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**EFFECTIVENESS OF EMPOWERMENT LEADERSHIP'S ROLE ON JOB INVOLVEMENT REINFORCEMENT THROUGH A MEDIATOR ROLE FOR STRATEGIC THINKING SKILLS IN THE EDUCATION SECTOR OF KAKAMEGA COUNTY, KENYA**

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***Abstract***

*The mediator role for leaders' strategic thinking skills in the relation between the empowerment leadership and job involvement is investigated. The empowerment leadership's dimensions have been adopted (ideal, participation in decision-making, training, media, showing interest and interaction with the team) based on the leader's strategic thinking skills and adopted on (cogitation, systemic thinking and paraphrasing). This has been based on adopting on the job involvement taken as mono- dimensional. Kakamega County was the preferred research field. The instrument for data collection was a self-administered questionnaire that covered a target population located in 239 high schools in the county. Analysis assertive factor (structure equation's modeling), descriptive statistics, correlation analysis, regression analysis and path analysis to specify direct and indirect effect were applied. The study sets out a number of conclusions, the most important was that the strategic thinking variable increases the whole effect for the empowerment leadership variable on the job involvement in the education environment in Kakamega County. The research has proposed appropriate recommendations.*

***Keywords:*** Empowerment Leadership, Job Involvement, Strategic Thinking.

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## Introduction

The leadership's empowerment is one of the theories that has been developed distinctly about leadership. It refers to the leader's role in communication with his/her followers. This gives them confidence for creating stable environment, granting more responsibility to increase their response and empower them to work. It is enhanced through strategic thinking skills which are represented by novelty, high performance leaders' capacities; and, the making of the organization's inner meaning potency to be the catalyst for increasing the job involvement of the employee. This perception makes them to feel that they are important for the organization, contribute on the organization's success and self-determination. And, that they are part of it, perceiving work as a key element in their lives and submerging in their current job. The research employed four techniques. The first displayed methodology. The second dwelled on the intellectual rooting of the research changes. The third displayed the field side and the using of statistical processing methods, analysis and interpretation of results; and, the fourth is declared conclusions and recommendations.

## The Research Problem

The problem is rooted in finding the ways which increase the leadership's empowerment level and knowing the usage of strategic thinking by the leaders to know both the effect of leadership's empowerment and strategic thinking skills on the level of employee's job involvement through the education sector. The declared "vision" of Kakamega County is "... A wealthy and vibrant county offering high quality services to its residents ..." (Kakamega County Integrated Development Plan, 2018-2022). Accordingly, then, if the direct and indirect effect relations are deducted on the level of administrative and theoretic propriety, so their field deduction on the level of Kakamega County was emergent as the

research problem. The research problem was identified and guided by the following questions:

1. What is the effect of leadership's empowerment in the strategic thinking skills on education sector level in Kakamega County?
2. What is the effect of strategic thinking skills in job involvement on education sector level in Kakamega County?
3. What is the direct effect of the leadership's empowerment in job involvement in in the education sector in Kakamega County; and,
4. What is the indirect effect of the leadership's empowerment through strategic thinking skills on education sector level in Kakamega County?

## The significance of the study

Leadership empowerment, strategic thinking skills and job involvement acquire clear and special importance theoretically through the research contributions. The field experience reveals the dependence of the leaders within the education sector staff as leadership empowerment's model for increasing confidence and communication in the contribution to decision making with lower level, leaders' usage of meditation skills, methodical systemic thinking and reformulating the abilities as fundamentals with strategic thinking. These would maximize job involvement behavior on followers, increase the work fondness and performance perfectly for increasing the total performance of the education sector; and, increasing the communication between the leaders and workers at all levels which is meant to make them more loyal and committed.

## The Objectives of the study

The objective of this study was to identify the model of leadership empowerment and determine its direct and indirect effect on job involvement through strategic thinking usage. Several sub-objectives emerge from this objective:

1. Description and diagnosis of the application level of leadership empowerment on leaders in the education sector.
2. Determination of strategic thinking skills usage in the education sector from the leaders in the field.
3. Establishing indication of job involvement level to the education sector's employees in the field.
4. Testing of leadership's empowerment effect at the strategic thinking skills on the members of staff in the education sector.
5. Testing of the effect of strategic thinking skills at job involvement to the education sector members of staff.
6. Establishing indication of leadership's empowerment direct and indirect effect on job involvement through strategic thinking skills in the education sector.

### ***The Hypotheses***

The study investigated three hypotheses:

1. There is a significant moral effect for leadership empowerment in strategic thinking skills.
2. There is a significant moral effect for strategic thinking skills in job involvement.
3. There is direct and indirect effect for leadership's empowerment on job involvement through strategic thinking skills.

### **Theoretical Background**

#### ***Leadership Empowerment: Concept, Importance and Dimensions***

Many researchers indicated and enriched the concepts of leadership empowerment by scientific researchers from their points of view. Slatten et al. (2021) confirmed that the leadership empowerment is a type of leadership when employees think that their director gives them freedom, obligations and the ability to make decisions

independently. Chen, et al. (2018) studied the leadership empowerment from two perspectives. The first concentrates precisely on the procedures of the leader, power-sharing or giving more responsibility and autonomy on employees. The second perspective concentrates on employees' response for empowerment and consideration of their stimulation. Zhang & Bartol (2020) added that the leader tends to strength the real meaning of work through helping the employee for understanding the importance of his contribution within the whole organizational activism. The leader shows his confidence in the employee's qualifications through four dimensions which are: The meaning of work, enhance the participation of decision-making, confirm leader's confidence in high performance and provide independence from bureaucratic restrictions.

The leadership's empowerment occurs when the leader enhances the confidence based on the relations with subordinates, achieve communication and persuasive vision among employees, facilitate the process of decision making through participation, training of subordinates to be more self-reliant and take attention of personal problems of employees. For that leadership empowerment gain more confidence and loyalty of employees. It helps on develop long-term mutual relations with employees which increase the high quality of the leadership characteristics (Hassan, et al., 2013; Erkutlu & Chafra, 2015).

At the option of (Sagnak, 2012; Tuckey, et al., 2012) the leadership empowerment conduct is the process to facilitate the staff's performance through empowerment, encouragement, boost confidence in the member's efficiency, increase creativity and knowledge sharing among employees and leaders so that it considered an alternative model for efficiency and competence autonomy increasing. He indicated that the leadership empowerment's dimensions represent by:

the delegacy of authority, question, encouragement to take decision subjectively, information sharing, development of skills and creativity performance training, encourage creativity inside organization which help to create an independent environment far from fear and threat. It was further indicated that leadership empowerment way helps leaders for high performance expectation in the long term, increase self-confident among followers and develop creativity skills after its creation. This way works well in case of the leader absence. Sometimes leadership empowerment may yield to confusion or frustration, but with time, it may use at non-pressing cases. If the subordinates and employees have high experience leadership empowerment may use at pressing cases. It should consider that the implementation of leadership empowerment may contradict with the rooted regulatory cultural at the organization.

