EXPLORING THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND PSYCHOLOGICAL CAPITAL CONSTRUCTS

by

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ABSTRACT

There is currently a gap in knowledge regarding how leadership styles relate to employee psychological capital. Leaders can use this knowledge to emphasize employee health. It will also help organizations by promoting employee development and retention. The purpose of this study was to examine the relationship between each leadership style of situational leadership, servant leadership, authentic leadership, transformational leadership and levels of employee psychological capital. This research also examined whether age acted as a moderator in the relationship. The research questions that guided this study were does leadership style have a relationship with employee psychological capital, and does age act as a moderator in that relationship. This study used a quantitative design. This study included participants from the United States who were not managers. Participants completed a survey that assessed the relationship between their own level of psychological capital and the leadership styles of their managers. Multiple regression analysis was used to analyze the data of the research. This study found that a leader's use of the servant, authentic, and transformational leadership styles did have a positive relationship with employee psychological capital. This study found that servant leadership, authentic leadership, and transformational leadership did have a positive relationship with employee psychological capital, with each explaining 21%, 27%, and 38% of the variation in psychological capital, respectively. Situational leadership was also significant, but only explained 3.2% of the variation in psychological capital. These findings emphasize the importance of leadership training in organizations.

Keywords: psychological capital, situational leadership, authentic leadership, servant leadership, transformational leadership

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

Understanding leadership styles is a crucial area of research in industrial/organizational psychology (Mweisiga et al., 2020). Leadership is an important factor that leaders can use to develop their employees' behaviors and skills by making them more effective at completing jobs. Since an academic understanding of leadership first developed, ideas about what is required to be a good leader and how a good leader acts have constantly evolved. Leadership research has progressed from understanding leadership as a natural ability that people are born with to a skill people develop. Leadership styles include servant leadership, transformational leadership, authentic leadership, and situational leadership (Ichsan et al., 2021). According to the researchers, different approaches to leadership relate to positive organizational outcomes depending on which leadership style leaders use.

Effective leaders ensure followers that have many resources to succeed, such as psychological capital, job knowledge, and effective training (Tsaur et al., 2019). Psychological capital is a construct that includes hope, optimism, resilience, and self-efficacy (Darvishmotevali & Ali, 2020). Psychological capital is positively related to many different benefits for employees. Examples of the benefits of psychological capital include critical organizational constructs such as employee engagement, quality of life, satisfaction, and performance.

Background

Psychological Capital in the Workplace

Psychological capital is a combined measure of an employee's psychological resources of hope, optimism, resilience, and self-efficacy. (Tsaur et al., 2019). An experiment conducted by Gong et al. (2019) found that whenever an employee's psychological resources are at a higher

level, those employees positively relate to organizations through productivity and efficiency. Psychological capital results in employees who perform better quality work, experience lower levels of employee burnout and demonstrate increased emotional intelligence. All the benefits that occur at the individual level result in benefits at the organizational level, which result in a more effective company. Making organizations more effective is a crucial goal of industrial/organizational psychology.

Hope in the Workplace

Hope is a measure of employees' belief in their ability to meet a goal (David & Jaco, 2021). An individual's outlook regarding how likely they are to achieve their goals positively affects their hope. Effective leaders must understand how to establish practical goals and create paths for employees to achieve those goals. An employee's hope is also related to the idea that they might "move up" in the company and that their behavior will lead to promotions or raises. Certain leadership styles are positively related to the construct of hope in employees. The psychological resource of hope is positively related to critical organizational constructs such as employee performance, work engagement, and workplace happiness (Youssef & Luthans, 2007; Ozyilmaz, 2019; Charles et al., 2019).

Optimism in the Workplace

Optimism is a measure of a person's belief that they will get a better outcome in each situation based on how much effort they put into the tasks (Eva et al., 2020). Optimism refers to employees' thoughts about how effectively they complete their tasks. According to Eva et al., (2020), a high level of optimism is critical because of a relationship the researchers found between optimism and employees' tendency to seek career development and promotions within the same organization. Optimism is an essential psychological resource because it can help

prevent workplace bullying (Vincent et al., 2022). Researchers have also found a positive relationship between optimism and employee performance, which resulted in better organizational outcomes. (Hough et al., 2020; Li et al., 2019). Optimism is also negatively related to employee disengagement because as employees believe less in their ability to complete work tasks, they become more disinterested in skill growth by learning to do more complex tasks (Mcafee et al., 2023). Employee optimism can also promote a solid ethical climate and organizational trust.

Resilience in the Workplace

Resilience is a measure of a person's ability to manage adverse events and adapt positively to succeed (Yu et al., 2019). Organizational change is more prevalent than ever in the wake of the pandemic because organizations seek to transfer many roles into remote jobs so that they will continue to engage in business in the event of a future shutdown (Walsh, 2020). One key aspect of resilience is an employee's ability to anticipate and prepare for any negative situations that might occur in the workplace (Dai et al., 2019). Developing resilience in the workplace is crucial for managers because it helps employees reduce the negative factors caused by stress, burnout, fatigue, and anxiety (Yu et al., 2019). Leadership strategies can negatively and positively relate to employee resilience (Dai et al., 2019). When leaders are hostile towards their employees, it negatively relates to levels of resilience. Leadership strategies such as servant leadership, in which leaders actively seek to improve their employees' psychological resources, are positively related to higher levels of employee resilience.

Self-Efficacy in the Workplace

Self-efficacy is another essential component of psychological capital (Tsaur et al., 2019). Self-efficacy relates to employees believing they might successfully complete a task (Du et al.,

2022). Employees with higher levels of self-efficacy are more likely to attempt more challenging tasks. High self-efficacy is important because whenever people believe they can accomplish more complex tasks, they will be more likely to attempt them. This relationship is essential because it will make developing followers easier. Self-efficacy is positively related to many critical organizational constructs (Marshall et al., 2020). Examples of benefits to higher levels of self-efficacy include persistence and goal-setting behaviors. The researchers also found a positive relationship between self-efficacy and well-being for entrepreneurs. The construct of well-being for entrepreneurs is also positively related to self-efficacy, which is also positively related to employee persistence.

Leadership Styles Used in Organizations

The topic of leadership style is among the most researched topics in industrial/organizational psychology (Mwesigwa et al., 2020). The definition of leadership has continued to change and develop since it was first defined (Benmira & Agboola, 2020). A leader's leadership style can be significantly related to a leader's team by being positively or negatively related to their employee's productivity (Ichsan et al., 2021). An effective leadership style is essential because it allows organizations to improve employees' psychological resources. Effective leadership styles also help leaders develop their followers to maximize the value that employees bring to the company.

Servant Leadership in Organizations

Servant leadership represents a leadership approach where leaders focus on ensuring the well-being of their followers (Bavik, 2020). When implementing this leadership approach, leaders place followers' needs before their own (Eva et al., 2019). The seven factors for this leadership strategy include emotional healing, creating value for the community, developing

conceptual skills, empowering employees, helping followers grow and succeed, taking care of followers first, and behaving ethically (Al-Asadi et al., 2019). These factors play a prominent role in developing the psychological resources of employees. The effective use of this leadership style is related to increased job satisfaction, lower turnover rates, and organizational commitment (Al-Asadi et al., 2019; Ozturket al., 2021; Aboramadan et al., 2020).

Transformational Leadership in Organizations

Transformational leadership represents an approach to leadership where the leader focuses on developing their employees to improve their overall well-being (Siangchokyoo et al., 2020). - Leaders applying this style serve as coaches for their employees and often use training to develop them continually. This leadership approach is also positively related to an employee's psychological resources because when implementing it, leaders place a significant focus on the well-being of their employees. Due to this approach, transformational leadership results in higher perceived organizational support for employees compared to other commonly used leadership approaches (Eliyana & Muzakki, 2019). This leadership style is positively related to job satisfaction and employee performance (top et al., 2019).

Authentic Leadership in Organizations

Authentic leadership is a leadership style where leaders seek to develop an authentic relationship with their employees (Crawford et al., 2020). Authentic leaders also seek to be examples for those they are leading. The four aspects of this leadership theory are self-awareness, relational transparency, moral perspective, and balanced processing. Good ethics are a key aspect of this leadership style (Correveau, 2020). - This leadership style is helpful to an employee's psychological resources because this leadership style places a focus on building a

healthy relationship between the leader and followers. Authentic leadership positively relates to employee performance, attitudes, and organizational citizenship behaviors (Darabe et al., 2021).

Situational Leadership in Organizations

Situational leadership is a leadership style where leaders interpret an employee's personal skill levels and then lead that employee according to those skill levels (Mirčetić & Vukotić, 2020). Situational leadership can occur at a group level or individual level. Situational leadership styles range from directive to supportive behaviors, depending on the state of development of the employees. One benefit of this leadership style is that it promotes the development of the employees' psychological resources through their empowerment of the employee as they reach the later stages of development. Situational leadership positively affects work motivation, employee satisfaction, and performance (Aslam et al., 2022; Ridlwan et al., 2021).

Biblical Foundation

Psychological capital is important for the development of effective Christian leaders because the elements of psychological capital relate to a leader's ability to work towards the completion of the great commission (*King James Bible*, 1769/2017, Matthew 28:16-20). The concept of leadership is found throughout the Bible, from Abraham initially teaching people that there was only one God, to Moses leading the Jews out of Egypt into salvation, and finally, to Jesus leading all of humankind to salvation through faith in him (*King James Bible*, 1769/2017). From a Christian perspective, gathering as much information about leadership as possible is important. Good Christians must develop leadership skills to spread the gospel. Servant leadership, transformational leadership, authentic leadership, and situational leadership are leadership styles that relate to Christianity. All Christian leaders should practice some form of Servant leadership according to Matthew, who wrote that leaders should not seek to exercise

authority over others, but they should seek to serve those that they are leading (Matthew 20:25-28). In addition to servant leadership, transformational leadership is a key leadership theory that Christians should implement. Jesus is a key example of someone who implemented this leadership style based on Paul's letter to the Corinthians, where he wrote that people change through faith in the Lord (2 Corinthians 3:18). Also, authentic leadership is emphasized in the Bible. The apostle Peter states that leaders should seek to be examples to their flock (1 Peter 5:3). It would not be possible for a Christian leader to set a good example to their followers without being authentic in their faith. Finally, transformational leadership is also a leadership style that is important for Christian leaders. This leadership theory is important to the great commission because one of its major focuses is developing followers who eventually become leaders. It is necessary to have as many Christian leaders as possible so that there are more Christian groups to help spread the faith.

Problem Statement

Employee psychological capital is crucial to an organization's success because it leads to positive organizational outcomes, including increased efficiency, work engagement, and job satisfaction (Tsaur et al., 2019). In addition to improving employee work performance, it also increases their loyalty to the organization while reducing their intent to leave (Gong et al., 2019). Most work groups have a leader who implements some methodology to lead their employees (Ichsn et al., 2021). Leadership styles differ depending on an organization's needs and the leader's personality. A leader's leadership style can increase or decrease employee psychological resources such as satisfaction, motivation, and well-being (Chon & Zoltan, 2019). One gap identified during this research was a lack of recent studies to identify which leadership behaviors influence employee psychological capital. When conducting research, many relationships were

found between the different leadership styles and some elements of psychological capital. However, no study was found that explored the relationship between leadership style and employee psychological capital. Therefore, this study will close that gap by exploring the relationship between employee psychological capital and situational leadership, servant leadership, and authentic leadership.

Purpose of the Study

This quantitative study examines the relationship between the leadership approaches of situational leadership, authentic leadership, transformational leadership, and servant leadership and psychological capital in employees. This study will also examine whether age moderates the relationship between leadership styles and psychological capital.

Research Question(s) and Hypotheses

Research Questions

RQ1: Is there a positive relationship between employee psychological capital and their supervisor's leadership style?

RQ2: Does age moderate the positive relationship between employee psychological capital and their supervisor’s leadership style?

Hypothesis

Hypothesis 1: There is a positive relationship between employees' psychological capital and their supervisor's leadership style.

Hypothesis 2: Employee age moderates the positive relationship between employee psychological capital and their supervisor’s leadership style.

Assumptions and Limitations of the Study

One assumption of this study is that the respondents will respond to the questionnaires based on their current employers. A limitation of this approach is in losing variability in industry-specific issues. Another limitation of this study is that only currently employed people will be eligible to participate. Participants might also abandon the study due to the length of the survey (Kost & Rosa, 2018). According to the researchers, surveys are recommended to be no more than 72 questions long to prevent high levels of abandonment. Another limitation of this study is that the use of convenience sampling makes it required that the sample comes from a large population so that it does not damage the generalizability of the study (Emerson, 2021).

Theoretical Foundations of the Study

Servant leadership, authentic leadership, situational leadership, and transformational leadership styles will represent the theoretical foundations for this study. The premise of the relationship between servant leadership and psychological resources is that a leader's focus on their follower's needs before their own will lead to a psychological benefit for employees (Bavik, 2020). Jesus exemplified this leadership approach when he washed his disciples feet (*King James Bible*, 1769/2017, John 13:1–17). This leadership theory is vital for Christians because leaders in Christianity are servants to Jesus and to those they lead (Mark 10:42–44). The premise behind the relationship between transformational leadership and psychological capital is that leaders focus on their followers' well-being, which will also improve their psychological well-being (Siangchokyoo et al., 2020). Transformational leadership is also essential in Christianity because Christian leaders focus on transforming followers into better servants of Jesus. Authentic leadership emphasizes the relationship between leaders and followers (Daraba et al., 2021). Thus, authentic leadership and psychological capital will have a positive relationship. (Daraba et

al., 2021). A critical aspect of a Christian is a strong relationship between every Christian and Jesus.

Definition of Terms

The following is a list of definitions of terms used in this study.

Authentic Leadership – A leadership style where leaders seek to develop an authentic relationship with their employees (Crawford et al., 2020).

Hope - A positive state based on successful goal-directed motivation and planning to meet goals (David & Jaco, 2021).

Optimism – When an individual comes to expect the best possible outcome or thinks positively about themselves (Eva et al., 2020).

Psychological Capital – A measurement of the four individual constructs of hope, optimism, resilience, and self-efficacy, measures of psychological resources (Tsaur et al., 2019).

Resilience – A measurement of a person's ability to handle adverse events and adapt in a way that makes them successful (Yu et al., 2019).

Self-efficacy – A measure of a person's belief that they can perform specific tasks successfully (Wardana et al., 2020).

Servant Leadership – A approach to leadership that focuses on others, where the leader prioritizes having concern for followers, organizational members, and the larger community (Eva et al., 2019).

Situational Leadership – A leadership approach where the leader needs to be able to change their personality and leadership style to suit the needs of the employees (Alobaidan et al., 2020).

Transformational Leadership – A leadership approach where leaders focus on positively changing employees (Siangchokyoo et al., 2020).

Significance of the Study

This study will make several contributions to the existing literature on leadership styles. It will add information regarding the relationship each leadership style has on levels of employee psychological capital. Improving psychological capital is important because it contributes to a positive mental state in employees (Tsaur et al., 2019). It will also provide information regarding what leadership behaviors have the most substantial relationship with psychological capital. In addition, it will add to the small amount of research currently on situational leadership theory.

The study could have practical implications for leaders and industrial/organizational psychologists. It will give practitioners a better understanding of what leadership theories organizations use. It will also show how organizations are implementing these leadership styles. This information will inform practitioners about what types of training might be required to make leaders more effective, and also provide information to determine which leadership style would be the most beneficial in the workplace.

