

EMPOWERING LEADERSHIP QUESTIONNAIRE A VALIDATION STUDY

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Submission date: 05-Feb-2021 02:21PM (UTC+0700)

Submission ID: 1502193354

File name: JN.4_EMPOWERING_LEADERSHIP_QUESTIONNAIRE_A_VALIDATION_STUDY.pdf (164.86K)

Word count: 2512

Character count: 13751

EMPOWERING LEADERSHIP QUESTIONNAIRE: A VALIDATION STUDY

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Abstract

This study aims to validate the instrument empowering leadership questionnaire (Arnold, Arad, Rhodes & Drasgow, 2000). This instrument develops concerning the effectiveness of the leader in the team members. The factorial analysis was conducted to prove whether this instrument is relevant to Indonesia's retail sector's existing conditions. Psychometric analysis resulting from calculations using a sample of 206 employees at retail companies in Bandung shows that some instruments are invalid. However, in general, this instrument can be adapted to measure leaders' effectiveness in empowering employees.

Keywords: *leadership, empowerment, team member.*

INTRODUCTION

Changes in individual behavior within the organization caused by changes in management structures to increase organizational effectiveness have implications for leadership behavior changes in developing employees. (Islam & Tariq, 2018) One of the management roles is to bridge the organization's goals to achieve it, namely by empowering human resources in the organization. (Singh, Burgess, Heap & Al Mehrzi, 2016) This organizational structure change was carried out to overcome the high level of competition and the fast advancement of technology, which impacted employee behavior changes in the organization. (Lii & Kuo, 2016) To

improve employee performance in an organization, an effective leader needed to directions employees. One way to improve employee performance is empowerment. (Cesário & Chambel, 2017) The results of a study conducted by Anitha (2014) prove that employee empowerment can improve their performance, reduce stress levels (Anthony - McMann, Ellinger, Astakhova & Halbesleben, 2017) and make it possible to increase job satisfaction. (Ruck, Welch & Tower, 2017)

Research conducted by Vecchio, Justin & Pearce (2010) proves that the role of a leader can direct employees to produce better tasks, can reduce turnover rates (Bobbio, Bellan &

Manganelli, 2012), and can have an impact on the positive behavior (Fausing, Joensson). , Lewandowski & Bligh, 2015; Fong & Snape, 2015). A leader's behavior in providing direction can motivate employees to produce more creative and innovative work. Leaders can also motivate employees to face obstacles related to work and the targets set by management.

At this time, the measurement of leader effectiveness looks at leaders' behavior such as LMX, transformational leadership, transactional leadership, etc. It is still rare to measure the effectiveness of leader behavior that can empower employees to team members. Especially in Indonesia, the measurement of leader effectiveness is mostly seen in leader behavior, such as Lina's (2014) research, which measures leadership in general, research by Nardo, Evanita & Syahrizal (2018) which measures transformational leadership.

These studies measure the effectiveness of leaders in general and are not as specific as team members. Based on the gap in measuring instruments, it is necessary to provide a relevant instrument for measuring leaders' effectiveness in developing team members' employees. With the existence of valid and relevant instruments, it expects that they can use it as a reference in measuring the effectiveness of leaders in team members in Indonesia.

METHOD

Exploratory Factor Analysis use to obtain several factors contained in the research instrument, then Confirmatory Factor Analysis to verify the relationship between these factors. Samples in this study are employees who are willing to

be involved in the research. Respondents are employees of the retail sector in Bandung City as many as 206 respondents. Respondents who participated in this study were mostly men with a working period of 1 to 3 years. Respondents who participated in this study were employees who were members of a work team led by a supervisor.

The instrument to be tested developed by Arnold, Arad, Rhodes & Drasgow (2000) which contains 38 statement items formed in 5 dimensions, namely leading by example (5 items), participative decision-making (6 items), Coaching (11 items), informing (6 items) and showing concern / Interacting with the team (10 items). The research instrument prepares using a 5 point Likert scale. The initial validity results indicate that two items do not meet the criteria with a valid value with a correlation value <0.3. After the second validity and reliability test, the correlation value was obtained between 0.303 - 0.768 with a Cronbach's Alpha value of 0.967, as described in table 1. After testing the initial validity and reliability, the instruments that can test for Exploratory Factor Analysis are 36 statement items.