Leadership empowerment leads to community edification which may yield to strong foundation to build committed organization, have the ability to perform as team work mediating their principles through continuous dialogue, build strong community, helps organizational education to build new positive education to face challenges, so that the leadership empowerment is the nearest for the soul. Kuo, et. al. (2021) indicated that leadership empowerment is a managerial type being mostly decisive in creating appropriate environment and providing support with sufficient materials for new technologies adoption.

Amundsen & Martinsen (2015) indicated that behavioral scientists see that the leadership empowerment should practice at both team and dynamic levels. He added that there are number of different behaviors the empowerment leadership based on, which are authorization, information sharing, coordination, initiative encouragement, encourage focusing towards goal, worthiness support, inspirer,

modeling and advising. Dierendonck & Dijkstra (2012) point out that the leadership theory related to the social cognitive theory within identifying participatory aims and joint command approach. The participation of employees in making decision, substantiation on self-affection operations and encourage the followers for leading themselves towards self-guided and self-propulsion are consider an essential object. Leadership theory includes group of strategies concentrate on making and behavior through thinking manner and nature reward. The study concentrated on three dimensions which are: delegation of authority, question and facilitation. Chen, et al. (2018) added that the leadership empowerment behavior focuses on the leader's behavior in order to increase the motive for all team not on the relation type among manager and employees. The leadership empowerment is the style which aim employees to develop and control themselves spontaneously and achieve higher level performance and members' selfguided improvement which lead for better sub-situations' response.

Leadership empowerment warrants employees to affect the leader decisions. It embodies by the participation of leadership which represents by democratic participation at the work place. It arises when the leader encourages his members for practicing the monitoring in taking decisions processes, alternates authority decision with his members and encourages them and affect each other. They used three dimensions to measure authority empowerment which are encouragement at making decision process, facilitate knowledge reciprocity among members and enhance cooperative behaviors among them (Li, et al., 2013; Carmeli, et al., 2011). The moral responsibility of leadership empowerment is to consider signals for employees that the leader trusts their abilities, ready to uphold and support them logistically. The absence of leadership empowerment considered a trust less

among leader and followers (Biemann, et al., 2015). It has been indicated that the leadership empowerment associates positively between knowledge reciprocity and team efficiency which leads for increasing the pace of response of problem solving by team members. When there is a positive association between the leadership empowerment and team performance, this will lead to increase the partial effect of psychological empowerment of the team. He also indicated for five dimensions of leadership empowerment which are participatory decision making, training, information reciprocity, interaction with the team and interest.

Additionally, that there are five dimensions for leadership empowerment which that are used successfully at individual's analysis which are: participatory decision making, training, media, concern display and interaction with team. That the leadership empowerment is not just power-sharing, but the catalytic effect in employees should also scalar because it is indivisible notion. Leadership empowerment is the wholly example that developed with concentrate on main missions' motives which includes: its toll feeling, specialty, aim and choice. In the same context Lorinkova, et al. (2013) verifies that the leadership empowerment has a crucial role at the team development, encourages the team to affiliate with epistemic knowledge which increase experience, develops mental samples of the team, combines team efforts, increases collective hits and obligation through psychological empowerment and enhances the procedures to regulate their behaviors. The concentration on leadership empowerment makes it more capable to make changes, whereas leaders empowerment makes them more capable to develop innovative ideas towards change. leadership empowerment has a role to create heartiness among employees as to stimulate subordinators to change vision into reality (Spreitzer, et al., 2013). Corcoles, et al. (2012), added that

leadership empowerment urges cooperative learning environment which make employees behave preparatory and proactively concerning safety, promotion, for open and trusted communication.

Empowerment as a psychological process which personal feeling of being strong like self-efficacy, sense of ability to effect, efficiency, the ability to choose, this is a reinforcement of self-efficacy feelings among members through circumstances' determination that firm helplessness sense and remove it from the institution and avails trusted information which will be the logic base for leadership empowerment that lead to effect in employees which produces positive results like job satisfaction, regulative obligation and improves performance (Dijke, et al., 2012). Leadership empowerment forms the backbones for many regulative changes' methods. It is a motif factor where the leaders can empower their followers through inspire them directly or facilitate their diction in stimulatory way for producing more.

Leadership empowerment aims to facilitate the individual to participate in the organization identity construction, regulative change, new thoughts, builds new institutions, develops learning communities and environment forever. Leadership empowerment considers as a reaction of the big transformations of the world and the commercial competition where the organizations seek for the ways which keep them alive. Leadership empowerment emerges to achieve the followers' submissions, empowers the supported leaders' empowerment, aims to make the employee a part of solution, persuade employees that there is a need for their thoughts and help them to achieve continuous development. This requires training and motivates employees to form high training teams working spontaneously controls their special processes. Lee & Park (2014) indicated that leadership empowerment is the key to combine the

processes of the learning organization, thus raises the absorptive capacities. Zhu & Chen (2015) added that the aim of the leadership empowerment is to domain the whole instead of individuals within the whole and confirms on solid base, participatory values, collective thoughts, encourage self and self-development. Leadership empowerment needs to know everyone's unique skills in order to put the aims and avail individual learning opportunities. Leadership empowerment is assimilated by taking time for discussing fears and anxiety at members, assures anxiety about their safety and produces passionate support, which will usually lead to achievement of high levels of safety and punctuality. Harris, et al. (2014) added that leadership empowerment leads to increase in creativity among employees because it concentrates on authority sharing and grants independence for employees especially those who are new whereas they change from strangers into insiders. The leader's role being in empowering the team to punctuate the philosophy that they should success in themselves' leadership missions.

### ***Strategic Thinking Skills: Concept, Importance and Dimensions.***

Bouhali, et al. (2015) indicated by the definition of strategic thinking, by US Revenue Service, that Strategic thinking is stems from the leadership efficiency. It is active strategic wording having taken into consideration the external effects on the organization from internationalist and global perspective, studying political issues and strategic planning from long-term perspective which lead to a regulatory compelling vision, setting aims, setting priorities and putting points of strength upon them. It has also been indicated that strategic thinking focuses on harmonization between frame and strategy. At the new era it focused on information, knowledge, learning and creating. Equally, it has also been added that strategic thinking leads to achievement of sustainable development of

organization. Strategic thinking has been taken to be that unofficial process in thinking regulation's way to help himself or the organization in order to look towards future to achieve aims long. The person should be patient, should not be hasty in taking decision especially when he lacks information in order to be dynamic on strategic thinking. Strategic thinking avails a database determined the strategic choices of the organization so that the strategic administration could take the suitable choices which agree with environmental requirements.

