

THE RELATIONSHIP BETWEEN EMPOWERING LEADERSHIP AND IN- ROLE JOB PERFORMANCE: THE MODERATING ROLE OF CONSCIENTIOUSNESS

Aantal woorden: 10.270

Mara de Koning

Stamnummer : 01902446

Promotor: Prof. Dr. Adeliën Decramer

Masterproef voorgedragen tot het bekomen van de graad van:

Master in de handelswetenschappen: finance en risicomanagement

Academiejaar: 2023-2024



Confidentiality

The author and the promotor give permission to use this master's dissertation for consultation and to copy parts of it for personal use. Every other use is subject to the copyright laws, more specifically the source must be extensively specified when using results from this master's dissertation.

I declare that the research has been conducted according to the rules regarding scientific and academic integrity. I declare that I have taken note of, and acted in accordance with, [the ethical code of the faculty](#).

Acknowledgements

This master's thesis is part of the four-year master's program in Business Administration. I managed to bring this project to a successful conclusion which was not always easy due to the numerous other assignments and the internship I completed abroad. This would not have been possible without the support, help, and feedback from the people around me, for which I am sincerely grateful.

To begin, I would like to thank my supervisor, Prof. Dr. Adélien Decramer, for her guidance through her expertise in the field helped steer me in the right direction and provided me with the necessary feedback. I would also like to thank Dr. Jolien Muyleart for her guidance throughout the course of the thesis helping us along the way. Furthermore, I would like to thank Dr. Isabelle Van Strydonck for her assistance and feedback concerning the statistical aspect of this thesis.

I would also like to thank my fellow students who worked on the same topic. Together, we succeeded in collecting the required data. Additionally, I want to express my gratitude to all the participants who took the time and effort to complete the various questionnaires. Without their help, it would have been impossible to compile this thesis.

Furthermore, I would like to thank Octavia, Karen and Anthony for their assistance and support. Lastly, I want to thank my family for their support, not only during this thesis but throughout my entire education. They gave me the opportunity to pursue this program.

Table of Contents

Inhoudsopgave

List of used abbreviations	6
List of figures and tables	6
Introduction	7
<i>Background and Problem Statement</i>	7
<i>Relevance and research question</i>	10
<i>Structure of the thesis</i>	11
Literature	12
<i>Job Demands–Resources Model</i>	12
<i>Empowering Leadership and In-Role Job Performance through the JD-R Model</i>	14
<i>Conscientiousness and In-Role Job Performance</i>	20
<i>The Moderating Role Of Conscientiousness</i>	21
Method	22
<i>Procedure and Sample</i>	22
<i>Measures</i>	23
<i>Data Analysis</i>	23
<i>Independent variable: Empowering Leadership</i>	23
<i>Moderator: Conscientiousness</i>	24
<i>Dependent variable: In-Role Job Performance</i>	24
<i>Control variables</i>	25
<i>Common Method Bias</i>	25
Results	26
<i>Descriptive Statistics and Correlations</i>	26
Hypothesis Testing	27
<i>Control Variables</i>	27
<i>First Hypothesis</i>	28
<i>Second Hypothesis</i>	28
<i>Third Hypothesis</i>	29

Discussion	31
<i>Research Limitations and Future Directions.....</i>	<i>33</i>
Conclusion.....	34
Appendix.....	35
Bibliography	37

List of used abbreviations

HRM	Human Resource Management
JD-R	Job-Demands Resources Model
FFM	Five Figure Model
TL	Transformational Leadership
LMX	Leader – Member exchange

List of figures and tables

Figure 1	The Job Demands–Resources Model
Figure 2	Connecting leadership and Job Demands–Resources (JD-R) theory
Figure 3	Empowering leadership model
Figure 4	The moderating role conscientiousness on the Empowering Leadership - In-Role Job Performance relationship
Table 1	Univariate Statistics and Pearson correlations among the variables
Table 2	Results of Linear Regression Analyses

Introduction

This master's thesis investigates the relationship between empowering leadership and the in-role job performance through the moderating role of conscientiousness. This study involves Flemish teachers and teachers in the Brussels Region working in primary and secondary schools. It is part of a larger research initiative on 'How can human resource management (HRM) contribute to the effectiveness of the team and the organisation?' at Ghent University. This larger research is led by students from the Faculty of Economics and Business Administration under the guidance of professors who are part of the research group HRM and Organisational Behaviour.

