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The impact of power and leadership on motivation

Ahmet Aydemir[1*], hakan Kolayiş[2]

[1]Kocaeli University, Faculty of Sports Sciences, Department of Physical Education and Sports
[2]Sakarya university of applied sciences faculty of sport sciences department of sport management

*Corresponding author: Ahmet Aydemir, Kocaeli University, Faculty of Sports Sciences, Department of Physical Education and Sports, Email: Ahmetaydemir1904@gmail.com

ABSTRACT

The aim of our research is to examine the effect of power and leadership on motivation. After obtaining the ethics committee report and scale permission from the necessary institutions, the data were collected by the researcher himself. The sample of the study consisted of a total of 121 academic staff ranging from 23 to 72 years old, 86 of whom were public (the average age of the participants in the study was 40.17 ± 9.78) and 35 of whom were private (40.20 ± 12.55). Work motivation scale developed by Mottaz (1985), leadership styles scale developed by Harris and Ogbonna (2000), organizational power perception scale developed by Raven et al. According to the research findings obtained as a result of the research, statistically significant differences were found when the sub-dimensions of expertise power, personal rewarding power and charismatic power sub-dimensions of the power styles scale were compared between the academic staff working in private universities and public universities.

Keywords: *Leader, Power, Leadership, Motivation, management, sport management*

INTRODUCTION

Managers have been needed since history as a result of people coming together. Especially with the industrial revolution, as a result of the organization of large communities, the responsibilities of managers have increased in terms of coordinating them and dealing with their problems. In today's world, it can be said that the need for managers has increased even more (Drucker, 2000). When we look at the management processes, it will be seen that the people who undertake the most important task are undoubtedly managers (Bucher, 1987).

Management and organization theorists have stated that effective management is only possible with power.

Strong managers who have developed themselves in many areas, eliminated their deficiencies, and included the needs of their employees in decisions based on effective communication have been seen as an achievement in terms of management (Hunt & Osborn, 2000 Morgan, 2006; Pfeffer, 1992; Schermerhorn, Karaca and Ilkım 2021). Leadership, like power, constitutes the main element of successful and effective management. As a matter of fact, in order to achieve success, leaders need to influence and direct their employees. Because after a certain period of time, when people do not enjoy their work and feel unhappy, they need leaders to guide them.

For this reason, leadership has become an indispensable element of management since history. The coordination and harmony between the manager and the staff in an organization greatly affects the work performance of the staff and contributes positively to the motivation of the employees. Undoubtedly, managers create this important balance in organizations (Boone & Kurtz, 2013).

By exhibiting success-oriented behaviors, the leader strives to eliminate all negative setbacks towards the organizational goal. Herzberg's (1964) motivation theory actually draws attention to the relationship between leadership and motivation by focusing on the direct connection between a good leader and the effort he/she makes in the organization for success (Horner, 1997).

On the other hand, Foucault's (1975, 1980) power theory states that power is an indispensable element in management. This theory emphasizes the importance of power for a life that people can sustain together. Power plays an important role in ensuring control over people both in management and social life. He explained that this situation enables individuals to act together and to act in a strong and motivated way against many disruptions (Collins & Barnes, 2014).

According to Hobbes (1997), the basic principle of protecting the individual from all dangers is that it is important to create a strong structure for the construction of an equal order for a temporary period of time to delegate existing responsibilities to an authorized person or a community of people. This structure should contribute to their motivation levels as a result of creating a strong bond between people. In the absence of this contract, chaos argues that social order cannot be mentioned. In the researchers conducted, it has been seen that power has always been given to a group, a person or a community since history (Riska, 2006).

Scientists who have studied the structures of organizations have stated that education has a great power for success and that with a conscious management style, power is vital for an organization. According to this theory, success becomes inevitable for organizations as a result of the power concept that individuals equipped with education have high motivation levels and increase success by reflecting this in the organization. In the researchers conducted, it has been seen that a good education model directly contributes to the concept of power (Clegg, et al., 2006).

As a result of the literature review, studies on the effects of power styles on motivation are listed below (Richmond: 2009, Jones and Lyold: 2005, McClelland, David Watson, Robert: 1973, Elangovan and Xie: 1999, Helmreich et al: 1986, Mason and Blankenship: 1987,).

Trait theory has shed light on leadership approaches as a pioneering theory in this field. According to trait theory, some people are born with superior physical characteristics and abilities and these characteristics distinguish them from other people in the society. As a result of this situation, it can be said that these approaches of leaders are very effective on the motivation levels of people as well as exhibiting more effective behaviors in society, so according to the theory, it has been observed that leaders focus on the motivation levels of individuals when they want to exhibit a desired behavior on communities (Yukl, 1991).