The strategic thinking represents the conceptual glue which holds the organization in its quest to create value. The purpose of strategic thinking is the exploration of new innovator strategies which rewrites the competitive game rules since it is the main element of active development strategy that may cause anywhere or anytime. Strategic thinking's role is to secure the suitable strategic choice application which creates a value for the organization and to decrease uncertain environment losses. Pisapia & Jelenc (2013) confirmed that the strategic thinking enables businessmen to acquire a new thing which important in the organization performance through countries and industries. The leadership theorists indicate that there is a need for strategic thinking capacity in the various organizational levels. The strategic thinking is also important for entrepreneurs since it is specialized with wise decision making which lead to evaluate, appreciate and conclude the possibility of the event occurrence and choose course of action. The strategic thinking skills include right time systems thinking, reformation and contemplation. Jelenc & Pisapia (2015) added that there are five important strategic thinking traits which are: imagination, wide vision, manipulation, the desire to win and victory control. The confirmation is that strategic thinking driven from administrative competences. It is certain

thinking way that includes five specific elements: perspective system, basing on intention, right time thinking, based on hypothesis and intelligence opportunistic.

The reason for the managers attention by strategic thinking is to create future and making new things or the same think in different way, the capacity to look forward instead of past or present, the capacity of future reading to feel and live the future. The creation of future requires creative action, imagination and innovation. Kazmi & Naaranoja (2015) added that the incapacity of great managers to apply strategic thinking is create serious obstacles in the organization performance because of their personal inefficiency to turn into strategic thinking for taking intelligent procedures and to inspire team and individual to achieve the competitive advantage. He indicated that strategic thinking does not commentarily, but it should be taught and practiced. Bajcar, et al. (2015) indicated into three dimensions which are: the ability for making a quick global assessment, precise recognition with assess the case type which may create a problem to be solved, certain type of mental efficiency that determine the distance which to put at the manager's mind to decide at time. The accumulation of work experience effect strategic thinking efficiency increasing. Osman & Kassim (2015) determined strategic thinking skills which increase learning concretely in six skills which are: decision making, planning, monitoring, audit, evaluation and review. Kargin & Aktas (2012) indicated that strategic thinking motivates strategic planning, the purpose of that is vision discovery and strategies imagination that rewrite the competitive game rules.

### ***Job Involvement. Concept, Importance and Dimensions.***

Job involvement indicated to the degree that individuals psychologically matched with their current job. They think that their individual aims match with the regulatory aims, tend to work even at their spare time

and think in better performance ways (Tastan,2013). It is a kind of personal identity determination which reinforce the knowledge tenet. It effected by job environment, experience and commitment). Additionally, that the job involvement produces important contributions in ability and regulatory success. Nyambegera et al. (2001) thinks that people socially think that work is important for values getting which prepare them to involve at job. Personal principles also play a main role to effect at work involvement levels.

Job involvement has been noted as the degree that the person's performance effect in self-esteem. The three priorities for job involvement have been identified as: individual characteristics, situational characteristics and work results. In the same regard job involvement defined as the domain that individuals show their psychological identity with their jobs. It organizationally considers a main factor to motivate employees, build the competitive advantage, empower employees to perform their jobs, reinforce regulatory feasibility and make employees feel that their job is clearer. Job involvement is the degree that the person be intellectually busy, participate and feel by his current job. There is high degree of job involved employees specify time, energy and sources to work perfectly. Job involvement highly linked with behavior. Wendong, et al., (2008) found that job involvement may be affected by professional's evaluation. The increasing of the level of their job involvement lead them to get high degrees.

Diefendorff, et al. (2012) emphasized that job involvement indicates the rang that individuals adjudicate work as a main element in their life. Liu, et al. (2019:580) added that job involvement is the grade that the mission being central for the involved job person. Agarwal et al. (2010) added that job involvement indicates that the person adjudges the vocation as a part of his self-confident and it is the main way for self-concept determination. It consists of two

elements which are job involvement at role and preparation. Feldt et al. (2011) added that job involvement indicates to the individuals' coral motif to work, the positive situation towards it and it is not related with personal and physical health. In the same context, Katrinli et al., (2018) confirmed that job involvement is cognitive case to determine the individual's psychology toward vacation and It considers as an emotional reaction. It comparatively involves full positive case of engagement in the main sides of self at work. Job involvement effects at work results like: absence, turning and performance.

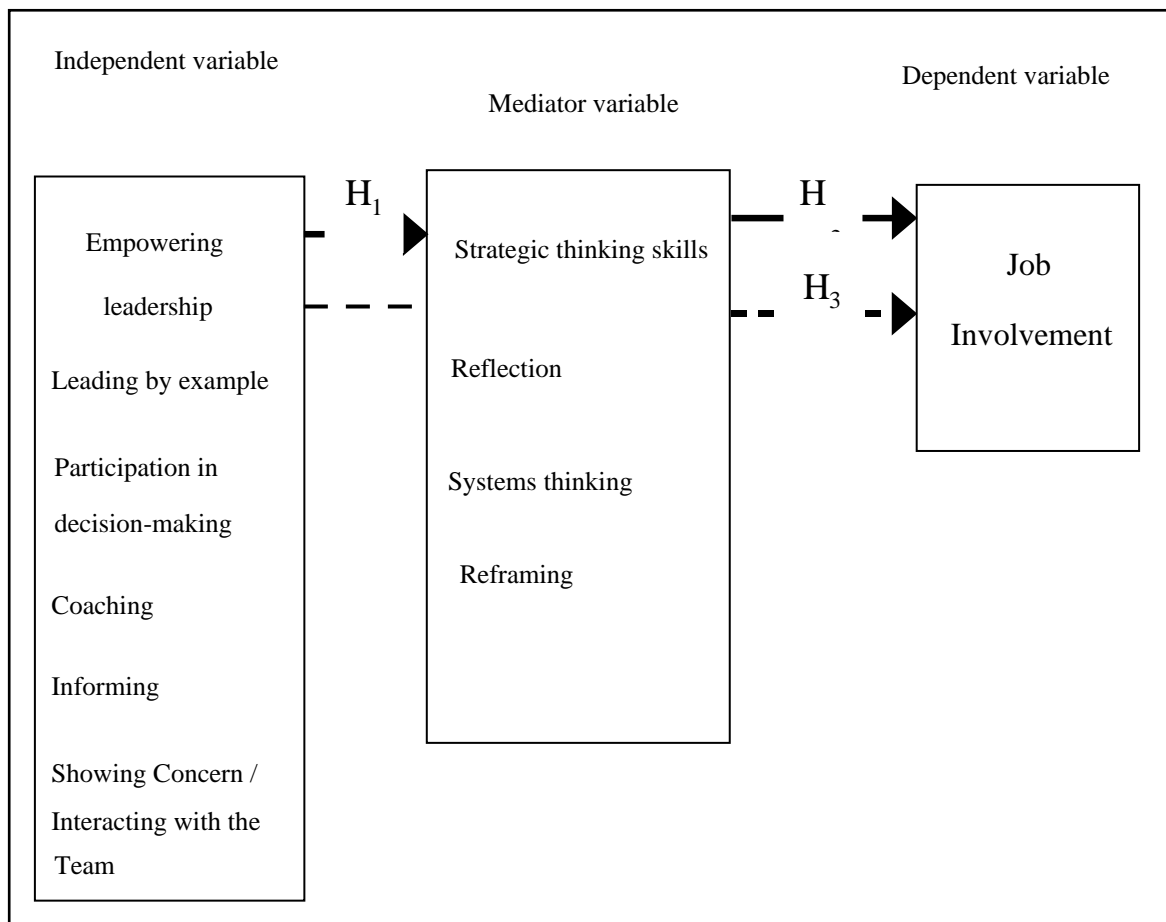
The properties of job involvement are anatomy, the purpose of mission, mission determination, supervisory behaviors, participatory decision making. Stoner & Callagher (2010) indicated that individuals become more job involved when their jobs grant the chance to achieve their personal needs. The involvement increases proportionately with what it gets from the environment. It considers a setter for regulatory activity and individual motivation. The supervisor behaviors will be less effective in the high-level involved employees. Dailey & Morgan (2018) found that control, position and the old age employees were connecting positively with job involvement. Katrinli, et al. (2019) reached that the identity mission and autonomy play an important role at involvement job identity. Janssen (2013) indicated that job involvement is the key to motivate and activate labour for creating more effort, produce new ideas and change, furthermore, the preoccupation creativity produces high levels of job involvement. Wegg, et al. (2017) confirmed that absence ratio of employees is low for those who are job involved with high commitment as compared with those who are careless. Kuhnel, et al. (2009) added that job involvement as recognition and specific