Summary

This study will provide important information regarding leadership style's relationship with employee psychological capital. Specifically, it will provide leaders with information on which leadership approach is most effective for psychological capital for their organization. Understanding the relationship between different leadership approaches and psychological capital will offer organizations more information when deciding what leadership styles should be used based on the organization’s needs. This study will evaluate the relationship between psychological capital and the four leadership styles: servant leadership, authentic leadership, transformational leadership, and situational leadership. In Chapter 2, the topics will include the current state of the research. The next chapter will discuss the construct of psychological capital

and the elements that make it up, an overview of psychological capital's benefits, and an examination of situational, authentic, transformational, and servant leadership styles. The chapter will also include an overview of the different leadership approaches' benefits, applications, and current use.

CHAPTER 2: LITERATURE REVIEW

Overview

Psychological capital is a critical area of focus for organizations because it ensures that employees are in a mental state that will make them more effective at completing tasks (Tsaur et al., 2019). Psychological capital comprises four elements: hope, optimism, resilience, and self-efficacy. Each of these different constructs provides many different positive benefits for organizations. Common leadership approaches used in the workplace today include servant leadership, transformational leadership, authentic leadership, and situational leadership. Each one of these leadership strategies has its own set of benefits for an organization. Organizations should decide which leadership approach works best for them based on their current needs and future goals to maximize organizational effectiveness.

Description of Search Strategy

The resources used to collect data for the literature review section include using the university's databases, including APA PsychArticles. In addition, Google Scholar was used to collect research data. These databases returned many peer-reviewed articles that were relevant to this research proposal. Keywords including leadership, the evolution of leadership, servant leadership, authentic leadership, situational leadership, transformational leadership, psychological capital, hope, optimism, resilience, and self-efficacy returned relevant articles. The research filtered out any articles published before 2018 in most cases. Some older articles were in the research. Biblical research was conducted via a comprehensive study of the various leadership styles that important biblical figures such as Jesus used.

Review of Literature

Employee Psychological Capital

Employees need psychological capital as a key job resource because it ensures mental health and their ability to complete tasks (Tsaur et al., 2019). Increased psychological capital occurs when a leader seeks to apply strategies to improve the psychological capacities of employees. Psychological capital includes four psychological resources: hope, optimism, resilience, and self-efficacy. According to (Darvishmotevali & Ali, 2020), organizations can improve psychological capital through interventions such as face-to-face training and the implementation of effective leadership strategies. For the levels of psychological capital to increase, it is also important that organizations and managers care about the psychological well-being of employees.

Benefits of Increased Psychological Capital

Research has shown that as an employee's psychological capital increases, employee attitudes and behaviors such as job satisfaction, work engagement, organizational citizenship behavior, employee morale, quality of work life, career satisfaction, life satisfaction, and task quality also increase (Tsaur et al., 2019). For these reasons, it could benefit organizations to encourage leaders to rely on a leadership style that better ensures an improvement of psychological capital within employees. Psychological capital is also positively related to subjective well-being (Darvishmotevali & Ali, 2020). Subjective well-being relates to measurable levels of satisfaction as well as levels of depression and happiness. Ensuring subjective well-being is important because it ensures that employees will be in a better state of mind to complete their tasks. All these advantages can result in certain organizations having a substantial competitive advantage over other organizations.

Higher levels of psychological capital are related to lower levels of employee burnout when employees have high emotional intelligence (Gong et al., 2019). Employee burnout can

lead to employees becoming less engaged and more likely to terminate their employment. Psychological capital also helps ensure that employees remain with the company (Shah et al., 2019). The researchers found that higher levels of psychological capital reduce an employee's intent to leave the organization. For this reason, all types of organizations would benefit significantly by implementing processes that best increase psychological capital in the employees. High levels of employee turnover will result in considerable costs incurred by organizations. Finding suitable candidates to replace previous employees, training new employees, and intaking them into the current workgroup is a long process that can get expensive.

Motivating Employees Through Hope

When employees have hope, they become more motivated to accomplish organizational goals (David & Jaco, 2021). Hope is a positive state based on successful goal-directed motivation and planning to meet goals. Goal-directed motivation is important because it establishes hope in the workplace as a measure of goal-setting tendencies compared to how motivated employees are to achieve those goals. For organizations to increase the level of hope in their employees, leaders must assist employees in establishing plans that will guide them toward accomplishing their goals. Due to the goal-setting nature of hope, there is a significant relationship between positive future orientations and higher levels of hope. There is also a significant relationship between servant leadership tendencies and higher levels of hope. This relationship exists because leaders are key in helping employees reach goals.

Developing Hope Within Organizations

Leaders can develop hope in their employees by setting challenging employee goals and helping them plan to achieve them (Youssef & Luthans, 2007). Leaders must also recognize

when an employee cannot attain a goal. In these situations, the leader must have the knowledge, skill, and ability to change the employees' goals without damaging the employee's hope. Effective leaders need to be able to assist employees in developing hope in an organizational setting. One-way organizational leaders can do this is by implementing an effective performance management system in which leaders establish employee goals during reviews. To establish goals this way, leaders and employees must work with their employees to communicate effectively. Hope can also increase through vocational training. As employees become more skilled at completing their assigned tasks, they become more hopeful that they can complete future tasks and meet established goals (Wandeler & Bundick, 2011).

Benefits of Increased Hope

Hope is positively related to positive organizational outcomes (Youssef & Luthans, 2007). One example of this is the positive relationship between hope and employee productivity. This relationship exists because when employees believe they can achieve goals, they are more likely to strive to achieve them. Hope is also positively related to self-determination (Wandler & Bundick, 2011). The more belief employees have in their ability to succeed, the more likely they will be able to establish and strive to achieve more complicated goals. According to Ozyilmaz (2019), high levels of hope are also positively related to levels of employee work engagement. Job engagement is essential because it causes employees to have increased performance levels due to increased motivation to complete work. Increased hope also increases positive organizational outcomes because of increased employee performance. Hope is also significantly positively related to workplace happiness (Charles et al., 2019).

Optimism in the Workplace

Optimism occurs when an individual comes to expect the best possible outcome or thinks positively about themselves (Eva et al., 2020). The construct of optimism in the workplace setting is a measurement of how positively an employee feels about their work prospects. Positive work aspects can cause employees to seek career development and higher organizational positions. Optimism has just recently grown as an area of research in business literature. One issue arising from optimism research being relatively new is that there are many different opinions on how researchers can best operationalize and measure employee optimism.

Developing Optimism in The Workplace

Hough et al., (2020) found that one way to increase optimism in the workplace is to foster an ethical environment and organizational trust. Organizational decisions made by managers can increase an organization's ethical climate. Establishing an ethically grounded leadership approach helps ensure an organization has a strong ethical climate. For this reason, it is vital that leaders have a good understanding of sound ethics and that they can recognize and fix any poor ethical decision-making. Whenever optimism increases in employees, it tends to cause other employees to become more optimistic (Mcafee et al., 2023). This relationship means that another way to increase optimism is by ensuring that leaders and managers display optimism to followers because optimism in managers results in increased optimism in their employees. Leaders inspire optimism by knowing their followers, establishing success stories, and providing pathways for employees to achieve success for themselves.

Benefits of Increased Optimism

According to (Vincent et al., 2022), psychological resources such as optimism help reduce the occurrence of home incivility as well as workplace bullying. Workplace bullying harms organizations by increasing employee turnover. For example, bullying also distracts,

resulting in a less productive workforce. This lower productivity is problematic because it reduces the ability of employees to complete tasks. Reduced employee productivity is bad because organizations will be less profitable.

The cause-and-effect relationship continues as bullying in the workplace can also cause employees to become abusive at home. Incivility at home causes employees to be less productive at work. Leaders and managers can better establish a safe work environment to promote a more productive team by seeking ways to improve employees' optimism. These findings support the findings of Hough et al., (2020) that there is a positive relationship between optimism and employee performance. Optimism is also crucial because employees can become pessimistic, resulting in disengagement from work (Mcafee et al., 2023). Disengagement from work can be dangerous for an organization because it causes employees to be less productive. It can also result in a less safe work environment. It is important that employees pay more attention to established safety protocols. Optimism is also positively related to good organizational outcomes (Li et al., 2019).

Resilience in the Workplace

Resilience is a person's ability to face adversity and setbacks positively (Yu et al., 2019). In workplace settings, resilience increases cognitive flexibility, which describes how employees can succeed in a constantly changing environment. Being able to succeed in a changing environment is more important than ever, as the COVID pandemic is creating more need r for organizations to develop ways to change how they do business to create a safer workplace (Walsh, 2020). Work environments are constantly changing and evolving with the needs of society. According to Dai et al., (2019), resilience can be observed in employees when they proactively prepare for problems to minimize the issues that come from the problems. Another

critical aspect of resilience is that it involves people understanding and embracing that there are multiple ways to complete different tasks (Walker, 2020).

Developing Resilience in the Workplace

Leaders can increase their employees' resilience by implementing effective leadership strategies (Yu et al., 2019). An increase in job resources such as social support, job satisfaction, and well-being is positively related to higher levels of resilience. Therefore, leaders who seek to positively influence their followers' job resources will also improve the resilience of their employees. Leaders can also do many things that negatively relate to employees' resilience (Dai et al., 2019). One example of a leader's behavior that causes this is abusive supervision. Abusive supervision is when followers perceive verbal and nonverbal hostility from their leaders.

Benefits of Increased Resilience in Employees

According to Yu et al. (2019), higher levels of resilience are helpful to employees because they help employees handle negative employment factors such as stress, burnout, fatigue, and anxiety. Resilience can reduce an employee's intention to leave an organization (Dai et al., 2019). Employee resilience is also positively related to employee engagement (Malik & Garg, 2017). According to Malik and Garg, there is a positive relationship between work engagement and employee resilience because more engaged employees can better navigate negative changes. Another significant benefit of increased resilience is that it positively affects employee performance (Hartmann et al., 2020).

Self-efficacy in the Workplace

Self-efficacy determines an employee's thoughts, motivations, and behaviors regarding their work performance (Du et al., 2022). Self-efficacy plays a significant part in what tasks people decide to do. If employees do not believe they can successfully gain a new skill or

complete a task, it reduces the likelihood that they will try to complete the task or gain the skill. According to Wardana et al. (2020), mindset plays a prominent role in influencing people's actions. Self-efficacy measures a person's belief that they can perform a specific task successfully. The four processes influencing self-efficacy are enactive mastery, vicarious experience, verbal persuasion, and psychological arousal (Marshall et al., 2020).

Developing Self-Efficacy in the Workplace

In the customer service industry, customer aggression is a large problem (Li & Tuckey, 2023). Customer aggression, especially when ignored by leaders, is negatively related to self-efficacy. Whenever managers do not support employees in situations where customers are mistreating them, it sends a negative message to those employees. According to Cho et al. (2022), leaders can improve employees' self-efficacy through practical goal setting. By setting up goals with employees that they can achieve, leaders can boost the employees' confidence that they will be able to complete different tasks. To boost self-efficacy, it is important that any goals that an employee sets are manageable for that employee to accomplish.

Benefits of Higher Levels of Self-Efficacy

A positive relationship exists between self-efficacy and performance (Du et al., 2022). Self-efficacy causes employees to be more persistent (Marshall et al., 2020). Employees will be more likely to attempt complex tasks when they believe it is within their power to accomplish a challenging goal. Self-efficacy also negatively correlates with employee anxiety and depression symptoms (Xiong & Lin, 2020). According to the authors, whenever people feel that their skills and knowledge are insufficient, it can damage their psychological experience.

Leadership Styles Within Organizations

Leadership style refers to all aspects of a leader's personality, including behavior, attitude, traits, skills, and many other components. According to Mwesigwa et al. (2020), leadership style is among the most widely discussed topics in industrial/organizational psychology worldwide. The leadership style that a leader employs directly affects the productivity of the team that they are leading (Ichsanet al., 2021). For this reason, researchers must find a leadership methodology that best maximizes the value of the followers that belong to the organizations. Leaders must know their followers to implement a leadership style that matches their strengths (Aeni & Kuswanto, 2021). By implementing leadership strategies in a way that recognizes the strengths of followers, leaders can maximize the effectiveness of each employee they are responsible for leading.

History of Leadership in the Organizational Setting

The study of leadership has been under constant development since the 1930s (Benmira & Agboola, 2020). Initially, researchers believed that leadership proficiency depended on the traits that a person was born with being suitable for a leadership position. As researchers gathered more information regarding what makes a leader effective, they began to see leadership as a skill that leaders could develop, which means anyone could develop the skills required to become an effective leader. This realization reduced the occurrence of discrimination in determining which employees to promote to leadership roles.

Servant Leadership in Organizations

One of the common leadership theories used is servant leadership, a leadership style where the leader focuses on meeting the needs of followers by empathizing with and nurturing their followers (Bavik, 2020). Servant leadership is an approach to leadership oriented toward others, where the leader prioritizes having concern for followers, organizational members, and

the larger community (Eva et al., 2019). This leadership style emphasizes good ethics. According to Lee et al. (2019), for this leadership style to be effective, it must be used based on good morals and ethics.

Servant leadership is essential because it emphasizes that an organization's leaders work for those they lead (Langhof & Güldenberg, 2020). The idea is that a leader is responsible for the overall well-being of those they lead and must seek to serve first. To effectively implement servant leadership, leaders must promote the development of followers and help followers navigate the organizational community to which they belong. According to Al-Asadi et al. (2019), for servant leadership to be effective, leaders must lead by increasing seven factors of emotional healing, creating value for the community, conceptual skills, empowering employees, helping followers grow and succeed, putting them first, and behaving ethically. To truly embrace the servant leader leadership style, leaders must seek to embrace each of these seven factors that lead to the improvement of others. Organizations use servant leadership more than ever (Langhof & Güldenberg, 2020).

How Servant Leadership Compares to Other Leadership Theories

According to Lemoine et al., (2019), servant leadership is unique to other moral approaches to leadership in that it benefits every party. It benefits businesses by helping them develop higher-quality employees while resulting in effective employee productivity. Followers also benefit from the focus on their well-being that leaders have when implementing this leadership style. This style differs from many commonly used leadership styles because, instead of focusing on meeting company goals or profits, it focuses on the relationship between the leader and the follower (Saleem et al., 2020). This leadership theory is the opposite of many leadership ideas developed within politics throughout history because many leadership styles

focus on followers' roles in serving leaders. This leadership style is also opposite to leadership styles developed before its conception. Before the development of servant leadership, all leadership styles involved one-way leadership. It assumed that leaders did not have any obligation to followers.

Organizational Benefits of Servant Leadership

The servant leadership style has been found particularly beneficial in hospitality jobs in the service industry (Bavik, 2019). The focus of all employees who work in the service industry is to serve the needs of customers. One of the reasons that servant leadership is so beneficial for workers is that this leadership style is positively related to helping behaviors. It also results in a reduction of negative behaviors that damage the overall effectiveness of an organization. Another reason this leadership style is also effective in the hospitality industry is because it boosts the employee's passion for work and customer orientation (Ye et al., 2018). This leadership style causes employees to care more about working to ensure that they can improve the overall customer experience. According to Kiker et al., (2019), this leadership style is even more effective in not-for-profit businesses. A significant part of this leadership style revolves around taking care of the community and members of the organization.

There is also a positive relationship between implementing the servant leadership style and some aspects of psychological capital (Chon & Zoltan, 2019). According to Elche et al., (2020), this style causes followers to exhibit more organizational citizenship behaviors. In the hospitality industry, this is particularly important because organizational citizenship relates to how important good service is to the employees in the industry. Followers have higher self-efficacy, optimism, hope, and resilience levels. According to Ruiz-Palomino et al. (2020), this leadership style is especially effective in in-service organizations such as hotels that were

severely damaged during the COVID-19 pandemic by reducing instances of depression that employees might experience. The reduction of psychological problems such as depression shows that in specific industries, servant leadership results in positive psychological outcomes for the employees and helps reduce the problems that the pandemic creates for employees.

