaba sarf ederim.	□	□	□	□	□

PART G: Kişisel Bilgiler

1. Cinsiyetiniz

□ Erkek   □ Bayan

2. Yaşınız

3. İş türünüz

□ Clinical   □ Non- clinical

4. Deneyim yılınız

Katılımınız için Teşekkür ederim.