faith about the relation between the employee and the job considers stable positional situation and perceptual judgment about the need to meet the capabilities of position. Li, et al. (2017) reflected on the fact that job involvement gives information leads to develop the benefit of human resources and helps the staff to search the meaning of their job and a way to understand the meaning of work experience among the staff. Wickramasinghe & Wickramasinghe (2011) indicated that job involvement represents the opportunity to make important decisions, a feeling that the person is important for the organization and contribute at its success. He indicated also that job involvement represents an opportunity to specify private unique pace of work, self-determination of the organization, manifested in the active participation of radical problems solving, production flow interruption, abnormality and fuddle noting, adapting with the team work whatever job duties are changes, exchange positions within the work group and committing every employee to produce development and continuous. Sjoberg & Sverke (2010) noted that job involvement decreases the intention of staff turnover at the organization. It indicates that job involvement refers to the general attitude towards the organization. The involved job person considers the work as an important part in his life and fully effected by the job status: in terms of work itself and his colleagues at work and organization.

### ***The conceptual framework***

The hypothetical framework is a representation of the perceptions of the relations combination which link the variables of the research and the relations' direction with effective and affective variables, thus, the research hypothetical scheme formed to explain the nature and directions of these relations





**Figure 1:** The research hypothetical framework.

***The Sample***

The study had a target population of four hundred and twelve (412) public secondary schools (Kakamega County Integrated Development Plan, 2018-2022: 66) that were eligible for the study out of which a stratified random sample of two hundred and sixty (260) was identified. The members of the Kakamega County education sector staff in the sampled secondary schools were issued with, and received, the research questionnaire. The filled and returned research questionnaires that were suitable for analysis and statistical treatment forms amounted to three hundred and ninety (390). That is (92%) return rate. The table (1) outlines the general characteristics of the respondents in the sample.

***Statistical Treatment***

The researchers used regulations, books, variables internet or desk researches in the

theoretical rooting for the variables of the research. Field side depended on the questionnaire form as a main appliance in all its data, which observed simplicity and clarity. Fifth Likert Scale used with (1-5) responseviteit, while statistical treatment ways used assertive factor analysis (structural equation modeling), descriptive statistics, correlation analysis, simple regression analysis and path analysis which were used through SPSS V.22 and Amos V.23.

***Field Aspect***

This section aims to present the scale of research variables and the results of confirmatory structural validity then testing the hypothesis depending on appropriate statistical methods:

***First: Research scales:***

This study is hinged three basic principle variables:

1. Leadership empowerment: It represents the independent variable in the research where (Drasgow & Arnold, 2000) scale was used to define sub- dimensions of leadership empowerment. It consists of five dimensions, they are: set an example (5) items, participation in decision- making (6) items, training (11) items, media (6) items, showing interest and interaction with the team (10) items.
2. Strategic thinking skills: It represents the mediator variable. The scale of (Pisapia, et al. 2011) was used to identify the items of measuring the variable of the strategic thinking skills, which includes three sub- dimensions: meditation (5), thinking systems (8) items and re-drafting (5) items.
3. Job Involvement: It is the dependent variable in the research, where (Sjoberg & Sverke, 2000) was used to measure this variable, which is one- dimensional variable measured by (10) items. Cronbach's Alpha of reliability coefficient was used for the three variables and their dimensions, as shown in the table (2):

**Table 1. characteristics of the study sample.**

Age			Gender		Profession		The academic achievement			Years of Service		
Less than 35	35 - 45	46 -more	male	female	Teacher	Supervisory/ Quality Assurance	diploma	Bachelor	Master's Degree	1 - 10	11 - 20	21 – more
89	83	67	106	133	117	122	64	119	56	138	72	29

Source: Fieldwork data

**Table 2: Research scales and reliability coefficient**

N	Variables		The scale	Number of paragraphs	Cronbach's Alpha
	Primary	SUB			
1	Empowering leadership TEL	Leading by example LBE	Arnold & Drasgow, 2000	5	0.873
		Participation in decision-making PDM		6	
		Coaching Co		11	
		Informing In		6	
		Showing Concern/Interacting with the Team SCIT		10	
2	Strategic thinking skills STS	Reflection RI	Pisapia et al. 2011	5	0.819
		Systems thinking ST		8	
		Reframing Rr		5	
3	Job Involvement JI	-----	Sjoberg & Sverke , 2000	10	0.737

**Source:** prepared according to the research design.

**Confirmatory structural validity**

In order to verify the structural validity of the scales, the paper exclusively depends on confirmatory factor analysis rather than exploratory factor analysis because these used scales are ready-made ones, which are tested in other world environments. So, the researchers tested the scales through using confirmatory factor analysis to verify their theoretical structural validity of the variables and their accuracy in the field. It is a special case of modeling the structural equation to conform the hypothetical structure of the variables with the gathered data. Consequently, the correlation between the dimensions and the items are confirmed, and

these items are not heading toward all dimensions, and this ensures the representation for each dimension through a clear number of unmeasured items (Albright & Park, 2019). The confirmatory factor analysis of the statistical programme (Amos V.23). In order to evaluate the structural model resulted from the outcomes of the confirmatory factor analysis, the researchers recommend to verify the two criteria (Schumacker & Lomax, 2010).