Table 1. Pre-test of Validity and Reliability

	Correlation	Cronbach's Alpha
Item1	.356	.962
Item 2	.472	.961
Item 3	.273	.962
Item 4	.695	.959
Item 5	.685	.959
Item 6	.670	.959
Item 7	.643	.960
Item 8	.320	.962
Item 9	.678	.959
Item10	.531	.960
Item11	-.142	.966
Item 12	.722	.959
Item 13	.743	.959
Item 14	.760	.959
Item 15	.710	.959
Item 16	.739	.959
Item 17	.691	.959
Item 18	.688	.959
Item 19	.713	.959

1			10		
Item 20	.741	.959	Item 8		.300
Item 21	.736	.959	Item 9		.622
Item 22	.730	.959	Item 10		.486
Item 23	.713	.959	Item 12		.662
Item 24	.739	.959	Item 13		.654
Item 25	.695	.959	Item 14		.701
Item 26	.720	.959	Item 15		.674
Item 27	.729	.959	Item 16		.673
Item 28	.646	.960	Item 17		.596
Item 29	.396	.961	Item 18		.615
Item 30	.660	.960	Item 19		.698
Item 31	.672	.959	Item 20		.724
Item 32	.703	.959	Item 21		.674
Item 33	.716	.959	Item 22		.691
Item 34	.765	.959	Item 23		.721
Item 35	.682	.959	Item 24		.757
Item 36	.673	.959	Item 25		.677
Item 37	.748	.959	Item 26		.724
Item 38	.689	.959	Item 27		.777
			Item 28		.628
			Item 29		.419
			Item 30		.623
			Item 31		.684
			Item 32		.698
			Item 33		.715
			Item 34		.698
			Item 35		.611
			Item 36		.649
			Item 37		.684
			Item 38		.598

After testing the validity and reliability, the next step is to test the factor analysis. Factor analysis testing considers the value of the KMO significance, initial value, factor variation, and the formed factors' matrix pattern.

The test tool uses SPSS with the Exploratory Factor Analysis (EFA) method. EFA testing was carried out to validate the unidimensional or multidimensional constructs used in preparing the instrument.

RESULTS AND DISCUSSION

The results of ELQ data processing refer to KMO and Bartlett's value of 0.955 with outstanding criteria with a significant result of 0.000 df 630 and Chi-Square 5370. Furthermore, the results of initial communalities with reference are more significant than 0.3, as seen in table 2 as follows:

Table 2. Initial Communalities

6	Initial
Item 1	.348
Item 2	.385
Item 4	.701
Item 5	.699
Item 6	.656
Item 7	.644

Table 2 illustrates that the value of commonalities is more significant than 0.3 so that the research instrument is suitable. Furthermore, the test looks at how much variation forms the factor variable proposed. The variations that can explain for the measurement of the ELQ instrument can explain in Figure 3 below.

2 Table 3. Total Variance Explained

Factor	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total
1	17.241	47.891	47.891	13.756
2	1.369	3.802	51.692	10.604
3	.846	2.351	54.043	10.953
4	.729	2.025	56.068	2.652
5	.539	1.497	57.565	11.172

The results of the variation of the research variables were formed into five factors, the total of which was 57.56%. The results of the total variation of the factors formed are adequate; more than 50% of the research instrument can explain the ELQ variable. Overall the

ELQ, which can be explained in table 4 as follows.

The results of the matrix pattern in table 4 show the factorial loading values, which group into dimensions or factors leading by example (3 items),

Table 4. Indicators Loading Factor

Indicators Loading Factor	Coaching	Showing	Informing	Participating	Lead
CI	0.855				
CIO	0.846				
CII	0.826				
C2	0.893				
C3	0.891				
C4	0.883				
C5	0.889				
C6	0.850				
C7	0.834				
C8	0.831				
C9	0.878				
I1			0.886		
I2			0.907		
I3			0.831		
I4			0.908		
I5			0.948		
I6			0.769		
L2					0.777
L4					0.940
L5					0.923
PI				0.886	
P2				0.835	
P4				0.899	
P5				0.728	
SIO		0.789			
S2		0.788			
S3		0.826			
S4		0.800			
S5		0.795			
S6		0.850			
S7		0.737			
S8		0.753			
S9		0.881			

ELQ measurement instrument can be seen in the appendix in the Indonesian version.