Behavioral leadership theory aims to explain the behaviors of leaders by observing their behaviors as a result of factors such as the communication they have established with the staff, whether they give importance to the subordinates' right to speak and their contributions in making decisions, whether they share authority alone or with their subordinates. In this direction, it can be said that it is aimed to integrate how an ideal leader should be with his/her behaviors as a result of which behaviors. It can be concluded that this theory focuses on the behaviors of leaders and that leaders influence employees with their behaviors, that is, they motivate, influence, contribute to performance and motivate by contributing to job satisfaction (Zel, 2006).

Ohio State University research constitutes another important factor of the Behavioral Model. Ohio Leadership studies aim to explain the behaviors exhibited by leaders. As a result of the studies that started in 1945, nearly 1800 different behaviors exhibited by leaders were revealed. Ohio state university researches form

the basis of leadership research of two important factors. These were explained as motivating the structure within the organization and caring for the individual (Bolat et al., 2008).

Similar to Ohio State and Michigan University leadership researches, they explained the determination of leadership behaviors by dividing them into two basic dimensions. The aim of the theory is to increase production with low costs and to keep the motivation levels of individuals high and dynamic by considering human relations effectively (Dubrin, 1997).

As a result of the literature review, studies on the effects of leadership styles on motivation are listed below (Almansour: 2012, Buble et al: 2014, Zareen et al: 2015, Abualrub and Alghamdi: 2012, Gopal and Chowdhury, Caillier: 2020, Vidic and Burton).

As a result of the researches we have conducted as a result of the literature research, the effect of power styles on motivation and the effect of leadership styles on motivation have been found, but as a result of the domestic and foreign literature study, since there is no research in which the effect of power and leadership on motivation is found together, our research has increased its importance as it will contribute to both domestic and foreign literature.

In this context, the aim of this research is to examine the effect of managers' power and leadership on motivation.

METHOD

Type of research
In our research, the survey method, one of the descriptive research techniques, was used Research group (universe-sample)

The population of our research consists of 390 academic staff working in the faculties of sport sciences of foundation and state universities located in the Marmara Region. The sample of the study consists of 86 state universities (40.17±9.78 years' average) and 35 private universities (40.20±12.55), totaling 121 academic staff ranging from 23 to 72 years old, selected on the basis of convenience sampling method. The average age of the participants was 40.18±10.60. Forty-one of the participants were female and 80 were male. The study included 7 universities, 4 of which were state universities and 3 foundation universities. In the study, 3 of the participants from state universities were professors, 32 of them were associate professors, 7 of them were lecturers with doctorate degrees and 44 of them were research assistants and lecturers. In the research, 3 of the participants from foundation universities were professors, 2 were associate professors, 4 were doctoral lecturers and 26 were research assistants and lecturers.

Data collection tools
Leadership styles scale
The leadership styles scale was developed by Harris and Ogbonna (2000). It was adapted into Turkish by Atılgan and Özgözgü (2016). The scale consists of 13 items and four scopes in order to measure the leadership styles of employees' managers. The sub-dimensions of the scale are Supportive Leadership Participative leadership sub-dimension Instrumental leadership sub-dimension The scale is a Likert-type measurement and consists of none, little, medium, very and full options to determine the leadership styles of the managers of the participants.

Work Motivation Scale
The work motivation scale was developed by Mottaz (1985) and adapted into Turkish by Özutku et al. (2007). The five-point Likert scale consists of 24 items.

The scale has two main dimensions of extrinsic and intrinsic motivation. The scope of intrinsic motivation is seen as attracting attention, being independent within the scope of work and work by forcing, the importance of the work to the work of the personnel, the state of coming to work, the ability to take responsibility, the ability to create, the state of performing the skills and qualifications of the individual, the satisfaction of the individual for the performance of the individual is seen as the feedback of the individual. The scope of extrinsic motivation has two basic dimensions: the first is the social

motivation of the individual and the second is the organizational means in the work environment.

Organizational power perception scale

The organizational power perception scale was developed by Raven et al. (1998). The scale was translated into Turkish through Meydan (2010). The organizational power perception scale consists of 11 sub-dimensions and 33 points. When we look at the scale point calculation, each sub-dimension of the 11 sub-dimensions is determined as minimum 3 and maximum 15 points.

The current sub-dimensions are personal rewarding power, impersonal rewarding power, personal coercive power, impersonal coercive power, legitimate power of equality, legitimate power of reciprocity, legitimate power of dependency, legitimate power of position, power of expertise, power of charismatic power, power of knowledge.

The organizational power perception scale is a five-point Likert scale and the score calculation is designed as strongly agree and strongly disagree.

Ethics committee

In this study, research and publication ethics were followed. The documents to be used in the research were ethically examined by the Ethics Committee of Sakarya University of Applied Sciences Graduate School of Education. The board found the research ethically appropriate with the decision dated 13/02/2019 and 100/1564. Within the scope of the research, the participants were informed and voluntarily participated in the research.