A commitment to this leadership style is also positively related to an innovation-focused climate in service-type jobs (Karatepe et al., 2020). By committing to this leadership style, organizations can better encourage leaders to be creative in their leadership style and the processes they implement to create new and improved business handling methods. Ruiz-Palomino et al., (2020) support this idea by finding a strong positive relationship between the use of servant leadership and creativity in followers. This increased creativity will make managers and employees more effective at completing their work and maintaining a competitive edge compared to other organizations.

Al-Asadi et al. (2019) found that servant leadership increases employee job satisfaction. The researchers found a significant positive relationship between the scores that followers rated their respective leaders on each of the critical constructs of servant leadership and the followers' intrinsic and extrinsic job satisfaction levels. A sense of satisfaction is essential because employees often leave a job if they are unsatisfied (Adiguze et al., 2020). By implementing a leadership style that encourages job satisfaction, such as servant leadership, leaders can save organizations valuable resources, such as time and money, that organizations use whenever turnover rates are high. According to Ozturket al., (2021), servant leadership benefits an employee's job satisfaction because it helps reduce the gap between what the employees expect to get for hard work and what they receive in exchange for hard work. Servant leadership helps to reduce this gap by creating a stronger connection between a follower and a leader. When

leaders use servant leadership, the relationship between job satisfaction and organizational commitment strengthens (Aboramadan et al., 2018). It further strengthens the relationship between leaders and followers regarding how much harder they are willing to work towards achieving organizational and personal goals that leaders give. In addition to servant leadership's relationship with job satisfaction, it has a positive relationship with career satisfaction (Kaya & Karatepe, 2019). One example is those with military careers who are consistently required to move around for work. By using a leadership style that results in an improvement in career satisfaction, leaders can better ensure that members of the military choose to reenlist.

Psychological Benefits of Servant Leadership

Servant leadership positively benefits other psychological workplace factors, such as self-efficacy and motivation (Faraz et al., 2021). Self-efficacy is essential for leaders because it helps them develop followers to be more competent across different job areas. Self-efficacy is a person's belief that they will be able to accomplish a task or goal that they have set. The higher a follower's levels of self-efficacy are, the more they will seek to do or learn within an organization. Servant leadership is also positively related to work engagement in followers, especially when they trust their leaders (Zhou et al., 2022). An increase in engagement is important because productivity increases when employees are actively focused while at work. It could be potentially dangerous if employees are not engaged in what they are doing because it might result in them paying less attention to what they are doing. Employees paying less attention to their actions could result in a workplace accident, injury, or even death.

According to Iqbal et al., (2020), servant leadership positively relates to employee psychological resources and innovative behaviors. The servant leadership style is effective in organizations that are still developing. Servant leadership is also positively related to employee

voice (Song et al., 2021). An increase in voice is helpful for new organizations because it results in more input into how an organization completes different tasks. Different opinions on completing tasks are important because employees will be more likely to inform leaders whenever a workplace danger is present or if they innovate to complete a task more efficiently. It can also be effective in organizations under constant change because it helps to support the development of resilience in employees (Eliot, 2020).

Transformational Leadership in Organizations

Transformational leadership has been actively researched since its inception (Siangchokyoo et al., 2020). This leadership style has become so popular because it leads to employees who are better suited for an organization. Having better employees helps organizations develop employees in a way that eventually develops the employees into leaders. Training leaders internally instead of hiring them is suitable for companies because it helps show current employees that they can move up from within the organization instead of just seeing managers hired from outside. It also ensures that organizations do not have to train an outside hire in all the processes currently being implemented, which helps save on overhead costs. This leadership style appeals to organizations because it is significantly positively related to employee performance (Top et al., 2019). Organizations must seek to improve performance. Performance plays a key role in how much the employees can get done to be better at helping an organization reach its profitability goals.

Benefits of Transformational Leadership

Like servant leadership, transformational leadership is commonly used in the hospitality industry (Gui et al., 2020). One benefit of this leadership style, specifically in the hospitality industry, is that it boosts individual relationships. Having stronger relationships with people

makes doing the job properly more meaningful for employees because they see those working in a more relational light. Buil et al. (2019) found that role identification is vital in influencing employees to go above and beyond their essential duties when leaders use transformational leadership. Employees that work harder are vital because, in the hospitality industry, it is only partially certain what an employee might need to do. In the hospitality industry, employees experiencing this leadership style would also be more likely to be proactive in fulfilling the needs of the organization's clients, improving the overall experience that clients get from the employees.

According to Punwanto et al. (2021), the transformational leadership approach is positively related to organizational citizenship behaviors and job satisfaction. Organizational citizenship is essential because it means that employees will be more committed to the success of their organization. Eliyana and Muzakki (2019) state that one of the reasons this relationship exists is that transformational leadership results in a higher level of perceived organizational support for employees. The increased perceived organizational support means that followers believe leaders are more invested in their well-being.

Situational leadership is also positively related to employees' commitment because when managers use this leadership style, employees are more likely to stay with the organization (Tian et al., 2020). It is important that employees remain at an organization because it helps reduce the overhead costs that the organization has related to hiring and training new employees. Transformational leadership is also positively related to work engagement (Amor et al., 2020). Increased work engagement is an essential benefit of this leadership style because it means that whenever employees are at work, they would be more focused on completing their tasks. This relationship means that employees will be more active in completing their jobs. According to

Khan et al. (2020), another reason that employees have lower turnover when they work at organizations that implement transformational leadership is that it causes an increase in intrinsic motivation, which is negatively related to employee burnout. Due to this, employees stay energized by the job that they are doing and are more likely to continue to do it.

Psychological Importance of Transformational Leadership

For an organization to succeed, managers must be capable of adapting to the constantly changing market environment (Peng et al., 2021). Transformational leadership is a helpful leadership style to implement in organizations and industries that are subject to change because of the strong relationship between implementing the transformational leadership approach and openness to change (Yue et al., 2019). Organizations must encourage employees to trust their leaders and management team to strengthen this relationship. Farahnak et al. (2020) also found a positive relationship between transformational leadership and a positive attitude toward change in leaders. The relationship between attitude towards change and transformational leadership is likely because one of the critical aspects of transformational leadership is that leaders should attempt to change the overall aspects of followers to be more effective employees. In addition to the positive relationship between transformational leadership and openness to change, there is also a negative relationship between transformational leadership and cynicism about change (Peng et al., 2021). Transformational leadership is good for the employee's mental state of satisfaction in organizations that require change.

Transformational leadership is crucial for positive employee behavior (li et al., 2019). The leadership styles' heavy emphasis on changing the behaviors of employees also results in employees and leaders changing processes as needed to solve issues that might arise. According to Lei and Leaungkhamma (2020), transformational leadership is even more effective in

organizations that boost psychological factors such as self-efficacy and optimism. Organizations have employees with more substantial innovation capabilities whenever they are higher in these factors.

Another positive benefit that occurs with employees whose leaders implement the transformational leadership style is that there is a relationship between the implementation of the leadership style and intellectual capital (Alrowwad et al., 2020). Intellectual capital is essential for an organization because it is necessary for organizations that intend to grow and become more productive. There is also a significant positive relationship between the transformational leadership approach and the motivation to learn (Afsar & Umrani, 2019). motivation to learn is critical in industries that require technical skills, such as those in the automotive industry, because it makes the employees more interested in learning their jobs. In their research, Kim and Park (2019) reemphasized the relationship between transformational leadership and learning behaviors, which provided evidence that leaders supporting employees strengthen followers' knowledge-sharing behaviors. Increased knowledge-sharing behaviors are helpful because employees would engage in horizontal training by sharing knowledge on job tasks with coworkers. When training employees, organizations would get a greater return on investment because they would share the new knowledge.

Transformational Leadership in a Changing Workforce

According to Antonopoulou et al. (2021), the role of a leader has completely changed because of the pandemic. Many jobs have changed to minimize the risk of infection. Many organizations have opted to adopt virtual workplaces and virtual work teams. Transformational leadership is also effective in virtual working environments whenever leaders have a higher level of emotional intelligence by causing an increase in employees' effectiveness (Mysirlaki &

Paraskeva, 2020). Shafi et al. (2020) found that transformational leadership positively affects employee creativity. In an organization that is making the change from an in-person work environment to a virtual work environment, employees must be able to be creative in being able to adapt to any difficulties that might come up when making the switch from in-person to virtual work. Organizations should also seek to minimize mental fatigue that might be present because of the pandemic causing so many different organizations to undergo this sudden change in operations.

According to Crede et al. (2019), one problem in transformational leadership is that it is not universally applicable across all cultural groups. For transformational leadership to be effective, the approach must be congruent with the organization's culture. To ensure that the leadership approach suits the culture, leaders must understand the culture to which the organization belongs. A better understanding of the culture will give important information to leaders regarding how they should lead. Transformational leadership is also better for developed and individualistic cultures than collectivistic ones (Poturak et al., 2020).

Authentic Leadership in Organizations

Authentic leadership draws from the psychological processes of employees and the organizational climate, which promotes positive behaviors and development, which leads to positive outcomes for the organization (Daraba et al., 2021). One issue with this leadership style is that many researchers believe it needs to be more specific to be used in the same way across an organization (Crawford et al., 2020). Leaders that use this leadership style develop authentic relationships with their followers. The four important aspects of authentic leadership are self-awareness, relational transparency, moral perspective, and balanced processing. Self-awareness relates to the ability of a leader to understand what morals they follow and operate within an

organization in a way that is in line with those morals, as well as leading followers in a way that they will also operate with those morals (Corriveau, 2020). Self-awareness and the other important factors in authentic leadership are teachable characteristics that make this an effective leadership strategy for an organization seeking to develop leaders from within instead of seeking out leadership candidates who are already influential leaders. Relational transparency is essential to authentic leadership because it allows leaders to lead by example and be role models for their employees (Morganson et al., 2021). Leading by example is important because it gives future leaders a template for leading themselves when the time comes effectively. Moral perspective is a person's ability to regulate and act according to sound moral behaviors (Purwanto et al., 2021). It is a crucial part of authentic leadership for leaders to believe in and act according to sound moral behaviors to set a better example for their followers and authentically act according to their moral beliefs. According to Alvesson and Einola (2019), moral perspective can be an intricate part of this leadership style because morals tend to differ from group to group. The difference in moral beliefs between groups is one reason this leadership style might not be suitable for all leaders. The requirement of making decisions that reflect a leader's authentic core beliefs could cause problems. One example is leaders with morals that go against the general morals of those within the organization. They could not make decisions based on their core beliefs without upsetting employees or other management team members, so they could not implement the leadership style.

Benefits of Authentic Leadership in the Workplace

Authentic leadership is desirable for organizations that desire increased employee performance (Daraba et al., 2021). This leadership style is positively related to the overall performance of organizational members. Authentic leadership has also positively affected

employee attitudes, behaviors, and performance. Mira and Odeh (2019) emphasize another critical benefit to the authentic leadership approach: They found that authentic leadership moderates the relationship between employee training and employee performance. Training programs are effective whenever leaders use authentic leadership. Authentic leadership has also positively affected employees' innovative work behavior and organizational identity (Novitasari et al., 2020). Organizational identity is important because when employees more strongly identify with an organization, they are less likely to seek out another organization. Authentic leadership can also increase employees' trust in their leaders (Qiu et al., 2019). Trust in leaders is important because whenever leaders and followers have a transparent relationship, followers can better understand the reasoning for why leaders perform certain actions. The increased trust in leaders increases organizational citizenship behaviors in followers, which means that the organization can be more effective in operations. Ramalu and Janadari (2020) found that psychological capital moderates the relationship between authentic leadership and organizational citizenship behavior. The increase in organizational citizenship behavior further emphasizes how important it is for organizations to seek to increase their employees' psychological capital level.

According to Zhang et al. (2021), the effectiveness of this leadership style positively relates to the leader's emotional intelligence and the organization's climate. In contrast, a more ethically based climate results in a more effective leadership style. Focusing on good ethics in organizations has become more critical than ever as decades of scandals broadcast throughout the news have diminished the public's view of the organization and its products. Emotional intelligence is an essential trait in a leader who implements authentic leadership because the leadership style greatly relies on leaders understanding followers. Authentic leadership also helps employees because it helps leaders understand how they can better help employees regulate their

emotions (Wang & Xie, 2019). Good ethics is important because of the transparency required when implementing this leadership style. The organization must operate ethically so leaders can authentically incorporate that into their management strategies. Ribeiro (2018) supports this idea because the researcher found that a good work environment positively relates to employees' happiness when using the authentic leadership approach. The increase in employee happiness shows that employees are happier when working for organizations based on ethical behavior. In addition, employees tend to be happier when at work, and there is a positive relationship between authentic leadership and overall career satisfaction (Chang et al., 2020). The increase in career satisfaction is related to the tendency of employees to analyze an organization's human resources policy to see if they are congruent with their own moral beliefs. If they are, then it is psychologically fulfilling to the employees.

Authentic leadership is also significantly and positively related to employee job satisfaction (Wirawan et al., 2020). This relationship results in happier employees remaining in the organization and helps prevent employees from seeking alternative employment. Authentic leadership and job satisfaction also result in stronger emotional bonds between managers and employees (Semedo et al., 2018). emotional bonds are important because this bond causes employees to be more interested in seeing managers meet goals, and it makes the employees more emotionally invested in the success of their managers. In addition to creating a stronger emotional bond between employees and their managers, authentic leadership also helps to create a stronger emotional connection between employees and the organizations to which they belong (Duarte et al., 2021). With authentic leadership, employees will be more interested in the organization's success and will become more productive. Whenever leaders use authentic leadership, there is an increase in employee creativity (Imam et al., 2020). The researchers found

that this relationship was more substantial when leaders used authentic leadership to stress a stronger relationship with followers.

Application of Authentic Leadership for Organizations

According to Alilyyani et al., (2019), authentic leadership also has positive outcomes in healthcare. According to the researchers, implementing authentic leadership theory is positively related to good patient outcomes. The emphasis on balanced processing in authentic leadership helps promote positive outcomes. By carefully considering all data, healthcare workers are more likely to seek out all pertinent information before they rush to a decision regarding how they diagnose patients. A problem that authentic leadership helps to reduce in healthcare workers is the common issue of emotional exhaustion (Wong et al., 2020). According to the researchers, the positive relationship that authentic leadership has with employee satisfaction causes this exhaustion to occur less frequently. Another reason this leadership style is positively related to patient outcomes is that it is positively related to hope in healthcare workers (Anwar et al., 2020). Due to the healthcare workers having increased hope, they are willing to try more treatment methods to help cure whatever is wrong with the patients. Trying different treatment methods also results in more innovation throughout the medical field. One problem with the implementation of authentic leadership in the medical field is that the positive relationships that it has have begun to become less significant as the healthcare workers have been in the field for a more extended period (Baek et al., 2019), according to the researchers after 20 years in the field the relationship between authentic leadership with job satisfaction and organizational commitment are no longer a significant one.

The positive relationships of authentic leadership are higher when the organization's culture values individualism over collectivism (Zhang et al., 2021). This leadership approach

would be better suited for use in more developed countries that focus on individuals rather than groups. It is important to note that this leadership style is still effective in less developed and collectivistic societies. According to Abbas et al. (2020), authentic leadership is positively related to organizational outcomes in countries like Pakistan, which has a more collectivistic society. Although the relationship might be less significant than the relationship found in an individualistic culture, this leadership style still positively affects other cultures.