The results of calculations using factor analysis show that the five factors that makeup are the dimensions of the

participative decision-making (4 items), Coaching (11 items), informing (6 items), and showing concern / Interacting with the team (9 items) so that the real instruments were 33 item statements.

The results of this study corroborate previous research, such as that conducted by Amundsen & Martinsen (2014), which validated the ELQ instrument using two studies, with the first study totaling 215 respondents and the second study 831 respondents. The Korean version of ELQ is validated by Kim, Kim, Jung, Kim & You (2017), which proves that it consists of 34 items with a reliability value of 0.98. It can say that the results of this study can contribute to the use of ELQ variable measurements in the context of the retail sector in Indonesia. This study's results can provide a bridge over the ELQ measurement gap and can replicate in future studies.

CONCLUSION

The psychometric analysis calculation results show that the intervention has validated, and the funds can adapt according to the conditions in Indonesia, especially the retail sector. The research results' implications contribute to the filling gap theory in leadership studies based on leader behavior and its specific measurement context for team members.

The lack of research on leaders' effectiveness in empowering employees is one of the recommendations for further research, especially in Indonesia. There is a need for further testing in the manufacturing sector, whether this instrument can apply to that sector. This research's limitation lies in the cross-sectional method so that its general application cannot be generalized; thus, longitudinal testing requires.

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APPENDIX

Empowering Leadership Questionnaire (ELQ)
Leading By Example
<ul style="list-style-type: none"> • Bekerja sekeras yang dia mampu • Mencontohkan dengan perilaku baik • Memimpin dengan memberikan contoh
Participative Decision-Making
<ul style="list-style-type: none"> • Mendorong anggota tim kerja untuk mengekspresikan ide atau saran • Mendengarkan idea atau saran dari anggota • Memberikan kesempatan bagi semua anggota tim untuk mengutarakan opini mereka • Mempertimbangkan ide dari anggota tim kerja meskipun tidak setuju
Coaching
<ul style="list-style-type: none"> • Menolong tim saya dalam area yang membutuhkan lebih banyak pelatihan • Menyarankan langkah-langkah untuk meningkatkan kinerja tim • Mendorong anggota tim untuk menyelesaikan masalah bersama • Mendorong anggota tim untuk saling bertukar informasi satu sama lain • Menyediakan pertolongan untuk anggota tim • Mengajarkan anggota tim bagaimana cara menyelesaikan masalah sendiri • Memperhatikan usaha tim • Memberitahu tim saat berkinerja baik • Mendukung usaha tim saya • Menolong tim untuk fokus pada tujuan • Membangun hubungan baik diantara anggota tim
Informing
<ul style="list-style-type: none"> • Menjelaskan keputusan perusahaan • Menjelaskan tujuan perusahaan • Menjelaskan bagaimana tim saya menyesuaikan diri dengan perusahaan • Menjelaskan tujuan dari peraturan perusahaan terhadap tim saya • Menjelaskan peraturan dan harapan terhadap tim • Menjelaskan keputusan dan tindakan terhadap tim
Showing Concern/Interacting with the Team
<ul style="list-style-type: none"> • Menunjukkan perhatian terhadap kesejahteraan tim • Memperlakukan anggota tim setara • Membutuhkan waktu untuk mendiskusikan masalah tim dengan sabar • Memperlihatkan kepedulian terhadap kesuksesan anggota tim • Menjaga komunikasi dengan anggota tim • Akrab dengan anggota tim • Memberikan jawaban yang adil dan jujur terhadap anggota tim • Mengetahui bagaimana pekerjaan diselesaikan dalam tim • Menemukan waktu untuk berbincang dengan anggota tim

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