1. Parameter estimates: They represent the pathways of values, which linked the latent variables with unobserved variables. When evaluating these parameters, the feasibility of parameter estimates should be

taken into consideration so as to be acceptable and effective if the values exceed (0.40%), the extent of compatibility of standard mistakes. Whenever the mistakes are small, we can depend on the statistical parameters and vice versa, the statistical significance of the parameter estimates, which depend the critical ratio (C.R) (Holtzman & Sailesh, 2011).

2. Model Fit Indexes: Standard fit indexes establish the base to decide the fitness of structural model and its accuracy. Table (3) identifies the most important indexes of the structural model used in the confirmatory factor analysis.

**Table 3: Structural model fit indexes according to the outcomes of (Amos V.23).**

No	Index type	The extent and value of the base of acceptance
1	The ratio between the value of $\chi$ The degrees of freedom (CIMN <sup>1</sup> /df )	Less than (0.05) is good, less than (0.02) matching, higher than (0.05) Rejected
2	The Goodness-of-Fit Index (GFI)	The extent of value of (0-1) and acceptance base of more than (0.90)
3	The Normed Fit Index (NFI)	The extent of value of (0-1), acceptance base of more than (0.90) more than (0.95) identical
4	The Comparative Fit Index (CFI)	
5	The Relative Fit Index (RFI)	
6	The Incremental Fit Index (IFI)	
7	The Tucker-Lewis Index (TLI)	
8	The Root Mean Square Error of Approximation (RMSEA)	Less than (0.05) matching, between the values (0.05 - 0.08) is good, between the values (0.08 - 0.10) Medium, higher than (0.10) values are rejected

**Source:** (Byrne, 2010: 73-84)

In the light of what is mentioned above, the results of the confirmatory factor analysis of the three variables are the following:

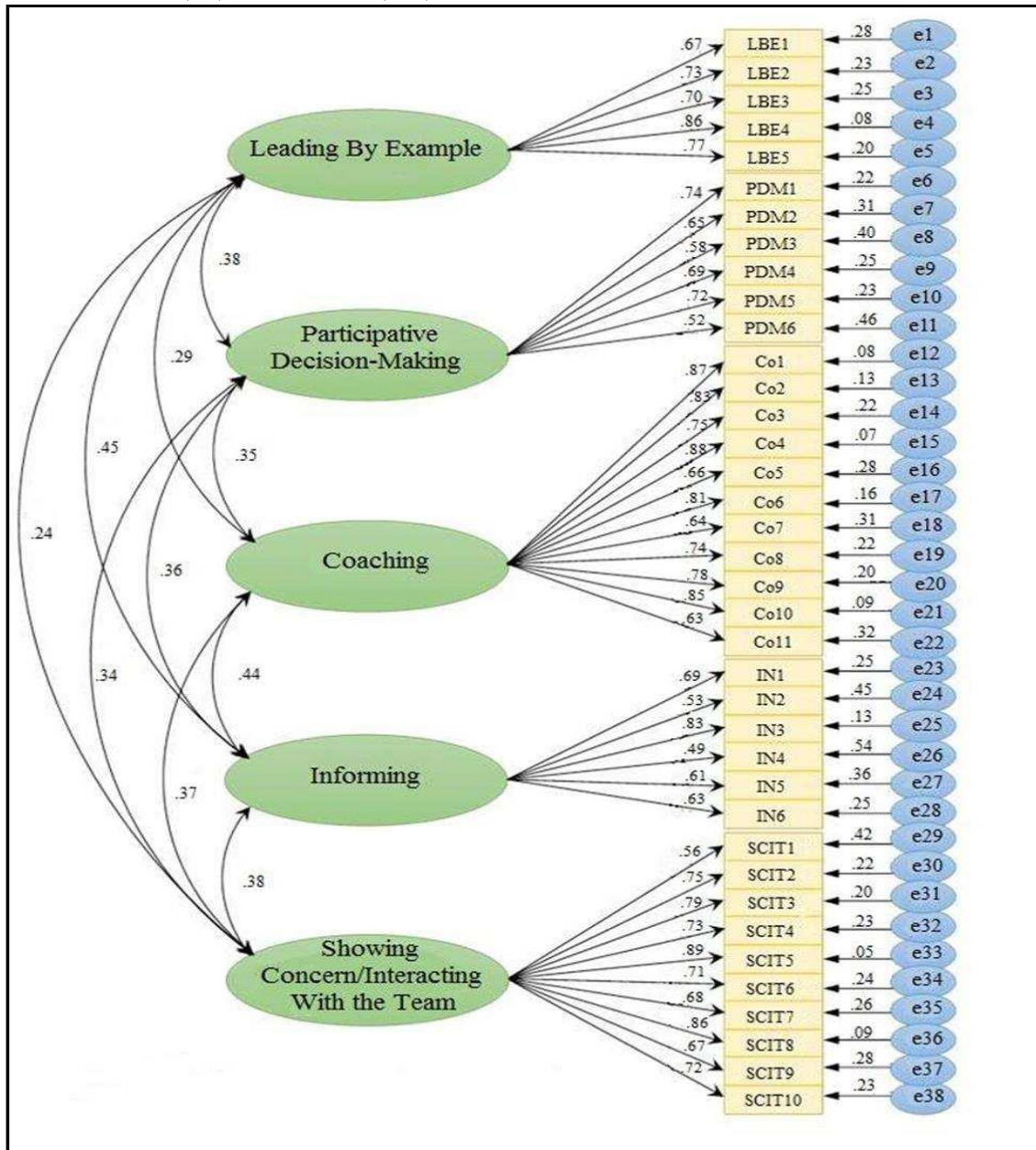
**Leadership empowerment scale:**

Figure (2) shows that the leadership empowerment variable was measured by (38)

item distributed on (5) sub-dimension. When reviewing standards parameter estimates, we find it exceeds the ratio of (0.40). These ratios appear on the arrows that link variables with their items and they are all morale ratios. As far as model fit indexes are concerned, the results show that they are all conforming the acceptability base specified for them, and

their values are as in table (4). As a result, the structural model gains high level of fitness, which affirms that the leadership empowerment variable is the one that measured by (5) interconnected dimensions then measure them by different number of items about (38) item to (%2) value.

Consequently, the first index is the most important one in the model fit index, which is the ration between (Chi-Squire) value and the degrees of freedom; the ratio at the end of the first column of (Amos V.23) outcomes, which is (CIMN/df). (Byne, 2010:75).