Potential Problems of Authentic Leadership

One apparent issue with this leadership style is that, in some cases, authenticity can cause harmful reactions from employees (Gardner et al., 2021). Giving an overly negative review may, for example, lead to employees resenting leaders instead of inspiring them to make improvements where needed. In addition, some managers' and leaders' moral beliefs and values may not align with the values common to the organization or even the culture to which the organization belongs. In cases like this, authentic leadership would not be suitable because the leadership style emphasizes transparency with followers and some level of agreement on what is to be considered morally or ethically wrong between the manager and the employees.

Situational Leadership in Organizations

In modern leadership, leaders need to be able to diagnose the maturity level of followers to understand what type of leader would best be suited to that follower (Mirčetić & Vukotić, 2020). This skill makes leaders able to be effective in a wide variety of organizational settings. This skill is a vital part of the situational approach to leadership in which the leader's understanding of their followers is crucial for the leader to determine how they will interact with their team. Situational leadership is a leadership approach where the leader needs to change their personality and leadership style to suit the employees' needs based on their knowledge and growth level

(Alobaidan et al., 2020). The four styles leaders use in this approach are telling, selling, participating, and delegating. The initial style that leaders use under this approach is telling, i.e., whenever leaders directly tell their followers what to do. Leaders use telling because, at this stage, followers do not have much experience completing their tasks, so being directly told what to do helps them develop the skills needed to complete the tasks. Leaders use selling whenever followers need guidance on how to complete processes. In this leadership style, followers are more lenient in completing tasks. Leaders help them where needed when it comes to making decisions. Whenever leaders use the participating approach, they help followers with the actual completion of the task. Under this approach, leaders allow followers to decide how they will complete their tasks. However, leaders still participate in carrying out the tasks so that they can maintain responsibility.

The final leadership style that leaders use under this leadership approach is delegating. Delegating is used whenever followers have reached a skill level to drive processes ultimately. Due to this, leaders can step back and take a much more hands-off approach, while followers can carry out and take responsibility for completing the tasks assigned to them.

Leaders in this leadership style fluctuate between directive and supportive behavior (Dana & Chare, 2022). Being directive is when the leader tells the follower precisely what they need to do and how to do it. Directive behaviors are highest in the telling stage whenever followers join the workplace. Supportive behaviors are when the leader is less direct with how employees should complete a job, allowing followers more authority in making those decisions. Supportive behaviors are at their highest in the participative stage of leadership when the leader allows followers to make decisions. However, the follower still needs the leader to help them carry out the decisions. The final stage of leadership, delegating, has low levels of supportive and

directive behaviors because, at this stage, leaders expect followers to be proficient at making decisions and carrying them out.

Benefits of Situational Leadership for Employers

Situational leadership positively relates to work motivation (Aslam et al., 2022). Employees are more interested in achieving goals and gaining leaders' confidence when they know it means that the leaders will treat them accordingly. There is also a heavy influence on this leadership style and the individual's productivity. By reducing directiveness only after employees better understand how to complete jobs, leaders can ensure that followers fully understand how to perform their tasks before being independent of leaders and mentors. Reducing directiveness at the appropriate time will also result in an organization that is more effective at meeting its goals and being effective. According to Ridlwan et al., (2021), situational leadership positively affects employee job satisfaction and performance. Another important aspect of this leadership approach is leader-follower congruence (Thompson & Glasø, 2018). According to the researchers, the positive relationships this leadership theory has are not present in situations where leaders and followers are not in agreement regarding their current developmental levels. This finding has important implications for organizations that implement leadership styles regarding how organizations should conduct performance management. The importance of congruence regarding developmental level shows that reviews should be a two-way process, including agreement assessments where employees and managers communicate regarding their development to promote congruence. Doing this extra step will give information to a leader that they can use to understand the skill level of the employee better.

The Reemergence of Situational Leadership

According to Aslam et al. (2022), leaders can use situational leadership in the constantly changing work atmosphere that developed during the COVID pandemic. According to the authors, due to situational leadership, including a constantly changing process based on the needs of followers, leaders who implement the leadership style can better adapt to changes that the pandemic might cause. Leaders proficient in this leadership style can revert to directly telling followers what to do whenever processes must be changed. They also would be able to know whenever followers have mastered new processes so that they can revert to delegating with their followers. The results of this study indicate that the situational leadership approach would not be effective in increasing levels of psychological capital for employees.

Potential Issues of Situational Leadership

One issue with situational leadership is that researchers have yet to conduct much research to explore its benefits and better understand its implementation (Alobaidan et al., 2020). Perhaps more research would be available if situational leadership was more prevalent among organizations. The lack of research also means that practitioners are unaware of all the potential benefits or drawbacks of using this leadership theory. It is important information because it gives organizations an idea of whether implementing the leadership style would be effective.

Biblical Foundations of the Study

The leadership approaches of servant leadership, transformational leadership, authentic leadership, and situational leadership are all found throughout the scripture (*King James Bible,* 1769/2017). Moses is a leader who exemplifies the key elements of servant leadership. Moses did this by empowering enslaved people and leading them to the promised land (Exodus 3:10 - 11). Abraham was a leader that best exemplified the use of transformational leadership. He formed a new nation and transformed the members of that nation to become followers of God

(Genesis 12:1–20). Paul is a leader in the Bible who shows many of the characteristics of authentic leadership. Paul's authentic approach to leadership is clear throughout many of the letters he wrote to different Christian groups that were forming. One example is in Paul's letter to Titus, where Paul emphasized the importance of behaving transparently and acting with Christian values (Titus 1:5-9).

Jesus is an example of situational leadership. In the beginning, Jesus traveled to many places to teach and spread the gospel. According to Mark, Jesus knew he would die on the cross (*King James Bible*, 1769/2017, Mark 14:27-28). Jesus taught his disciples in a way that whenever the resurrection happened, they would be able to spread the gospel effectively.

The most important outcome of transformational leadership is that leaders can transform followers. Transformational leadership relates to Christianity because faith in Jesus transforms his followers in a way that makes his followers lead more meaningful lives. Paul wrote that people should do everything to bring glory to the creator (1 Corinthians 10:31). Christian leaders can change how followers live through soul care, seeking to heal a wounded soul or maintain a healthy one. The overall way that Jesus led his followers involved the use of the situational approach to leadership. Initially, he was more directive in teaching them personally. After the resurrection, the followers were to go forth and spread the teachings of Christ to make believers of everyone throughout the world (Matthew 28:18–20). Servant leadership is commonly used in the church today because one of the primary missions of church leaders is to take care of those they lead. Christian leaders should care for those that belong in their congregation *(*1 Peter 5:2). Church leaders can see to the well-being of those they are leading by helping them stay faithful through hard times, providing counsel when needed, and teaching the gospel to them.

Summary

Over time, organizations have used many different leadership approaches. Transformational leadership is leadership that focuses on changing employees for the better through training and development (Siangchokyoo et al., 2020). The transformative nature of this leadership approach is clear throughout many of the Christian leaders' goals. Christian leaders focus on transforming their followers to be better followers of Christ's teachings. Servant leadership is a leadership approach in which leaders serve first. Jesus used this leadership approach as he interacted with his followers. One example was when Jesus washed his disciples' feet (*King James Bible*, 1769/2017, John 13:1-17). Authentic leadership is a leadership approach that emphasizes the relationship between leader and follower (Crawford et al., 2020). This leadership theory is vital from a Christian worldview perspective because Christians must have a relationship with individual leaders and the most important leader, Jesus. Situational leadership is a leadership style based on followers' changing nature. Followers who become more skilled at completing tasks are more suited to deciding how they will complete the tasks.

Effective leadership styles can positively influence psychological capital in employees. Psychological capital is a measure of psychological resources that individuals have. Psychological resources are essential for an organizational setting because they help employees to be more effective, which results in better organizational outcomes. From a Christian perspective, psychological resources are necessary because they are vital to a Christian's ability to serve Christ better. The next chapter will give an overview of the participants and the recruitment strategy. A description of the measures used is also in Chapter Three.

CHAPTER 3: RESEARCH METHOD

Overview

This study aimed to examine the relationship between leadership styles and psychological capital. This chapter describes the linear multiple regression used to analyze the study's data. The quantitative research design was also described and justified. Recruitment occurred through social media, and all participants had to meet criteria such as speaking English, being between 18 and 67 years old, and currently being employed. This chapter describes The Authentic Leadership Inventory, The Servant Leadership Survey, The Survey of Transformational Leadership, The Leadership Styles Questionnaire, and the psychological capital scale used in this study to operationalize each variable. This chapter will also describe this study's delimitations, assumptions, and limitations. All these steps were essential for future researchers to replicate and improve upon this study's findings.

Questions and Hypotheses (if applicable)

Research Questions

RQ1: Is there a relationship between employee psychological capital and the supervisor's leadership style?

RQ2: Does age moderate the positive relationship between employee psychological capital and their supervisor's leadership style?

Hypotheses

Hypothesis 1: There is a positive relationship between employees' psychological capital and their supervisor's leadership style.

Hypothesis 2: Employee age moderates the positive relationship between employee psychological capital and their supervisor's leadership style.

Research Design

This study used a quantitative research design with a linear multiple regression to test the relationship between situational, servant, transformational, and authentic leadership with psychological capital. This study used a linear regression analysis to test if age is a moderating variable in the relationship between psychological capital and leadership style. The survey method was used because, according to Nayak & Narayan, (2021), online surveys are beneficial because they lower social desirability responses, cause fewer requirements of respondents, and have fewer mistakes. It also increased the population that can participate in the research. This study aimed to increase researchers' and practitioners' understanding of the relationship between leadership style and employee psychological capital. This study implemented the survey method and included people from many industries.

Participants

Participants in this study were between the ages of 18 and 66. All participants were United States citizens and spoke English as their first language. Participants were employed at the time of the survey and not in a leadership position. Employees in any industry were eligible to participate in the study. Recruitment of participants happened through social media platforms such as Facebook, Instagram, and Twitter. This method of recruitment was a convenient sampling (Emerson, 2021). The convenience sampling method can be effective in studies focused on large populations. Using social media to find participants resulted in a larger participant population than if the research used in-person methods. This benefit made the convenient sampling method appropriate for this research.

A convenience sampling method best fit this study's needs because it ensured that participants from many organizations will participate. This sampling method increased the

generalizability of the study. A G*Power 3.1.9.4 priori power analysis showed how many participants were needed. This analysis showed that a sample size of at least 129 was needed to detect statistical significance. There were four predictor variables in this research, so there needed to be 33 participants at each group level.

Study Procedures

All the interactions with the participants happened remotely through social media. Once the participants agreed to participate through Facebook or Twitter, they went to SurveyMonkey, where the surveys were. Participants completed all documents and measures electronically. The first section of the survey was the informed consent form, which ensured that the participants remained anonymous and were free to leave the study at any time. After completing that section, the participants read an intro to the study, which described the purpose of the study and the procedure. This section included definitions of terms, instructions on completing the surveys, and researcher contact questions in case there were questions. The instruments were in the following order: The Psychological Capital Scale, The Authentic Leadership Inventory, The Servant Leadership Survey, The Survey of Transformational Leadership, and the Leader Behavior Description Questionnaire. Participants answered the psychological capital scale first so that they would not become biased by discovering the purpose of the research. The Description of each of the instruments follows.

Instrumentation and Measurement

The Authentic Leadership Inventory

The Authentic Leadership Inventory developed by Neider and Schriesheim (2011) was used to measure the implementation of authentic leadership. The Authentic Leadership Inventory is a multidimensional measure including 14 items. An average of the 14 items on the scale will

make up the authentic leadership predictor variable. The items measure the four subscales of self-awareness, relational transparency, balanced processing, and internalized moral processing. These subscales comprise the four key components to effectively implementing authentic leadership. Items on the measure are in a Likert format ranging from 1 to 5. 1 represents "disagree strongly", and 5 represents "agree strongly". For example, one of the items on the scale is "My leader carefully listens to alternative perspectives before reaching a conclusion."

When developing the scale, the researchers performed a one-way analysis of variance and directional t-tests (Neider & Schriesheim, 2011). The researchers tested for discriminant validity between the transformational and authentic leadership scale dimensions when conducting the confirmatory factor analysis. The researchers applied for the tests one week before the 2008 presidential election and again two days after. The results were (before the election: C2 = 1648.12, $p < .001$, C2/GL = 584, CFI = 0.92, RMSEA = 0.061; After the election: C2 = 1,763.99, $p < .001$, C2/GL = 584, CFI = 0.91, RMSEA = 0.069) which showed evidence of discriminant validity for the measure. These tests helped the researchers to differentiate which items belonged to each subscale and verify that they were measuring the same thing. The researchers completed Cronbach's coefficient alpha to measure reliability. The coefficient alpha that the researchers found for the four subscales ranged from .74 to .85.

The Servant Leadership Survey

The Servant Leadership Survey developed by Liden et al. (2008) was used to measure the implementation of servant leadership strategies. The Servant Leadership Survey is a 28-item measure that includes seven subscales. The subscales include conceptual skills, empowerment, helping followers grow, putting followers first, behavior, emotional healing, and creating value for the community. An average of the 28 items on the scale will comprise the servant leadership

predictor variable. Participants will respond in a Likert format, ranging from 1-7, with 1 indicating strong disagreement and 7 indicating strong agreement. As an example of an item on the measure, item 2 states, “My manager gives me the responsibility to make important decisions about my job.”

When designing the scale, the researchers calculated each of the subscale’s alpha coefficients and performed exploratory factor analysis to determine the validity of the items (Liden et al., 2020). The scale demonstrates reliability through the subscale's alpha coefficients, ranging from .70 to .86. Smith et al., (2016), conducted an exploratory factor analysis that showed evidence for the scale's construct validity. All the elements of transformational leadership had factor loadings ranging from .70 and .83. The empowerment subscale had a factor loading of .44. This provides evidence that each subscale measured the intended construct.

The Survey of Transformational Leadership

The Survey of Transformational Leadership, developed by Edwards et al. (2010), measured transformational organizational leadership. The Survey of Transformational Leadership is a multidimensional 86-item measure composed of many subscales. The subscales included in this measure include integrity, moderate risk, encouraging innovation, demonstrating innovation, inspirational motivation, developing others, supporting others, task delegation, and expecting excellence. An average of 86 items will comprise the transformational leadership predictor variable. Individuals completing the survey will consider their direct supervisor when completing the survey. They respond to each item with a score ranging from 0 to 4. A 0 represents not at all, and a 4 represents frequently, if not permanently. An example of an item on this questionnaire is “offers individual learning opportunities to staff members for professional growth.”

The alpha coefficient for the subscales of the measure ranged from .78 to .96, which shows support for the measure's validity (Edwards et al., 2010). Convergent validity was measured for The Survey of Transformational Leadership by comparing the survey with the Multifactor Leadership Questionnaire. For all the items, the validation score was more significant than or equal to .5, with the integrity subscale having a validation score of .907, the sensible risk subscale having a validation score of .838, the encourages innovation subscale having a validation score of .942, the demonstrates innovation subscale having a validation score of .795, the inspirational motivation subscale having a validation score of .956, the develops others subscale having a validation score of .944, the supports others subscale having a validation score of .736, the task delegation subscale having a validation score of .975, and the expects excellence subscale having a validation score of .907. All the subscales had very high validity scores, which provided evidence that all the subscales effectively measured what they should be measuring.