Data collection

In order to collect the data, the scales we used in the research were started by reproducing the number of individuals who will participate in our research through the researcher. In our research, data were collected from 7 universities in total, 3 of which were private universities (Istanbul Aydın University, Haliç University, Gedik University) and 4 of which were public universities (Istanbul University, Sakarya University of Applied Sciences, Marmara University, Düzce University). After obtaining the necessary official permissions, the researcher reached a total of 121 academic staff, 86 of which were public and 35 of which were private universities. The scales were administered by the researcher personally, taking into account the principle of volunteerism.

Data analysis

In order to analyze the data in our research, in order to determine descriptive statistics, independent groups t-test was used to obtain the difference between genders, one-way variance analysis (One Way Anova) was used to reach the difference between groups, Pearson correlation analysis and regression analysis were applied to find the relationship between variables. For the analysis of the data of our research, the significance level was calculated as 0.05 using the spss 17 program.

TABLE 1. Descriptive statistics of the age variable in the study

Gender	Variable	N	Min.	Max	Mean	Std.Dev.
female	Age	41	23	54	37,20	8,274
Male		80	25	72	41,71	11,366
Total		121	23	72	40,18	10,606

According to Table 1, 41 female participants with an average age of 37.20±8.27 and 80 male participants with an average age of 41.71±11.36 were included in our study. The average age of the participants was 40.18±10.60 and a total of 121 people participated in the study.

TABLE 2. Regression analysis results showing the relationship between power styles and intrinsic motivation Dependent Variable Intrinsic Motivation

Sub-dimensions	Beta	Std. Error	Standardized Beta	t	p
constant	31,046	3,151		9,85	,000
Personal Rewarding Power	,389	,269	,217	1,44	,151
Impersonal Rewarding Power	,137	,244	,068	,56	,576
Personal Coercive Power	-,092	,226	-,044	-,40	,685
Impersonal Coercive Power	-,424	,201	-,214	-2,10	,038
Legitimate Equality Power	-,322	,256	-,143	-1,26	,210
Legitimate Response Force	,178	,317	,070	,56	,577
Legitimate Dependency power	,258	,219	,117	1,17	,242
Legitimate Power Based on Position	,195	,222	,094	,87	,382
Power of Expertise	-,616	,222	-,381	-2,77	,007*
Charismatic Power	,182	,270	,102	,67	,502
Power Based on Knowledge	,658	,320	,246	2,05	,042*

Dependent Variable Intrinsic Motivation
R= .490 Adjusted R2= .16

When Table 2 is examined, R2=.16 value shows that our predictor variable, impersonal rewarding power, personal rewarding power, impersonal coercive power, personal coercive power, legitimate equality power, legitimate dependency power, legitimate reciprocity power, expertise power, charismatic power, knowledge-based power, position-based legitimate power, all together explain 16 percent of the variance of intrinsic motivation in the predicted variable (F= 3,128, p<.01).

TABLE 3. Regression analysis results showing the relationship between extrinsic motivation and power styles

Variables	Beta	Std. Error	Standardized Beta	t	p
constant	37,609	5,090		7,388	,000
Personal rewarding power	-,751	,435	-,236	-1,728	,087
Impersonal rewarding power	,426	,394	,119	1,082	,282
Personal coercive power	,408	,365	,109	1,120	,265
Impersonal coercive power	-1,272	,325	-,362	-3,909	,000*
Legitimate equality power	,646	,413	,161	1,564	,121
Legitimate response force	,861	,512	,190	1,680	,096
Legitimate dependency power	-,078	,354	-,020	-,219	,827
Legitimate Power Based on Position	-,093	,358	-,025	-,259	,796
Power of Expertise	-1,206	,359	-,419	-3,360	,001*
Charismatic power	1,909	,436	,601	4,376	,000*
Knowledge-based power	,595	,516	,125	1,153	,251

Dependent Variable External Motivation
R= .610 Adjusted R2= .30
F= 5.879 p< .01

Table 3, R2= .30, in the predictor variable status, personal rewarding power, non-personal rewarding power, personal coercive power, non-personal coercive power, legitimate equality power, legitimate reciprocity power, legitimate dependency power, legitimate position-based power, expert power, charismatic power and knowledge-based power were predicted together, explaining 30 percent of the extrinsic motivation variance (F= 5.879, p<.01).

TABLE 4. Regression analysis results showing the relationship between intrinsic motivation and leadership styles

Sub-dimensions	Beta	Std. Error	Standardized Beta	t	p
constant	43,325	3,980		10,886	,000
Participative leadership	-,122	,282	-,062	-,434	,665
Supportive leadership	,662	,391	,288	1,692	,093
Directive leadership	,057	,389	,022	,148	,883

Dependent Variables: Intrinsic Motivation

R= ,284 Adjusted R2= ,05

F= 3,428 p< .01

When Table 4 is examined, R2= .04 predicted 5 percent of the variance of intrinsic motivation as a predictor variable of participative leadership style, supportive leadership style and supportive leadership style (F= 3.428, p<.01).