**Figure 2:** Confirmatory factor analysis of the scale of leadership empowerment.

**Source:** (Amos V.23) outcomes

**Table 4: model fit structural indexes for leadership empowerment scale**

Index	Value	Index	Value
CIMN/df	0.043	GFI	0.989
NFI	0.946	CFI	0.996
RFI	0.958	IFI	0.929
TLI	0.933	RMSEA	0.051

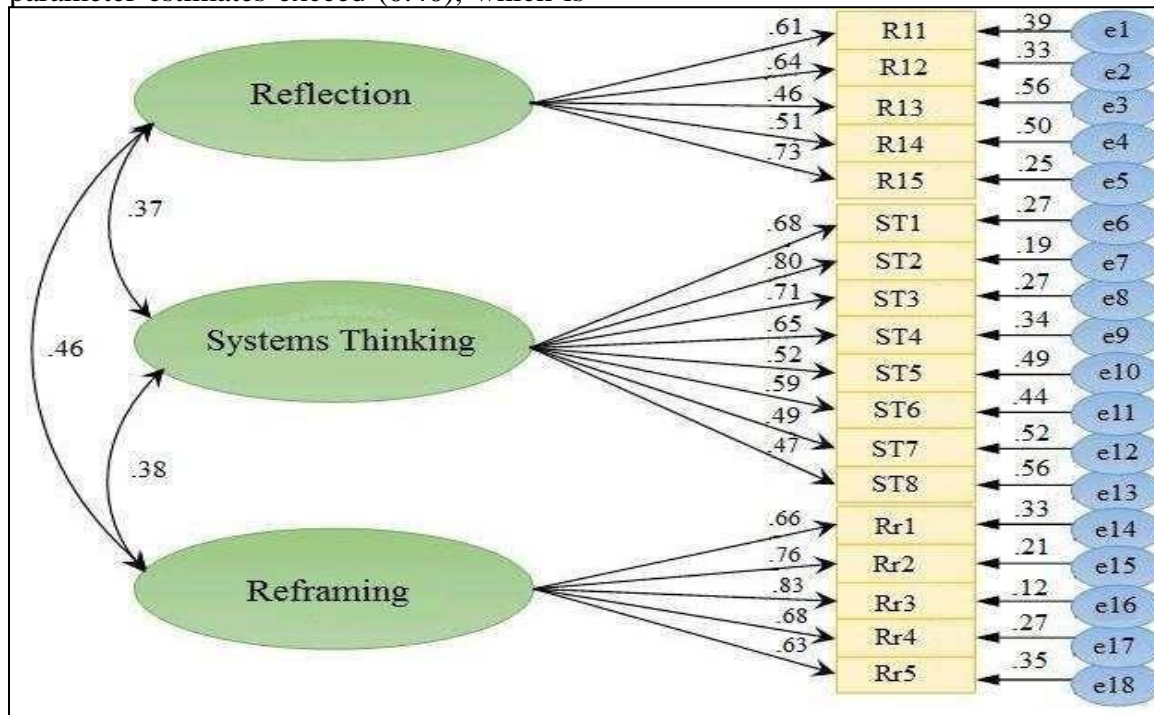
**Source:** prepared in the light of (Amos V.23) outcomes

**Scale of strategic thinking skills:**

Figure 3 shows that the variable of the strategic thinking includes (3) sub-dimensions.

The first dimension and the third are measured by (5) items, and the second dimension by (8) items. The standard parameter estimates exceed (0.40), which is

the ratio that appear on the arrows linked the three dimensions with their items. All ratios are significant ones and this refers to the feasibility of the parameters and their validity. As far as model fit index is concerned, the results showed that all results meet the base of acceptability, and their values are as shown in table 5.



**Figure 3:** confirmatory factor analysis for the scale of strategic thinking skills

**Source:** Amos V.23 outcomes

The structural model gains high level of fitness in which the variable of strategic skills is a variable measured by (18) items distributed on (3) sub- dimensions.

**Table 5: Structural model fit indexes for the strategic thinking scale**

Index	Value	Index	Value
CIMN/df	0.033	GFI	0.972
NFI	0.943	CFI	0.993
RFI	0.925	IFI	0.927
TLI	0.969	RMSEA	0.061

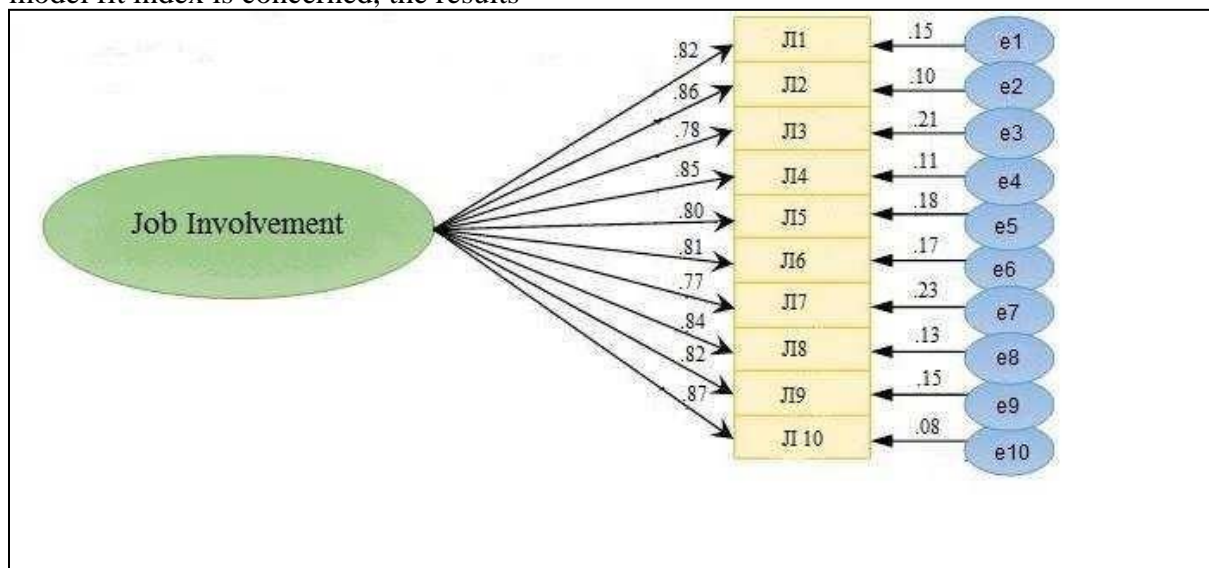
**Source:** prepared based on the outcomes of Amos V.23 programme.

**Job Involvement Scale:**

Figure 4 shows that the variable of job involvement is one-dimensional variable measured by (10) items. The standard parameter estimates exceed the ratio (0.40), which is appeared on the arrows that linked the variable with its items. All ratios are significant and this refers to the feasibility of these parameters and their validity. As far as model fit index is concerned, the results

showed that all results meet the base of acceptability, and their values are as shown in table (6).

The structural model gains high level of fitness in which the variable of strategic thinking skills is a variable measured by (10) items.