Situational Leadership Styles Questionnaire

Situational leadership tendencies were measured using the situational leadership measure designed by Crowe (2013). This questionnaire comprises 24 interval items that participants respond to on a Likert scale. An average of 24 items will comprise the situational leadership predictor variable. Participants will consider the behavior of their direct supervisor when completing the questionnaire. They will respond to each item with any number between 1 and 10, with 1 representing that they strongly disagree with and 10 indicating that they strongly agree with the statement. For example, one of the items on the scale reads, “I try to assign work in little, easily controlled units.” Al-Khamaiseh et al. (2020) researched using the instrument to measure the situational leadership approach. The researchers used Cronbach’s alpha to test for

reliability. Cronbach's alpha for the items on the measure was .922, indicating that the test is reliable. The researchers also used KMO and Bartlett's test to measure construct validity. When running the tests, the researchers found a score of .889, which indicates that the scale is valid.

The Psychological Capital Scale

Psychological capital was measured using the Psychological Capital Scale developed by Gupta and Singh (2014). The psychological capital scale is a 15-item scale that measures four subscales. The subscales are optimism, self-efficacy, hope, and resilience. An average of the 15 items will measure the variable of psychological capital. When completing this scale, respondents will think about how they see themselves as they answer each item. This scale is on a 5-point Likert scale. An example of an item on this scale is "I can think of alternate ways to reach my work goal if the current one gets blocked." Cohen's Kappa was used to measure inter-rater agreement with a score of .67. The Cohen's Kappa score of .67 means there was an adequate inter-rater agreement for the items, but it could have been better. The author's results showed criterion-related concurrent validity for this measure. The authors also measured the alpha reliability of the dimensions. The "optimism" and "hope" constructs had an alpha score of .59 and .67, respectively. The authors note that this warrants further research.

Operationalization of Variables

Authentic Leadership – this variable is a ratio variable and was measured by the total score on the Authentic Leadership Questionnaire (Neider & Schriesheim, 2011).

Servant Leadership - this variable is a ratio variable and was measured by the total score on The Servant Leadership Survey (Liden et al., 2008).

Transformational Leadership - this variable is a ratio variable and was measured by the total score on The Survey of Transformational Leadership (Edwards et al., 2010).

Situational Leadership – This variable is a ratio variable and was measured by the total score on the situational leadership scale developed by Crowe (2013).

Psychological Capital - This variable is a ratio variable and was measured by the total score on The Psychological Capital Scale (Gupta & Singh, 2014).

Data Analysis

This study used A linear multiple regression to measure the relationship between the different leadership approaches and psychological capital. This statistical analysis is practical whenever researchers want to examine the relationship between the value of a variable based on two or more variables. SPSS was used to complete the data analysis. Linear multiple regression requires a variety of assumptions to be true. One is that the dependent variable is on a continuous scale. This experiment met this assumption because psychological capital is a ratio variable. There must be two or more independent variables. This assumption is met by including the four independent variables of situational, servant, authentic, and transformational leadership.

A linear regression analysis was also used to analyze whether age moderates the relationship between psychological capital and the implementation of leadership styles. This data analysis was completed within SPSS. One assumption for this analysis was that the independent variables do not have multicollinearity. This assumption was met because there is no correlation between age and leadership style. The variables were also all on a continuous scale.

Delimitations, Assumptions, and Limitations

Delimitations

This study was limited to people who were currently employed. Due to the interest of the study being how leadership styles are related to psychological capital in organizations, it would not be helpful to study the relationship for people who were not currently employed. Another

delimitation of this study was those under 18 years of age. It is uncommon for those under 18 to have much experience with different leadership approaches. Only people who speak English as their primary language participated in the study. Speaking English was important because all the measures in the study were English.

Assumptions

One assumption in this research design was that participants recruited via different social media platforms represented a diverse sample across many industries (Green et al., 2021). One potential issue with the diversity in studies that use social media for recruitment is that some people do not use social media platforms as much as others. Another assumption is that by distributing all materials online, participants were given increased confidence that they would remain anonymous, leading to them answering questions more honestly. Another assumption is that the participants in the study did not guess the research goal, which reduced the likelihood of bias that swayed participants to answer in a way that supported the study's hypothesis.

Limitations

One limitation of this study was in using a data collection method of convenience. According to Emerson (2021), one of the requirements caused by convenience sampling is that the sample comes from a large population. If the sample does not come from a large population, the generalizability of the study is reduced.

Summary

In this chapter, the focus was on the research methodology. This research implemented a quantitative design. Data collection was via online surveys distributed through social media platforms. Participants had to be employed, over 18, and speak English. G*Power analysis justified the needed sample size of 129 respondents and the group-level sample size of 34. The

instruments that were used in the research were also included and described. The variables were also operationally defined using each survey that will measure the variables.

An explanation of the data analysis procedure is part of this chapter. A linear multiple regression analyzed the participant's responses to each survey. The limitations of the research were also part of this chapter. One fundamental limitation is that the research could not consider those under 18. Some limitations existed because of the sampling method. One benefit to this research methodology is that anonymous online surveys provided confidence that the responses were confidential. In the next chapter, the implications of the results will be discussed.

CHAPTER 4: RESULTS

Overview

This study aimed to examine the relationship between the implementation of leadership styles and employee psychological capital. It also examined the relationship between situational, authentic, servant, and transformational leadership with psychological capital. Quantitative methods were implemented to examine the relationship. Participants were recruited using social media convenience sampling, and they completed surveys that tested for psychological capital, situational leadership, authentic leadership, servant leadership, and transformational leadership, as well as demographic information. The first research question that guided this study investigated whether there is a relationship between employee psychological capital and their supervisor's leadership style. The second research question inquired whether age moderated the positive relationship between employee psychological capital and their supervisor's leadership style.

This chapter presents the study's results. It begins by discussing the demographics of the participants. Next, it examines the relationship between leadership styles and employee psychological capital. Finally, it discusses the moderating variable of age and how it relates to this relationship.

Descriptive Results

The sample of participants included 250 volunteers, which consisted of 136 females and 114 males. This data is illustrated in table 1. 178 of the participants currently work in hourly positions, and 72 of the participants worked in salary positions. This data is illustrated in table 2. 15 participants were emergency responders, 33 were in education, 27 worked in vehicle service, 17 worked in transportation, 23 worked in medicine, 26 worked in information technologies, 54

participants worked in the food industry, and 55 participants worked in retail. This data is illustrated in Table 3. The participants in these studies ages ranged from 18 - 60 (*M* = 33 years).

Table 1

Participant Gender

Gender	Number of Participants
Male	114
Female	136

Table 2

Participant Pay Type

Pay Type	Number of Participants
Hourly	178
Salary	72

Table 3

Participant Industry

Industry	Number of Participants	Percentage
Emergency Responders	15	6
Education	33	13.2
Vehicle Service	27	10.8
Transportation	17	6.8
Medicine	23	9.2
Information Technologies	26	10.4
Food Industries	54	21.6
Retail	55	22

Study Findings

In this study, participants were found through social media posts on Facebook. Once the participants consented to participate in the study, they were sent a link to the survey to be completed on SurveyMonkey. After all of the required participants completed the survey, a linear regression was completed, which showed the relationship between the use of leadership

styles and employee psychological capital in the workplace. The relationship between each leadership style and situational leadership was also observed. After this analysis was completed, another linear regression was completed to test whether age acted as a moderator of the relationship between leadership styles and psychological capital.

Supervisor's Leadership Style and Employee Psychological Capital

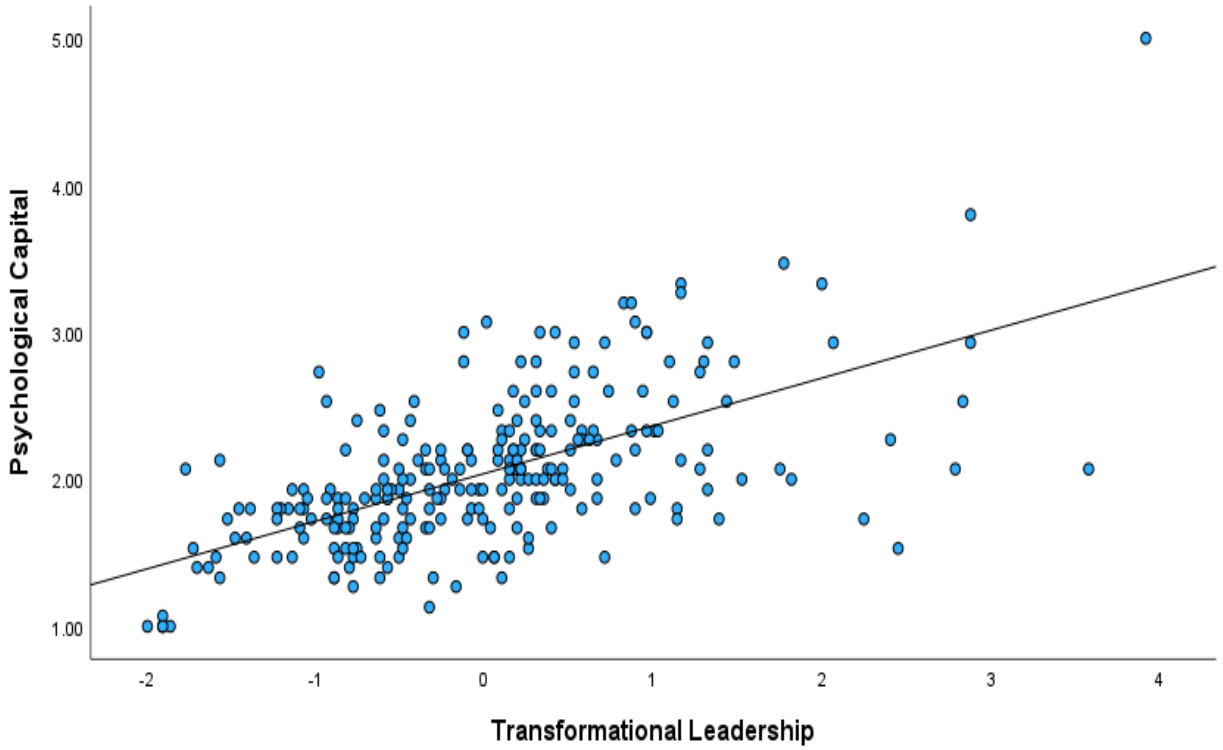
This study found a relationship between the implementation of the transformational leadership style, servant leadership style, situational leadership style, authentic leadership style, and employee psychological capital. A multiple linear regression was conducted to test the relationship between leadership styles and workplace psychological capital.

Transformational Leadership

A regression analysis was conducted to determine whether the implementation of transformational leadership predicted levels of employee psychological capital. The results, as shown in figure 1, did indicate a significant positive relationship between the predictor variable and the response variable, $r(248) = .616$, $p < .001$. The equation for the regression line was Y = .733 + .585 or predicted psychological capital score = .733(transformational leadership score + .585. The standard error of estimate provided by the regression line was .42, indicating that the data points lie relatively close to the regression line. The confidence interval of the slope ranged from .616 to .850, an interval which did not contain the value of 0. R2 = .38, indicating that 38% of the variance in psychological capital was explained using the transformational leadership approach. The results of the ANOVA, $F(1, 248) = 151.3$, $p < .001$ also illustrated that the slope of the line was significant. The null hypothesis that the slope of the regression line is 0 was rejected, concluding that the implementation of transformational leadership did predict the level of employee psychological capital.

Figure 1

The Relationship Between Transformational Leadership and Psychological Capital



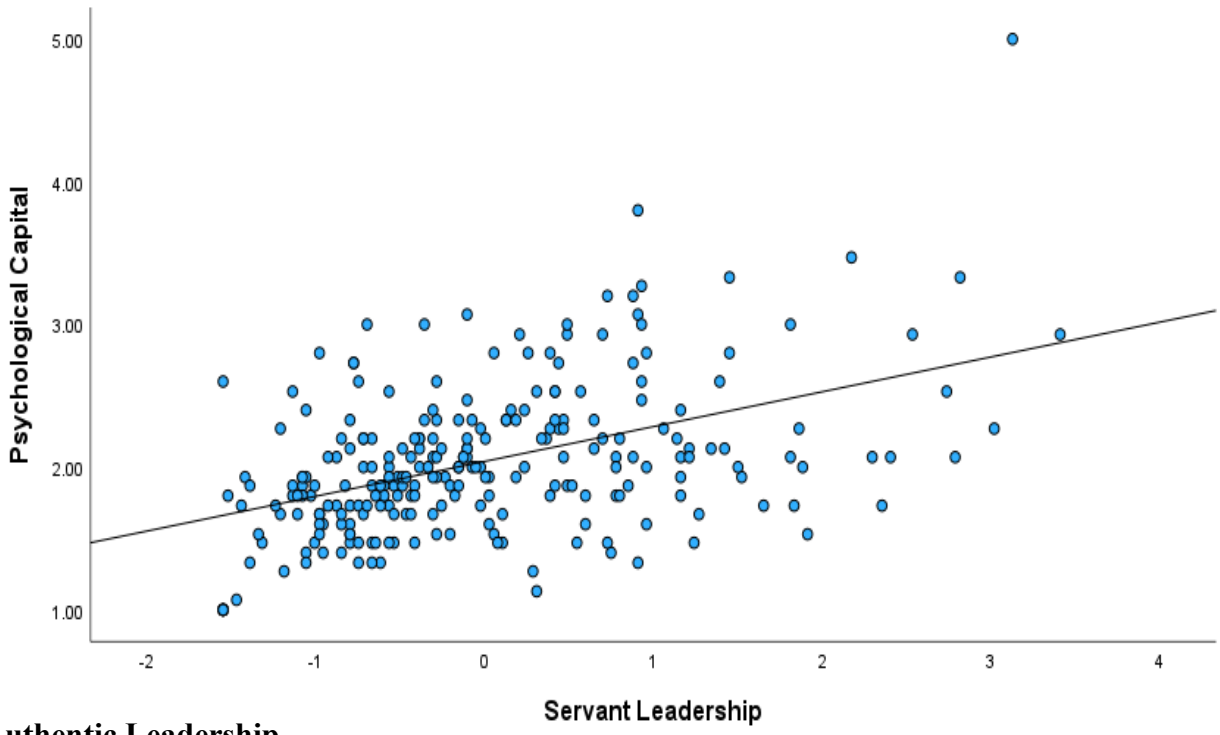
Servant Leadership

A regression analysis was conducted to determine whether the implementation of servant leadership predicted levels of employee psychological capital. The results, as shown in Figure 2, did indicate a significant positive relationship between the predictor variable and the response variable, $r(248) = .463$, $p < .001$. The equation for the regression line was Y = .176 + 1.46 or predicted psychological capital score = .176(servant leadership score + 1.46. The standard error of estimate provided by the regression line was 47, indicating that that the data points lie relatively close to the regression line. The confidence interval of the slope ranged from .134 to .219, an interval which did not contain the value of 0. R2 = .21, indicating that 21% of the variance in psychological capital was explained using the servant leadership approach. The

results of the ANOVA, F(1, 248) = 67.6, p < .001 also illustrated that the slope of the line was significant. The null hypothesis that the slope of the regression line is 0 was rejected, concluding that the implementation of servant leadership did predict the level of employee psychological capital.