TABLE 5. Regression analysis results showing the relationship between extrinsic motivation and leadership styles

Sub-dimensions	Beta	Std. Error	Standardized Beta	t	p
constant	32,591	2,224		14,658	,000
Participative leadership	-,164	,158	-,147	-1,042	,299
Supportive leadership	,284	,219	,220	1,299	,197
Directive leadership	,270	,217	,183	1,245	,216

Dependent Variables: Extrinsic Motivation

R= ,261 Adjusted R2= ,04

F= 2,856 p< .01

When Table 5 is examined, R2= .04 predicted 5 percent of the variance of intrinsic motivation as a predictor variable of participative leadership style, supportive leadership style and supportive leadership style (F= 2.856, p<.01).

DISCUSSION AND CONCLUSION

In our study, it was concluded that the power styles perceived by the faculty members from the managers of the institution where they work are effective on their work motivation levels.

The research findings revealed that individual coercive power, non-individual coercive power, legitimate form of equality power, legitimate form of reciprocal power, individual rewarding power, non-individual rewarding power, legitimate position-based power, legitimate dependency power, charismatic status-based power, expertise-based power, and knowledge-based power, which is our predictor variable, explained 16 percent of the intrinsic motivation

variance when all of them were estimated together.

The research findings revealed that individual coercive power, non-personal coercive power, personal rewarding power, non-personal rewarding power, legitimate position-based power, legitimate equality power, legitimate reciprocity power, legitimate dependency power, expertise-based power, charismatic status-based power, and knowledge-based power as the predictor variable all together explained 30 percent of the variance of extrinsic motivation. It was concluded that such a significant effect was caused by power styles, knowledge-based power and expertise power sub-dimensions.

While it was determined that the power of expertise that the lecturers perceived from their managers affected intrinsic motivation, it affected it in a negative way, and it was concluded that the lecturers did not have sufficient level of skill, knowledge and subordinates from their managers. This situation

may be related to providing sufficient information for their personal development. This finding is similar to the studies conducted by Gantz (1980), Abdel Halim (1979), Beehr and Walsh (1980), Love and Beehr (1981). In these studies, it is stated that organizational power is a very effective factor on the motivation and job satisfaction levels of employees working in public and private institutions.

In the research conducted by Meydan (2010), it was concluded that it is in parallel with our research findings. He concluded that organizational power is effective on work motivation. Similarly, Yılmaz and Altınkurt (2012) support our research findings. Both studies concluded that organizational power affects work motivation in the work environment. Özdemir (2013) concluded that there is a significant effect between organizational power and work motivation in his study and reached similar results with our research. In the study conducted by Okçu and Deviren (2020), they obtained results that support the data of our research. They concluded that organizational power creates a significant relationship on motivation in the work environment. Şimşek (2021) supports our research data by concluding that organizational power is effective on job satisfaction and motivation.

In our research, no statistically significant difference was found in the sub-scope of the leadership styles scale of the lecturers working in private universities and public universities. This result may be related to the fact that rather than the directive effect of the gender factor on leadership styles, those who have the ability to manage men and women have access to different equipment from birth, and that academic staff working at the university do not perceive gender as a leadership criterion. Similarly, Taş et al. (2007) concluded that gender does not have a significant effect on leadership styles. However, Kılıç et al. (2011) concluded that gender is an effective factor on leadership. Supporting our research findings, Keklik (2012) also concluded that gender has no effect on leadership. In another study, Green (2013) concluded that leadership does not have a significant effect on male and female leaders. The finding obtained as a result of the research can be associated with the fact that

female and male leaders exhibit similar leadership styles in the work environment. Again, in a similar way to our research findings, Yılmaz et al. (2017) concluded that gender variable cannot be associated with leadership, and this data may be related to the fact that the leadership trait is formed in a certain and limited number of self-suitable conditions, but the conditions and many characteristics of the individual are suitable.

As a result, in our study, it was concluded that the power styles of the managers perceived by the trainers are effective on the levels of work motivation.

CONCLUSION

Based on the findings of the study, it is concluded that the average scores of academic staff working in private universities in terms of work motivation levels and perceived leadership styles are much higher than those of academic staff working in public universities,

In other words, in our research, it was concluded that the impressions, power and leadership styles of the academic staff from the managers and leaders at the top level in the institutions where they work are effective on their work motivation levels.

RECOMMENDATIONS

Since there is no research on the effect of power and leadership on motivation in both domestic and foreign literature, research can be conducted in a wide area with the support of many different stakeholders.

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