**Figure 4:** Confirmatory factor analysis for the job involvement scale.

**Source:** Amos V.23 outcomes



**Table (6) Confirmatory factor analysis for the job involvement scale**

Index	Value	Index	Value
CIMN/df	0.045	GFI	0.977
NFI	0.901	CFI	0.984
RFI	0.918	IFI	0.900
TLI	0.917	RMSEA	0.066

**Source:** prepared based on the outcomes of Amos V.23 program.

**Descriptive statistics and correlations among variables**

Table 7 clarifies the statistical values (arithmetical mean, M. and standard

deviation, SD) of the research variables and correlates as the following:

**Table 7: Descriptive statistics and correlations among research variables.**

Variables	M	SD	TEL	STS	JI
<b>TEL</b>	<b>3.904</b>	<b>.457</b>	<b>1</b>		
<b>STS</b>	<b>3.860</b>	<b>.458</b>	<b>.698**</b>	<b>1</b>	
<b>JI</b>	<b>3.802</b>	<b>.474</b>	<b>.674**</b>	<b>.711**</b>	<b>1</b>

**Source:** Prepared according to SPSS outcomes,  $p^{**} < 0.01$ ,  $N=239$ .

**Leadership empowerment (TEL):**

The variable of leadership empowerment as in table 7 has gained a high mean (3.904) on the level of the individuals' answers, which is higher than the hypothetical mean (3). As far as the homogeneity in answers are concerned, they are clear through the standard deviation (0.457), which means that homogeneity is high in the sample's views. These results refer to the increase of the sample individual's conviction of the availability of the leadership empowerment in Kakamega County education sector. It refers also the importance of the leadership empowerment dimensions and its role in encouraging the employees and deepening their confidence in their abilities and interpersonal relations

among them. Moreover, it develops creativity, skills and refines their future views, which contributes to establish a positive environment of work and reinforces positive work behaviors, and opposes the negative ones.

**Strategic thinking skills (STS):**

As in table 7, strategic thinking skills have gained high mean (3.860) and it is higher than hypothetical mean (3), the standard deviation is (0.458). The results refer to the increase interest in strategic thinking skills of the leaders as perceived by the sample. This shows the strategic ability of meditation and strategic thinking systems adopted by the leaders to offer, for example, health services.

In addition to re- evaluate the formulates of the adopted thoughts and ideas, which depends on sensing external strategic information and how it conforms with the internal information, which aims to find a kind of homogeneity and link between them through using mental abilities, intelligence factors, intuition, belief in the philosophy of creativity and develop the skills that the leader has as a strategic thinker.

### ***Job Involvement (JI)***

Job involvement variable as in table 7 gains high mean (3.802), higher than hypothetical mean (3) with standard deviation (0.474). The result refers to the high level of agreement among sample individuals about job involvement. This refers to what extent the employees are engaged in duties and missions. This has a positive merit on the nature of their behaviours through strengthening the work they perform, which in turn reinforces the capital and establishes satisfaction feeling and commitment for work. As far as correlation matrix is concerned, it seeks to define the strength of correlation between research variables and the dependency on them in preparation of the hypothesis of influence. Table 7 shows the existence of positive significant correlations among research variables, where values of correlations are between (0.647-0.711),

which is a significant correlation at the level of significance (0.01). It confirms the strength of correlations among variables and the extent of their homogeneity in the Kakamega County education sector, which prepares to examine the paper hypothesis in *the field*.

### ***Examining Research Hypothesis***

After affirming the confirmatory structural validity of the paper variables and its reliability, presenting the descriptive statistics which gained from the field and verifying the strength of correlations, the turn comes to test the paper hypothesis, the researcher uses Simple Regression Analysis and Path Analysis with their statistical parameters, which includes coefficient of determination ( $R^2$ ), (F) test, coefficient of partial correlation (B. coefficient) and (T) test. The aim is to identify the direct and indirect influence among leadership empowerment, strategic thinking skills and job involvement in the Kakamega County education sector.

### ***Testing the first hypothesis:***

Table 8 exhibits the results of the simple regression outcomes to test the influence of leadership empowerment on strategic thinking skills in the Kakamega County education sector.

**Table 8: Parameters of simple regression analysis of the first hypothesis**

The mediator variable The independent variable	Strategic thinking skills STS				R <sup>2</sup>	F	Sig.
	Constant	$\beta$	t	Sig.			
Empowering leadership TEL	1.132	.698	14.986	.000	0.487	224.576	.000

N= 239

**Source:** prepared based on (SPSS) outcomes.

Table 8 shows the following:

The value of (F) of the simple linear regression is (224.576), which is a significant value at the level of (.000) while coefficient determination (R<sup>2</sup>) is (.487). It means that leadership empowerment interprets (%48.7) of the changes of strategic thinking skills. As for the rest of the ration (%51.3), it belongs to the influence of other variants not included in the model of the paper.

A-Beta coefficient value is (.698) and it is a significant value according to (T) calculated value (14.986) at the significant level of (.000). It means that there is a change about

(1) in leadership empowerment, which affects by (.698) in the skills of strategic thinking whether increasing or decreasing.

Based on the above-mentioned results, there is a significant influence of the leadership empowerment on the strategic thinking skills in the Kakamega County education sector.

**Testing second hypothesis:**

Table 9 shows the results of simple regression analysis to investigate the effect of strategic thinking skills in job involvement on the level of the Kakamega County education sector.

**Table 9: Parameters of the model of simple linear regression to test the second hypothesis.**

Dependent variable	Job Involvement JI				R <sup>2</sup>	F	Sig.
	Constant	$\beta$	t	Sig.			
The mediator variable							
Strategic thinking skills STS	0.969	.711	15.546	.000	0.505	241.670	.000

N=239

**source:** Prepared based on (SPSS) outcomes.

Table 9 shows that:

- a) The calculated value of (F) for the multiple linear regression is (241.670), and has a significant value at the significant level (.000) while coefficient determination (R<sup>2</sup>) is (.505). it means that the strategic thinking skills interprets the ratio (%50.5) of the changes in the job involvement. As the rest of the ratio (%49.5) is attributed to the influence of other variables not included in the research.
- b) Beta coefficient value is (.711) and it is significant value because (T) calculated value which is (15.546) is significant at the level of significance (.000). It means that there is a change, about (1) in strategic thinking skills, which affects by (.711) in the job involvement.

Based on the above results, the strategic thinking skills effect on the job involvement in the Kakamega County education sector.

**Testing the third Hypothesis:**

Testing the third hypothesis requires identifying the mediator, which is assumed by the strategic thinking skills between leadership empowerment and job involvement. It requires to use path analysis method that aims to disclose the level of, on one side, the direct correlation between the independent variable (leadership empowerment) and the dependent variable (job involvement). On the other side, the indirect correlation through the mediator variable of the strategic thinking skills. Path analysis method is considered one of the efficient statistical methods to analyze data. It depends on analyzing the regression and multiple correlation. It uses to set up the possible causality correlation among variables and identifying the direction of the direct and indirect correlations influence among variables as shown in figure 5 and table 10.