Figure 2

The Relationship Between Servant Leadership and Psychological Capital



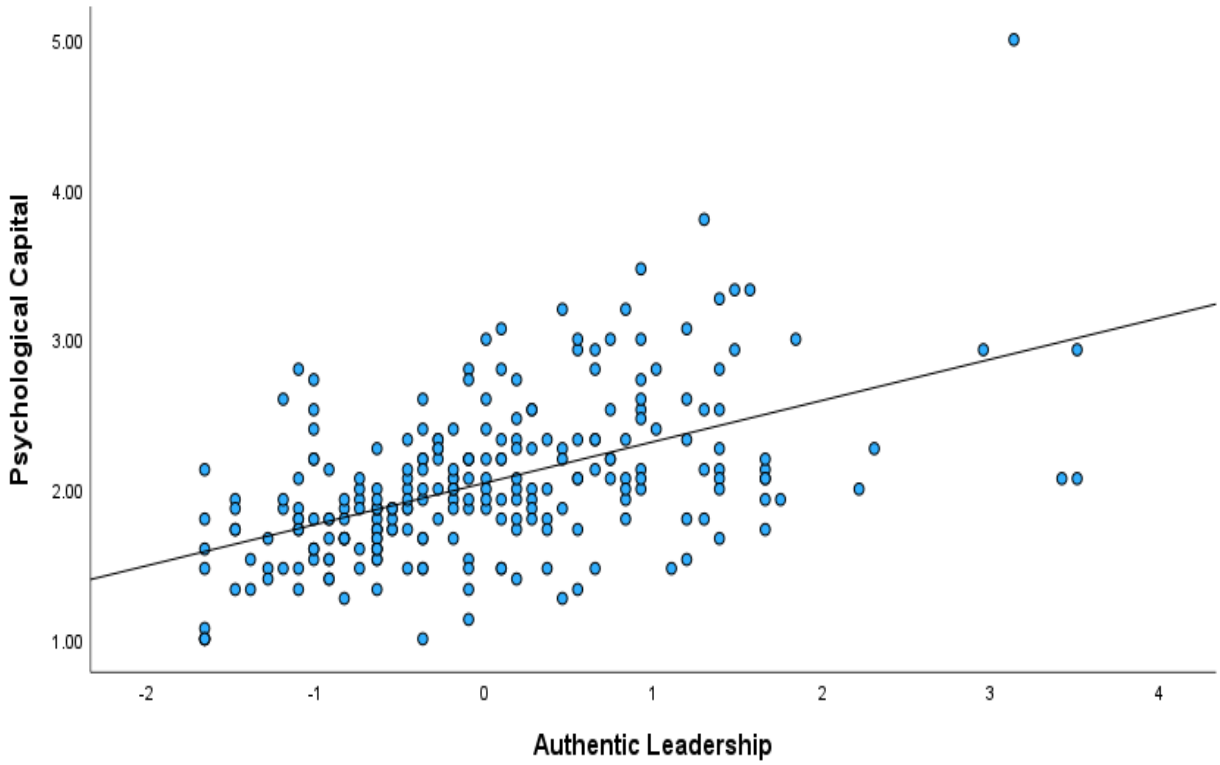
Authentic Leadership

A regression analysis was conducted to determine whether the implementation of authentic leadership predicted levels of employee psychological capital. The results, as shown in Figure 3, did indicate a significant positive relationship between the predictor variable and the response variable, $r(248) = .523$, $p < .001$. The equation for the regression line was Y = .356 + 1.23 or predicted psychological capital score = .356(authentic leadership score + 1.23. The standard error of estimate provided by the regression line was .45, indicating that that the data

points lie relatively close to the regression line. The confidence interval of the slope ranged from .284 to .429, an interval which did not contain the value of 0. R2 = .273, indicating that 27.3% of the variance in psychological capital was explained by using the authentic leadership approach. The results of the ANOVA, $F(1, 248) = 93.3$, $p < .001$ also illustrated that the slope of the line was significant. The null hypothesis that the slope of the regression line is 0 was rejected, concluding that the implementation of authentic leadership did predict the level of employee psychological capital.

Figure 3

The Relationship Between Authentic Leadership and Psychological Capital



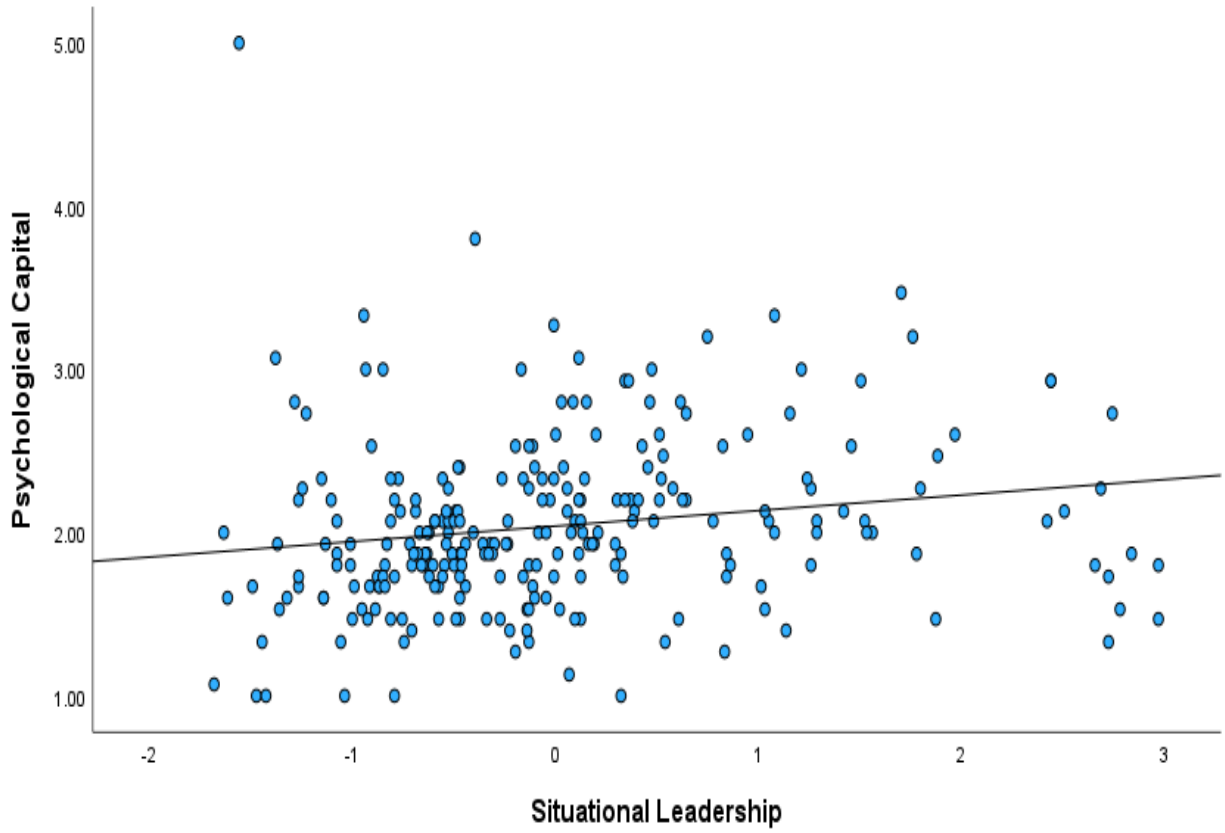
Situational Leadership

A regression analysis was conducted to determine whether the implementation of situational leadership predicted levels of employee psychological capital. The results, as shown

in Figure 4, did indicate a significant negative relationship between the predictor variable and the response variable, $r(248) = -.180$, $p < .002$. The equation for the regression line was Y = -.090 + 2.322 or predicted psychological capital score = -.090(situational leadership score + 2.322. The standard error of estimate provided by the regression line was .52, indicating that that the data points lie relatively close to the regression line. The confidence interval of the slope ranged from -.151 to -.028, an interval which did not contain the value of 0. R2 = .032, indicating that only 3.2% of the variance in psychological capital was explained using the situational leadership approach. The results of the ANOVA, (F)1, 248 = 8.3, p < .004 illustrated that the slope of the line was significant. The null hypothesis that the slope of the regression line is 0 was rejected. The analysis concluded that although a significant relationship was found between situational leadership and psychological capital, with only 3.2% of the variation explained, situational leadership cannot predict psychological capital in employees.

Figure 4

The Relationship Between Situational Leadership and Psychological Capital



Age Moderating the Relationship Between Leadership Style and Psychological Capital

Age was found to moderate the relationship between the implementation of situational leadership, authentic leadership, servant leadership, and transformational leadership with psychological capital.

Transformational Leadership

A multiple regression analysis was conducted to analyze whether age acted as a moderator in the relationship between transformational leadership and psychological capital. The

analysis indicated that age did act as a moderator in the relationship between the two variables of transformational leadership and psychological capital $r(247) = .616$, $p < .001$, and the null hypothesis was rejected. The equation for the regression line was $\hat{Y} = .734x + .583$ or predicted psychological capital scores = .734x(transformational leadership scores) + .583. The standard error of estimate provided by the regression line was .417. The confidence interval of the slope ranged from .616 to .853 and did not contain 0. The R^2 value was .379 therefore 37.9 percent of the variance in the psychological capital score was explained by participant age.

Servant Leadership

A multiple regression analysis was conducted to analyze whether age acted as a moderator in the relationship between Servant leadership and psychological capital. The analysis indicated that age did act as a moderator in the relationship between the two variables of servant leadership and psychological capital $r(247) = .464$, $p < .001$, and the null hypothesis was rejected. The equation for the regression line was $\hat{Y} = .176x + 1.462$ or predicted psychological capital scores = .176x(servant leadership scores) + 1.462. The standard error of estimate provided by the regression line was .469. The confidence interval of the slope ranged from .134 to .218 and did not contain 0. The R^2 value was .214 therefore 21.4 percent of the variance in the psychological capital score was explained by participant age.

Authentic Leadership

A multiple regression analysis was conducted to analyze whether age acted as a moderator in the relationship between authentic leadership and psychological capital. The analysis indicated that age did act as a moderator in the relationship between the two variables of authentic leadership and psychological capital $r(247) = .523$, $p < .001$, and the null hypothesis was rejected. The equation for the regression line was $\hat{Y} = .356x + 1.227$ or predicted

psychological capital scores = .356(authentic leadership scores) + 1.227. The standard error of estimate provided by the regression line was .45. The confidence interval of the slope ranges from .283 to .429 and did not contain 0. The R^2 value was .273 therefore 27.3 percent of the variance in the psychological capital score was explained by participant age.

Situational Leadership

A multiple regression analysis was conducted to analyze whether age acted as a moderator in the relationship between situational leadership and psychological capital. The analysis indicated that age did act as a moderator in the relationship between the two variables of authentic leadership and psychological capital $r(247) = .248$, $p < .001$, and the null hypothesis was rejected. The equation for the regression line was $\hat{Y} = .095x + 2.287$ or predicted psychological capital scores = .095 (situational leadership scores) + 2.287. The standard error of estimate provided by the regression line was .51. The confidence interval of the slope ranges from -.142 to -.020 and did not contain 0. The R^2 value was .061, therefore 6.1 percent of the variance in the psychological capital score was explained by participant age.

Summary

The results of the statistical analysis conducted as a part of this study showed a relationship between the implementation of the transformational leadership style, situational leadership style, authentic leadership style, and servant leadership styles with employee psychological capital. A linear regression also showed that age does moderate the relationship between the implementation of situational leadership, servant leadership, authentic leadership, and transformational leadership styles with employee psychological capital. These findings showed support for the research hypothesis that there is a relationship between leadership styles and psychological capital and the hypothesis that age does act as a moderating variable for the

relationship. In the next chapter, the results of the study will be reviewed. The practical findings of the results, implications, limitations and recommendations for future research, are discussed in Chapter 5.

CHAPTER 5: DISCUSSION

Overview

This study examined the relationship between situational, authentic, transformational, and servant leadership styles and psychological capital in employees. It also examined the relationship between situational, authentic, servant, and transformational leadership with psychological capital. In this chapter, the findings will be discussed in detail. This chapter will also discuss what the findings mean in a practical setting. The chapter will also include an overview of the study's limitations and guidance for future research.

Summary of Findings

This study found that using the transformational, situational, authentic, or servant leadership style in the workplace accounts for a significant amount of employee psychological capital. The finding that there is a relationship between all of the leadership styles and psychological capital shows that there is a relationship between leadership styles and psychological capital, which was the research question of this study. This study also found that the participants' age acts as a moderating variable in the relationship between leadership styles and employee psychological capital, which answers the second research question in this study.

Discussion of Findings

Leadership Styles and Psychological Capital

The finding that there is a positive relationship between the implementation of leadership styles and the levels of psychological capital in employees supports the assertion of Darvishmotevali and Ali (2020) that effective leadership strategies could improve psychological capital in employees. This study helps improve researchers' knowledge regarding the relationship between leadership strategies and employee psychological capital. Organizations can use this

research to support the importance of spending time and resources to ensure that leaders use effective leadership strategies and understand how to implement leadership styles correctly.

Transformational Leadership and Psychological Capital

The transformational leadership approach is effective because the focus it has on transforming employees helps to create effective employees while also training future leaders. This study's findings indicated that the use of the transformational leadership approach does positively relate to levels of employee capital. These findings help to emphasize the benefits of the leadership style in an organizational setting. This finding contributes to current research regarding transformational leadership by showing a positive relationship between the leadership approach and psychological capital. Transformational leadership had the strongest relationship with the psychological capital of the leadership styles included in this research. This finding shows that transformational leadership is among the most effective strategies out of the commonly used leadership approaches for improving employee psychological capital. These findings help to support the research conducted by Siangchokyoo et al. (2020) that transformational leadership helps develop better employees. This relationship also supports the findings of Peng et al. (2021) that transformational leadership is good for the employee's mental state. Organizations that use this leadership style can maximize organizational effectiveness while also focusing on developing and improving the organization's employees.

Servant Leadership and Psychological Capital

The servant leadership approach is unique to other leadership approaches because it emphasizes the role of a leader as a servant to their followers. By using this approach, leaders can provide help for their followers, which in turn makes them more effective at completing their jobs. This research also found a significant relationship between servant leadership and

psychological capital. The use of this leadership approach positively predicts levels of psychological capital in employees. The findings of this study are supported by the findings of the research conducted by Chon and Zoltan (2019), which showed a relationship between the use of servant leadership and some of the constructs that make up psychological capital. This research adds to the researchers' findings by showing that implementing servant leadership is related to psychological capital.

Authentic Leadership and Psychological Capital

The focus of the authentic leadership approach is that leaders must lead in a way that aligns with the integrity of their own beliefs. Leaders using this approach do not use deception to motivate employees. This study found a positive relationship between implementing the authentic leadership approach and psychological capital. This means that using the authentic leadership approach does positively predict employee psychological capital. This finding adds to the existing research on authentic leadership by showing that it does impact employee psychological capital. These findings support the findings of Daraba et al., (2021), which showed a positive relationship between authentic leadership and employee attitudes, behaviors, and performance. Employee attitudes and performance are elements that relate to elements of psychological capital.

Situational Leadership and Psychological Capital

Situational leadership is a leadership approach where leaders act based on the development levels of their followers. Leaders are direct with new employees until the employees learn the tasks, and then the leaders adopt a more supportive role. Although this study found a significant negative relationship between situational leadership and psychological capital, it also indicated that situational leadership was not a predictor of psychological capital. These findings are

supported by the literature review conducted in this study because this leadership style requires a lot of knowledge and experience to implement (Thompson & Glasø, 2018). According to the research, this is also a more difficult leadership style to teach because it relies heavily on leaders and followers agreeing on their skill level.

Biblical Foundations

This research helps Christian leaders better understand how they could be good shepherds for those they are responsible for leading. Psychological capital should be a key area of focus for any Christian leader who hopes to help those that they are leading and successfully do their part in contributing to the completion of the great commission. Christian leaders should focus on developing the leadership skills associated with transformational leadership to promote psychological capital within their followers. Many aspects of the leadership styles positively related to psychological capital are biblical teachings. The idea in transformational leadership that leaders should promote the development of followers first is also a topic covered throughout scripture. According to the scripture, the king is ideally a shepherd of his people (*King James Bible*, 1769/2017, Psalm 78:72). The concept of transforming followers, as seen in the transformational leadership approach, is also one of the major goals of Christianity, as Christians have a responsibility to spread the gospel and salvation to those who are not believers, as outlined in the great commission. In a big way, Christian leaders are responsible for transforming those that follow them. Also, Christian leaders must be authentic leaders, as they must have faith in Jesus to obtain salvation and better share the message with others.

Age as A Moderating Factor

The study also found that age is a moderating factor in the relationship between the implementation of leadership styles and psychological capital. This relationship shows that

different age groups will respond differently to using different leadership styles. This study contributes to the understanding of leadership styles and age by further showing how individual differences result in the need for different leadership approaches. These findings support the findings of Aslam et al. (2022), that different leadership approaches are needed for different generations of people depending on different environmental factors.

Implications

This research contributes to the current research in the field of leadership as a whole and each of the leadership styles included in the study. The finding that there is a significant relationship between the use of leadership styles and psychological capital adds to the importance of better understanding the different leadership styles as a whole. The relationships that were found between each of the specific leadership styles are all findings that were not previously discussed in the research. This research also found that age is a moderating factor in the relationship between using leadership styles and psychological capital. These findings emphasize the importance of future researchers researching how different leadership styles increase psychological capital in different age groups.

In addition to being important to researchers, this study's findings could be used practically by consultants and managers in organizations. These findings indicate that organizations not currently implementing or training leaders in formal leadership strategies should focus on developing leaders who can effectively implement the four leadership styles. It also shows that organizations should move away from the situational approach to leadership in favor of one that positively relates to psychological capital, or they should focus more on training leaders on how to implement the situational approach properly.

Limitations

One of the limits of this study is that it is limited to people currently employed and over 18. This age requirement restricts the ability to analyze the relationship between leadership styles and psychological capital in people younger than 18 or older than 66. Another limitation of this study is that it implemented the convenience sampling method. According to Emerson (2021), this could result in the findings needing to be generalizable if the participants do not come from a large population. Another limitation of this study is that all participants had to speak English to participate. This may mean that cultures that are more collectivistic than individualistic may not have the same relationship between the implementation of the leadership styles and psychological capital as found in this study. Therefore, the results are not generalizable to different cultural groups. One limitation found during the study's completion is that some participants did not complete the survey due to how long it was. This resulted in many more participants needed because incomplete surveys could not be used.

Recommendations for Future Research

There are many ways that future researchers could expand on the current research findings. One is that based on the finding that age was found to be a moderating variable in the relationship between leadership style and psychological capital, future researchers should retest the relationship between leadership styles and psychological capital to see how the relationship changes as different age groups enter the workforce and are exposed to the different leadership strategies. Future research could also be conducted to see how age relates to the relationship between each leadership style and psychological capital. Researching this would give organizations more information regarding how they should train leaders to interact with their followers depending on age and experience. This research would benefit organizations and

researchers because it would help them understand what leadership strategies may be the most effective within their leadership teams. It would also be beneficial for future researchers to implement a mixed methods research design to analyze how well leaders use the leadership styles and how the use of those styles is affecting employee psychological capital.

Summary

This study had three findings. The first finding was that there is a relationship between the implementation of leadership styles and employees' psychological capital. This indicates that organizations should focus on ensuring that leaders have training in various leadership approaches. The second finding was that there is a positive relationship between transformational leadership, servant leadership, and authentic leadership with employee psychological capital. This relationship indicates that organizations should focus on developing effective leadership styles within their management teams. The third finding was that age is a moderating factor in the relationship between leadership styles and psychological capital, which indicates that organizations should consider the age of their employees when deciding what leadership style would be best within the organization. This dissertation recommends that organizations should implement programs that promote leadership training, in order to improve levels of employee psychological capital.

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APPENDIX A: CONFIDENTIALITY STATEMENT

All of the information in this study will remain private. Any published data will not include any personal identification data. Research data will be stored securely where only researchers will have access to the information.

Demographic Questions

What is your age ?

What is your gender ?

Are you currently in a leadership position ?

What industry do you work in ?

Are you in an hourly or salary position ?

APPENDIX B: PSYCHOLOGICAL CAPITAL SCALE

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Psychological Capital Scale

Optimism

I'm optimistic about my future.

In uncertain times, I usually expect the best.

I always look at the bright side of things.

I hardly ever expect things to go my way (Reverse-worded).

Self-Efficacy

I am highly skilled at my work.

I have confidence in my ability to solve problems creatively.

I am good at further developing ideas of others.

I feel that I am good at generating novel ideas

Hope

If I find myself in a difficult situation, I can think of alternate ways to get out of it.

I can think of alternate ways to reach my work goal if the current one gets blocked.

There are lots of ways to overcome any problem.

Resilience

I am determined to overcome difficulties that I encounter in my work.

In spite of difficulties, I execute the plans that I make for my work.

I have the self-discipline needed to overcome difficulties.

My belief in myself gets me through hard time.

APPENDIX C: SURVEY OF TRANSFORMATIONAL LEADERSHIP QUESTIONNAIRE

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Survey of Transformational Leadership Questionnaire

Integrity

shows determination on the job.

does not display honesty. (R)

is approachable.

considers the ethical implications of actions.

expresses values shared by program staff members.

encourages staff behaviors consistent with the values shared by all members.

acts consistently with values shared by program staff members.

keeps commitments.

is trustworthy.

behaves in ways that strengthens respect from staff members.

is someone that staff members are proud to be associated with.

models behaviors other staff are asked to perform.

shows self-confidence.

Sensible Risk

takes appropriate personal risks in order to improve the program.

takes personal chances in pursuing program goals.

is willing to personally sacrifice for the sake of the program.

makes bold personal decisions, if necessary, to improve the program.

performs tasks other than own, when necessary, to fulfill program objectives.

seeks program interests over personal interests.

Encourages Innovation

attempts to improve the program by taking a new approach to business as usual.

positively acknowledges creative solutions to problems.

encourages ideas other than own.

is respectful in handling staff member mistakes.

encourages staff to try new ways to accomplish their work.

suggests new ways of getting tasks completed.

asks questions that stimulate staff members to consider ways to improve their work performance.

does not criticize program members' ideas even when different from own.

Demonstrates Innovation

accomplishes tasks in a different manner from most other people.

tries ways of doing things that are different from the norm.

seeks new opportunities within the program for achieving organizational objectives.

identifies limitations that may hinder organizational improvement.

challenges staff members to reconsider how they do things.

takes bold actions in order to achieve program objectives.

searches outside the program for ways to facilitate organizational improvement.

Inspirational Motivation

makes staff aware of the need for change in the program.

conveys hope about the future of the program.

communicates program needs.

identifies program weaknesses.

considers staff needs when setting new program goals.

encourages staff feedback in choosing new program goals.

develops new program goals.

talks about goals for the future of the program.

displays enthusiasm about pursuing program goals.

uses metaphors and/or visual tools to convey program goals.

displays confidence that program goals will be achieved.

expresses a clear vision for the future of the program.

clearly defines the steps needed to reach program goals.

sets attainable objectives for reaching program goals.

helps staff members see how their own goals can be reached by pursuing program goals.

demonstrates tasks aimed at fulfilling program goals.

allocates resources toward program goals.

obtains staff assistance in reaching program goals.

secures support from outside the program when needed to reach program goals.

promotes teamwork in reaching program goals.

expresses confidence in staff members' collective ability to reach program goals.

prepares for challenges that may result from changes in the program.

encourages staff to share suggestions in how new program goals will be implemented.

behaves consistently with program goals.

Develops Others

offers individual learning opportunities to staff members for professional growth.

takes into account individual abilities when teaching staff members.

coaches staff members on an individual basis.

recognizes individual staff members' needs and desires.

assists individual staff members in developing their strengths.

Supports Others

treats staff members as individuals, rather than as a collective group.

treats individual staff members with dignity and respect.

does not respect individual staff members' personal feelings. (R)

Task Delegation

provides opportunities for staff to participate in making decisions that affect the program.

provides opportunities for staff members to take primary responsibility over tasks.

delegates tasks that provide encouragement to staff members.

delegates tasks that build up the organization.

assigns tasks based on staff members' interests.

enables staff to make decisions, within contractual guidelines, on how they get their work done.

follows delegation of a task with support and encouragement.

sees that authority is granted to staff in order to get tasks completed.

provides requested support for task completion.

allocates adequate resources to see tasks are completed.

provides information necessary for task completion.

provides feedback on progress toward completing a task.

conveys confidence in staff members' ability to accomplish tasks.

helps staff members set attainable goals to accomplish work tasks.

Expects Excellence

expects excellence from staff.

expects that members of the staff will take the initiative on completing tasks.

expects that staff members will give tasks their best effort.

APENDIX D: LEADERSHIP STYLES QUESTIONNAIRE

Dear Matthew

Please forgive the brevity as I am away on holiday right now.

I cannot remember where I first found this survey, but as far as I am concerned you have my permission to use it for your dissertation.

Please note that we are closing the website shortly as has been running for 20+ years so won't be available in about a week's time.

Good luck with your work

All the best

David

David Crowe
Executive Coach
M: 07986 259019

Leadership Styles Questionnaire

I check the staff's work on a regular basis to assess their progress.

I make sure the staff are aware of all company policies and procedures.

I demonstrate each task related to the job.

I set performance standards for each aspect of my staff's job.

I force staff to report back to me after completing each step of their work

I try to assign work in little, easily controlled units.

I hold periodic meetings to show support for company policy and strategies.

I recognize the staff's achievements with continuous encouragement.

I meet with staff regularly to discuss their needs.

I explain to staff the benefits of achieving work goals.

I hold regular meetings to discuss work status.

I focus on opportunities and not problems.

I appoint staff into task groups.

I discuss any organizational or policy changes with staff prior to taking action.

I avoid making premature evaluation judgments for suggested ideas.

I rotate the role of team briefer among the staff.

I provide staff with the time and resources to pursue their own developmental objectives.

I avoid evaluating and discussing problems and concerns.

I provide staff with clear responsibilities and leave them to decide the processes as required.

I discuss the organization's strategic plan with staff.

I ask the staff to develop long-term plans for their areas

I allow my staff to establish control standards for their work.

I expect staff to create their own goals and objectives and submit them to me on time.

I ensure that information systems are timely and accurate.

APPENDIX E: THE SERVANT LEADERSHIP SURVEY

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The Servant Leadership Survey

I would seek help from my manager if I had a personal problem.

My manager cares about my personal well-being.

My manager takes time to talk to me on a personal level.

My manager can recognize when I'm down without asking me.

My manager emphasizes the importance of giving back to the community.

My manager is always interested in helping people in our community.

My manager is involved in community activities.

I am encouraged by my manager to volunteer in the community.

My manager can tell if something is going wrong.

My manager is able to effectively think through complex problems.

My manager has a thorough understanding of our organization and its goals.

My manager can solve work problems with new or creative ideas.

My manager gives me the responsibility to make important decisions about my job.

My manager encourages me to handle important work decisions on my own.

My manager gives me the freedom to handle difficult situations in the way that I feel is best.

When I have to make an important decision at work, I do not have to consult my manager first.

My manager makes my career development a priority.

My manager is interested in making sure that I achieve my career goals.

My manager provides me with work experiences that enable me to develop new skills.

My manager wants to know about my career goals.

My manager seems to care more about my success than his/her own.

My manager puts my best interests ahead of his/her own.

My manager sacrifices his/her own interests to meet my needs.

My manager does what she/he can do to make my job easier.

My manager holds high ethical standards.

My manager is always honest.

My manager would not compromise ethical principles in order to achieve success

My manager values honesty more than profits.

APPENDIX F: THE AUTHENTIC LEADERSHIP INVENTORY

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The Authentic Leadership Inventory

My leader clearly states what he/she means.

My leader shows consistency between his/her beliefs and actions.

My leader asks for ideas that challenge his/her core beliefs.

My leader describes accurately the way that others view his/her abilities.

My leader uses his/her core beliefs to make decisions.

My leader carefully listens to alternative perspectives before reaching a conclusion.

My leader shows that he/she understands his/her strengths and weaknesses.

My leader openly shares information with others.

My leader resists pressures on him/her to do things contrary to his/her beliefs.

My leader objectively analyzes relevant data before making a decision.

My leader is clearly aware of the impact he/she has on others.

My leader expresses his/her ideas and thoughts clearly to others.

My leader is guided in his/her actions by internal moral standards.

My leader encourages others to voice opposing points of view.

APPENDIX G: SPSS OUTPUT TABLES

Servant Leadership and Psychological Capital

Table 4

Descriptives of Servant Leadership and Psycap

	Mean	Std. Deviation	N
Psychological Capital	2.0399	.52748	250
Servant Leadership	3.2822	1.38359	250

Table 5

Correlations Between Servant Leadership and Psycap

		Psychological Capital	Servant Leadership
Pearson Correlation	Psychological Capital	1.000	.463
	Servant Leadership	.463	1.000
Sig. (1-tailed)	Psychological Capital	.	<.001
	Servant Leadership	.000	.
N	Psychological Capital	250	250
	Servant Leadership	250	250

Table 6

Variables removed of Servant Leadership and Psycap[a]

Model	Variables Entered	Variables Removed	Method
1	Servant Leadership[b]	.	Enter

a. Dependent Variable: Psychological Capital
b. All requested variables entered.

Table 7

Model Summary for Servant Leadership and Psycap[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.463[a]	.214	.211	.46855	.214	67.565	1	248	<.001

a. Predictors: (Constant), Servant Leadership

b. Dependent Variable: Psychological Capital

Table 8

ANOVA for Servant Leadership and Psycap[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.833	1	14.833	67.565	<.001[b]
	Residual	54.446	248	.220		
	Total	69.279	249			

a. Dependent Variable: Psychological Capital

b. Predictors: (Constant), Servant Leadership

Table 9

Coefficients for Servant Leadership and Psycap[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.461	.076		19.118	<.001	1.310	1.611					
	Servant Leadership	.176	.021	.463	8.220	<.001	.134	.219	.463	.463	.463	1.000	1.000

a. Dependent Variable: Psychological Capital

Table 10

Collinearity Diagnostics for Servant Leadership and Psycap[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Servant Leadership
1	1	1.922	1.000	.04	.04
	2	.078	4.956	.96	.96

a. Dependent Variable: Psychological Capital

Table 11

Residuals Statistics for Servant Leadership and Psycap[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.6620	2.8722	2.0399	.24407	250
Residual	-.98539	2.19662	.00000	.46761	250
Std. Predicted Value	-1.548	3.410	.000	1.000	250
Std. Residual	-2.103	4.688	.000	.998	250

a. Dependent Variable: Psychological Capital

Authentic Leadership and Psychological Capital

Table 12

Descriptive Statistics for Authentic Leadership and Psycap.

	Mean	Std. Deviation	N
Psychological Capital	2.0399	.52748	250
Authentic Leadership	2.2827	.77403	250

Correlations

		Psychological Capital	Authentic Leadership
Pearson Correlation	Psychological Capital	1.000	.523
	Authentic Leadership	.523	1.000
Sig. (1-tailed)	Psychological Capital	.	<.001
	Authentic Leadership	.000	.
N	Psychological Capital	250	250
	Authentic Leadership	250	250

Table 13

Variables Removed of Authentic Leadership and Psycap

Model	Variables Entered	Variables Removed	Method
1	Authentic Leadership[b]	.	Enter

a. Dependent Variable: Psychological Capital
b. All requested variables entered.