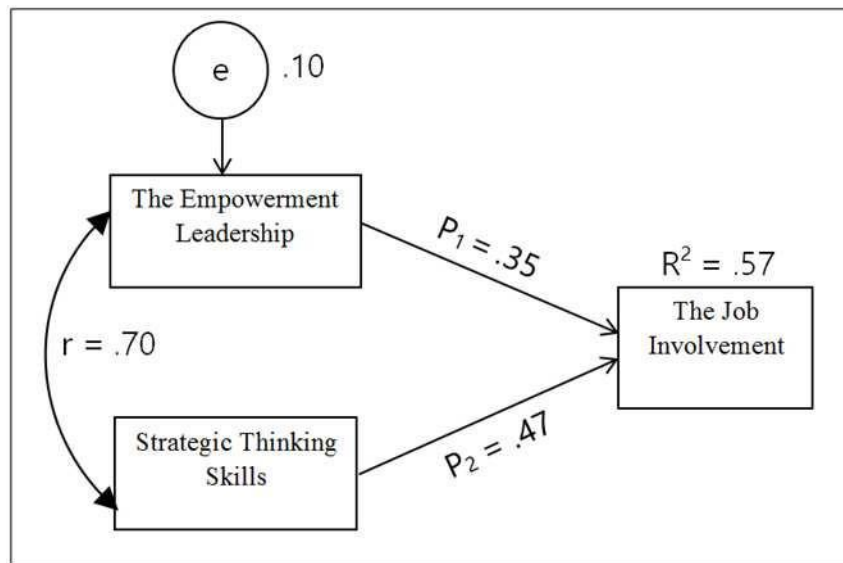
**Table 10: Direct and indirect influence paths arising from testing third hypothesis.**

Paths	Direct Effect	Indirect Effect	Total Effect	R2
TEL ----- JI	.350	( $r \times P_2$ )	.679	.570
TEL ---- STS ----- JI		<b>.329</b>		

**Source:** Data analysis

Figure 5 shows the existence of the direct influence of the leadership empowerment variable in job involvement. This is included in the value of the first path coefficient (0.350). It is also clear that there is an indirect effect of the leadership empowerment on the job involvement through strategic thinking skills variable, which is about (.329). As a result, there is a change about (1) in leadership empowerment, and affects directly by (0.350). The total direct and indirect influence of leadership empowerment about (0.679). The value of interpretation ( $R^2$ ) is

(0.570) and this means that the leadership empowerment and strategic thinking skills interpret (%57) of the changes happened in job involvement. As far as the rest of the ratio (%43) is concerned, it belongs to another variables not included in the research. These results affirm the existence of direct influence of leadership empowerment in job involvement, and an indirect effect of leadership empowerment in job involvement through strategic thinking skills in the Kakamega County education sector.



**Figure 5:** Direct and Indirect influence paths among variables

## Conclusions

Leadership empowerment term expresses the strength of the leader's feeling of high trust and the ability to enable him to lead the group, where these factors are reflected through behaviors and positive conducts where their effects are noticed in the strength of the correlation with the subordinates and the leader's support for the participation, communication, cooperation and encouragement for his followers to develop their skills and training, and develop a positive work environment.

Strategic thinking skills express the open mind of the leader and his holistic vision toward everything related to the present and future of the organization whether external and internal conditions. So, it includes meditation and contemplation skills in different situations in addition to the systematic thinking according to successful procedures and mechanisms. Also, it includes the ability to re-planning and handling different situations.

Job involvement related to the level of integrity, honesty and responsibility of employees toward their work in addition to their conviction and their desire to the type of the duties they perform within the organization. It is represented in the form of deep immersion in work not only physically through material presence but through continuous thinking and meditation in the field situations and improving the work procedures even if the workers are outside their work sites.

Leadership empowerment dimensions are available in high ratios in the Kakamega County education sector and refers to the importance of the leadership empowerment behaviours, which is based on the participation factor in decision-making, exchange knowledge, encourage cooperative

spirit, enhance dimension of trust in the spirit and the interactive with the team.

Strategic thinking skills have an important aspect on the level of the sample individuals, and this appeared clearly through focusing on learning factors, creativity and development in handling new ideas, updating programmes and systems by meditation, systematic thinking, re-drafting, inclusiveness and awareness by everything related to internal and strategic environment so as to adapt flexibly with rapid dynamic changes. The level of job involvement of the sample is high, and this refers to the strength of their appertaining to their work and their positive motivation to perform duties or engage into the team, work with the spirit of the team, cooperation with the group, the faith in their tasks, structures and the prevailing cultures.

There is a positive significant influence for the leadership empowerment in the strategic thinking skills. This affirms that taking care of the dimensions of leaders' empowerment, improve their abilities, grant them trust and credibility in the behaviours and conducts may enhance and guide strategic thinking skills so as to polish and improve leaders' abilities and enable them run their leadership positions.

There is a positive significant influence of the strategic thinking skills in the job involvement, which indicates that the meditation dimensions, systematic thinking and re-drafting could direct all the leader's behaviors, guide them and deepen their positive feeling and their constructive vision to deal with their followers so as to increase their motivation for work and job involvement and enhance their field performance.

There is a direct positive significant effect of the leadership empowerment in the job involvement, which refers to the importance of utilizing the dimensions of leadership

empowerment particularly if supported and guided in the field to take care of the subordinates. This includes providing supported work environment, training opportunities, development and improvement for their work skills, which affect positively on deepening their job involvement.

Leadership empowerment has an indirect effect on the job involvement through strategic thinking skills. This in turn refers to the availability of the dimensions of leadership empowerment though it affects in enhancement of the job involvement enhancement for the subordinates, the strategic thinking skills increase the total impact of leadership empowerment and direct the whole empowerment behaviors to reinforce the employees' positive stands and the level of their job involvement.

### Recommendations

Based on the above-mentioned conclusions, the following are the recommendations the study:

1. Bolstering up the dimensions of leadership empowerment and focus on its application in the field in conformity with the internal nature, cultures and the structures of the Kakamega County education sector.
2. Calling leaders to develop and improve strategic thinking skills and enlarging their faculties to include all the technical, diagnostic and professional aspects.
3. Encourage and support the employees on the job involvement and deepen their relation with the job environment, which they belong to.
4. Utilize from the partnership and exchange expertise programmes with international organizations and education sector according to certain contracts and temporary, which is useful to observe the

dimensions of empowerment in the field and develop the skills of their strategic thinking.

5. Utilize from the administration experts in the field of human resources, organization theory and the organizational behavior in analyzing the jobs and preparing the comprehensive job description.

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