Table 14

Model Summary of Authentic Leadership and Psycap[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.523[a]	.273	.270	.45057	.273	93.257	1	248	<.001

a. Predictors: (Constant), Authentic Leadership
b. Dependent Variable: Psychological Capital

Table 15

ANOVA of Authentic Leadership and Psycap[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.932	1	18.932	93.257	<.001[b]
	Residual	50.347	248	.203		
	Total	69.279	249			

a. Dependent Variable: Psychological Capital
b. Predictors: (Constant), Authentic Leadership

Table 16

Coefficients of Authentic Leadership and Psycap[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.227	.089		13.799	<.001	1.052	1.402					
	Authentic Leadership	.356	.037	.523	9.657	<.001	.284	.429	.523	.523	.523	1.000	1.000

a. Dependent Variable: Psychological Capital

Table 17

Collinearity Diagnostics of Authentic Leadership and Psycap[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Authentic Leadership
1	1	1.947	1.000	.03	.03
	2	.053	6.075	.97	.97

a. Dependent Variable: Psychological Capital

Table 18

Residuals Statistics of Authentic Leadership and Psycap[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.5830	3.0079	2.0399	.27574	250
Residual	-.93920	2.09538	.00000	.44966	250
Std. Predicted Value	-1.657	3.511	.000	1.000	250
Std. Residual	-2.084	4.651	.000	.998	250

a. Dependent Variable: Psychological Capital

Situational Leadership and Psychological Capital

Table 19

Descriptive Statistics of Situational Leadership and Psycap

	Mean	Std. Deviation	N
Psychological Capital	2.0399	.52748	250
Situational Leadership	3.1420	1.05808	250

Table 20

Correlations of Situational Leadership and Psycap

		Psychological Capital	Situational Leadership
Pearson Correlation	Psychological Capital	1.000	-.180
	Situational Leadership	-.180	1.000
Sig. (1-tailed)	Psychological Capital	.	.002
	Situational Leadership	.002	.
N	Psychological Capital	250	250
	Situational Leadership	250	250

Table 21

Variables Removed of Situational Leadership and Psycap

Model	Variables Entered	Variables Removed	Method
1	Situational Leadership[b]	.	Enter

a. Dependent Variable: Psychological Capital
b. All requested variables entered.

Table 22

Model Summary of Situational Leadership and Psycap[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.180[a]	.032	.029	.51990	.032	8.314	1	248	.004

a. Predictors: (Constant), Situational Leadership
b. Dependent Variable: Psychological Capital

Table 23

ANOVA of Situational Leadership and Psycap[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.247	1	2.247	8.314	.004[b]
	Residual	67.032	248	.270		
	Total	69.279	249			

a. Dependent Variable: Psychological Capital

b. Predictors: (Constant), Situational Leadership

Table 24

Coefficients of Situational Leadership and Psycap[a]

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.322	.103		22.497	<.001	2.119	2.525					
	Situational Leadership	-.090	.031	-.180	-2.883	.004	-.151	-.028	-.180	-.180	-.180	1.000	1.000

a. Dependent Variable: Psychological Capital

Table 25

Collinearity Diagnostics of Situational Leadership and Psycap[a]

				Variance Proportions	
Model	Dimension	Eigenvalue	Condition Index	(Constant)	Situational Leadership
1	1	1.948	1.000	.03	.03
	2	.052	6.115	.97	.97

a. Dependent Variable: Psychological Capital

Table 26

Residuals Statistics of Situational Leadership and Psycap[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.8803	2.3220	2.0399	.09500	250
Residual	-1.07063	3.10805	.00000	.51885	250
Std. Predicted Value	-1.680	2.970	.000	1.000	250
Std. Residual	-2.059	5.978	.000	.998	250

a. Dependent Variable: Psychological Capital

Transformational Leadership and Psychological Capital

Table 27

Descriptive Statistics of Transformational Leadership and Psycap

	Mean	Std. Deviation	N
Psychological Capital	2.0399	.52748	250
Transformational Leadership	1.9846	.44300	250

Table 28

Correlations of Transformational Leadership and Psycap

		Psychological Capital	Transformational Leadership
Pearson Correlation	Psychological Capital	1.000	.616
	Transformational Leadership	.616	1.000
Sig. (1-tailed)	Psychological Capital	.	<.001
	Transformational Leadership	.000	.
N	Psychological Capital	250	250
	Transformational Leadership	250	250

Table 29

Variables Entered for Transformational Leadership and Psycap

Model	Variables Entered	Variables Removed	Method
1	Transformational Leadership[b]	.	Enter

a. Dependent Variable: Psychological Capital
b. All requested variables entered.

Table 30

Model Summary of Transformational Leadership and Psycap[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.616[a]	.379	.376	.41653	.379	151.302	1	248	<.001

a. Predictors: (Constant), Transformational Leadership

b. Dependent Variable: Psychological Capital

Table 31

ANOVA of Transformational Leadership and Psycap[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.251	1	26.251	151.302	<.001[b]
	Residual	43.028	248	.174		
	Total	69.279	249			

a. Dependent Variable: Psychological Capital

b. Predictors: (Constant), Transformational Leadership

Table 32

Coefficients of Transformational Leadership and Psycap[a]

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.585	.121		4.831	<.001	.347	.824					
	Transformational Leadership	.733	.060	.616	12.300	<.001	.616	.850	.616	.616	.616	1.000	1.000

a. Dependent Variable: Psychological Capital

Table 33

Collinearity Diagnostics of Transformational Leadership and Psycap[a]

				Variance Proportions	
Model	Dimension	Eigenvalue	Condition Index	(Constant)	Transformational Leadership
1	1	1.976	1.000	.01	.01
	2	.024	9.088	.99	.99

a. Dependent Variable: Psychological Capital

Table 34

Residuals Statistics of Transformational Leadership and Psycap[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.3915	3.3118	2.0399	.32469	250
Residual	-1.30543	1.68816	.00000	.41570	250
Std. Predicted Value	-1.997	3.917	.000	1.000	250
Std. Residual	-3.134	4.053	.000	.998	250

a. Dependent Variable: Psychological Capital

The Moderating Effect of Age on the Relationship between Servant Leadership and Psychological Capital

Table 35

Descriptive Statistics of Servant Leadership and Psycap

	Mean	Std. Deviation	N
Psychological Capital	2.0399	.52748	250
Interaction servant	.0268	3.75864	250
Servant Leadership	3.2822	1.38359	250

Table 36

Correlations of Servant Leadership and Psycap

		Psychological Capital	Interaction servant	Servant Leadership
Pearson Correlation	Psychological Capital	1.000	.041	.463
	Interaction servant	.041	1.000	.024
	Servant Leadership	.463	.024	1.000
Sig. (1-tailed)	Psychological Capital	.	.260	<.001
	Interaction servant	.260	.	.354
	Servant Leadership	.000	.354	.
N	Psychological Capital	250	250	250
	Interaction servant	250	250	250
	Servant Leadership	250	250	250

Table 37

Variables Entered of Servant Leadership and Psycap[a]

Model	Variables Entered	Variables Removed	Method
1	Servant Leadership, interaction servant[b]	.	Enter

a. Dependent Variable: Psychological Capital
b. All requested variables entered.

Table 38

Model Summary of Servant Leadership and Psycap[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.464[a]	.215	.209	.46923	.215	33.825	2	247	<.001

a. Predictors: (Constant), Servant Leadership, interaction servant

b. Dependent Variable: Psychological Capital

Table 39

ANOVA of Servant Leadership and Psycap[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.895	2	7.448	33.825	<.001[b]
	Residual	54.384	247	.220		
	Total	69.279	249			

a. Dependent Variable: Psychological Capital

b. Predictors: (Constant), Servant Leadership, interaction servant

Table 40

Coefficients of Servant Leadership and Psycap[a]

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	1.462	.077		19.096	<.001	1.311	1.612
	Interaction servant	.004	.008	.030	.530	.597	-.011	.020
	Servant Leadership	.176	.021	.462	8.193	<.001	.134	.218

a. Dependent Variable: Psychological Capital

Table 41

Residuals Statistics of Servant Leadership and Psycap[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.6575	2.8544	2.0399	.24458	250
Residual	-1.03180	2.14563	.00000	.46734	250
Std. Predicted Value	-1.564	3.330	.000	1.000	250
Std. Residual	-2.199	4.573	.000	.996	250

a. Dependent Variable: Psychological Capital

The Moderating Effect of Age on the Relationship between Authentic Leadership and Psychological Capital

Table 42

Descriptive Statistics for the Interaction of Age and Authentic Leadership

	Mean	Std. Deviation	N
Psychological Capital	2.0399	.52748	250
Interaction authentic Leadership	.0581	2.54966	250
Authentic Leadership	2.2827	.77403	250

Table 43

Correlations for the Interaction of age and Authentic Leadership

		Psychological Capital	Interaction authentic Leadership	Authentic Leadership
Pearson Correlation	Psychological Capital	1.000	.045	.523
	Interaction authentic Leadership	.045	1.000	.073
	Authentic Leadership	.523	.073	1.000
Sig. (1-tailed)	Psychological Capital	.	.240	<.001
	Interaction authentic Leadership	.240	.	.124
	Authentic Leadership	.000	.124	.
N	Psychological Capital	250	250	250
	Interaction authentic Leadership	250	250	250
	Authentic Leadership	250	250	250

Table 44

Variables Entered/Removed for the Interaction of Age and Authentic Leadership[a]

Model	Variables Entered	Variables Removed	Method
1	Authentic Leadership, Interaction authentic Leadership[b]	.	Enter

a. Dependent Variable: Psychological Capital
b. All requested variables entered.

Table 45

Model Summary for the Interaction of Age and Authentic Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.523[a]	.273	.267	.45147	.273	46.451	2	247	<.001

a. Predictors: (Constant), Authentic Leadership, Interaction authentic Leadership

b. Dependent Variable: Psychological Capital

Table 46

ANOVA for the Interaction of Age and Authentic Leadership[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.935	2	9.468	46.451	<.001[b]
	Residual	50.344	247	.204		
	Total	69.279	249			

a. Dependent Variable: Psychological Capital

b. Predictors: (Constant), Authentic Leadership, Interaction authentic Leadership

Table 47

Coefficients for the Interaction of Age and Authentic Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.227	.089		13.752	<.001	1.052	1.403
	Interaction authentic Leadership	.001	.011	.007	.121	.904	-.021	.024
	Authentic Leadership	.356	.037	.522	9.603	<.001	.283	.429

a. Dependent Variable: Psychological Capital

Table 48

Residuals Statistics of The Interaction between Age and Authentic Leadership[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.5819	3.0127	2.0399	.27576	250
Residual	-.94268	2.08576	.00000	.44965	250
Std. Predicted Value	-1.661	3.528	.000	1.000	250
Std. Residual	-2.088	4.620	.000	.996	250

a. Dependent Variable: Psychological Capital

The Moderating Effect of Age on the Relationship between Transformational Leadership and Psychological Capital

Table 49

Descriptive Statistics for the Interaction Between Age and Transformational Leadership

	Mean	Std. Deviation	N
Psychological Capital	2.0399	.52748	250
Transformational Leadership	1.9846	.44300	250
Interaction Transformational Leadership	.1386	1.06069	250

Table 50

Correlations for the Interaction Between Age and Transformational Leadership

		Psychological Capital	Transformational Leadership	Interaction Transformational Leadership
Pearson Correlation	Psychological Capital	1.000	.616	.051
	Transformational Leadership	.616	1.000	.102
	Interaction Transformational Leadership	.051	.102	1.000
Sig. (1-tailed)	Psychological Capital	.	<.001	.213
	Transformational Leadership	.000	.	.054
	Interaction Transformational Leadership	.213	.054	.
N	Psychological Capital	250	250	250
	Transformational Leadership	250	250	250
	Interaction Transformational Leadership	250	250	250

Table 51

Variables Entered/Removed for the Interaction Between Age and Transformational Leadership [a]

Model	Variables Entered	Variables Removed	Method
1	Interaction Transformational Leadership, Transformational Leadership[b]	.	Enter

a. Dependent Variable: Psychological Capital
b. All requested variables entered.

Table 52

Model Summary for the Interaction Between Age and Transformational Leadership [b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.616[a]	.379	.374	.41733	.379	75.393	2	247	<.001

a. Predictors: (Constant), Interaction Transformational Leadership, Transformational Leadership
b. Dependent Variable: Psychological Capital

Table 53

ANOVA for the Interaction Between Age and Transformational Leadership [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.261	2	13.131	75.393	<.001[b]
	Residual	43.018	247	.174		
	Total	69.279	249			

a. Dependent Variable: Psychological Capital
b. Predictors: (Constant), Interaction Transformational Leadership, Transformational Leadership

Table 54

Coefficients for the Interaction Between Age and Transformational Leadership [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.583	.122		4.792	<.001	.344	.823
	Transformational Leadership	.734	.060	.617	12.238	<.001	.616	.853
	Interaction Transformational Leadership	-.006	.025	-.012	-.241	.810	-.055	.043

a. Dependent Variable: Psychological Capital

Table 55

Residuals Statistics for the Interaction Between Age and Transformational Leadership [a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.3988	3.2765	2.0399	.32476	250
Residual	-1.27478	1.72352	.00000	.41565	250
Std. Predicted Value	-1.974	3.808	.000	1.000	250
Std. Residual	-3.055	4.130	.000	.996	250

a. Dependent Variable: Psychological Capital

The Moderating Effect of Age on the Relationship between Situational Leadership and Psychological Capital

Table 56

Descriptive Statistics of the Interaction Between Age and Situational Leadership

	Mean	Std. Deviation	N
Psychological Capital	2.0399	.52748	250
Situational Leadership	3.1420	1.05808	250
Interaction situational Leadership	.0765	.95510	250

Table 57

Correlations of the Interaction Between Age and Situational Leadership

		Psychological Capital	Situational Leadership	Interaction situational Leadership
Pearson Correlation	Psychological Capital	1.000	-.180	.188
	Situational Leadership	-.180	1.000	-.104
	Interaction situational Leadership	.188	-.104	1.000
Sig. (1-tailed)	Psychological Capital	.	.002	.001
	Situational Leadership	.002	.	.050
	Interaction situational Leadership	.001	.050	.
N	Psychological Capital	250	250	250
	Situational Leadership	250	250	250
	Interaction situational Leadership	250	250	250

Table 58

Variables Entered/Removed of the Interaction Between Age and Situational Leadership [a]

Model	Variables Entered	Variables Removed	Method
1	Interaction situational Leadership, Situational Leadership[b]	.	Enter

a. Dependent Variable: Psychological Capital
b. All requested variables entered.

Table 59

Model Summary of the Interaction Between Age and Situational Leadership [b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.248[a]	.061	.054	.51307	.061	8.087	2	247	<.001

a. Predictors: (Constant), Interaction situational Leadership, Situational Leadership

b. Dependent Variable: Psychological Capital

Table 60

ANOVA of the Interaction Between Age and Situational Leadership [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.258	2	2.129	8.087	<.001[b]
	Residual	65.022	247	.263		
	Total	69.279	249			

a. Dependent Variable: Psychological Capital

b. Predictors: (Constant), Interaction situational Leadership, Situational Leadership

Table 61

Coefficients of the Interaction Between Age and Situational Leadership [a]

		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	2.287	.103		22.277	<.001	2.085	2.489
	Situational Leadership	-.081	.031	-.162	-2.618	.009	-.142	-.020
	Interaction situational Leadership	.095	.034	.171	2.764	.006	.027	.162

a. Dependent Variable: Psychological Capital

Table 62

Residuals Statistics of the Interaction Between Age and Situational Leadership [a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.7345	2.5151	2.0399	.13077	250
Residual	-1.05903	2.85908	.00000	.51101	250
Std. Predicted Value	-2.336	3.634	.000	1.000	250
Std. Residual	-2.064	5.572	.000	.996	250

a. Dependent Variable: Psychological Capital