Background and Problem Statement

Teacher shortage is a problem that many Western countries, including Belgium, struggle with. When looking at Flanders specifically, there is a growing shortage of teachers in both primary and secondary education (De Witte & Iterbeke, 2022), and it is becoming one of the most critical issues confronting the Flemish education system (Flanders Ministry of Education & Department of Educational Personnel Policy, 2023). Namely, there is a shortage of substitutes and a growing structural teacher shortage, resulting in schools needing to look for more teachers while simultaneously implementing measures to make a job in education more attractive (Frederix, 2023).

The shortage stems from various reasons. Among other things, the overall job vacancy statistics indicate a reduction in the labour market (Nws, 2023), meaning that multiple sectors are experiencing occupation shortages. Consequently, statistics show a drop in applicants in both primary and secondary education (Frederix, 2023). Generally, not enough students opt to enrol in teacher training programs. Surprisingly, compared to other sectors, the education sector has a relatively smaller need for hiring (Neefs & Vansteenkiste, 2022). Aside from the lower inflow of starting teachers, a larger portion of the current workforce teach part-time, worsening the scarcity in the teacher job market (Van Damme & Yperman, 2023).

Secondly, the high turnover rate has an impact on the shortage as teacher retention has been challenged in all of Europe (European Union, 2013). Teacher retention is defined as “(*... the goal of) keeping qualified teachers in schools and reducing the number of qualified teachers making premature exits from the profession*” (Nguyen et al., 2023, p. 7). Nevertheless, low retention rates in the teaching profession lead to a high turnover rate and a smaller pool of experienced teachers, which in turn reduces the number of available teachers (De Witte et al., 2023). Studies reveal that the impact of retirement on turnover is relatively minor, whereas one of the main causes of school shortages is teachers leaving to follow different career paths (Ingersoll, 2001, 2003). Even more so, as 30% exit the profession within the first five years (Van Eycken et al., 2022). More importantly, the most significant dropout rates are seen in the first two years (De Witte et al., 2024). When

teachers leave the profession, it worsens the existing teacher shortage, thereby affecting the overall quality of education for all students (Van Eycken et al., 2022).

Furthermore, recent studies emphasize stress as a key factor that can lead to teachers leaving the teaching profession (De Witte et al., 2024). Nearly 70% of teachers in Belgium report facing high levels of job-related stress, primarily due to administrative burdens, commonly referred to as red tape. Red tape has been identified as the primary source of this stress (Tiggelaar et al., 2023). Moreover, employees are affected not only by the red tape they face directly but also by the red tape their leaders encounter (Muylaert et al., 2022). Apart from red tape, the need to adapt to evolving expectations from governmental and societal entities is also viewed as a significant stress factor (Van Damme & Yperman, 2023).

Burnout, with emotional exhaustion as its main component, may result from an inability to manage ongoing stress effectively (Jennett et al., 2003). Workload has frequently been identified as a major predictor of burnout, especially concerning emotional exhaustion (Bakker et al., 2005; Schaufeli & Enzmann, 2020; Skaalvik & Skaalvik, 2009). Whereas the symptoms of emotional exhaustion include energy depletion, feelings of fatigue, stress, and weakness (Quratulain & Khan, 2013). There is a robust and positive relationship between emotional exhaustion and teachers' experiences of excessive workload (Skaalvik & Skaalvik, 2009). Furthermore, emotional exhaustion appears to be a key factor in predicting teachers' intentions to quit, as it partially accounts for the link between teacher efficacy and their quitting intentions (Van Eycken et al., 2022). Overall, teacher burnout is a significant factor influencing the intention to leave their job (Y.H.Lee, 2017).

Finally, the social status and value of being a teacher have declined over the years. People, especially the youth, make career decisions based not only on personal well-being but also on how these decisions affect their social standing and self-perception (Damgaard & Nielsen, 2018). A key factor influencing the social status of teachers is the recognition and appreciation they receive in their profession (De Witte et al., 2023). Furthermore, the persistent negative portrayal of education and teachers in the media, as noted by the Organisation for Economic Co-operation and Development (OECD) (2005), may be a contributing factor to their decreasing social value.

The lack of teachers is becoming a major worldwide issue with severe implications that require long-term solutions (Eurydice et al., 2018). Given the vital role teachers play in the student learning process, the current shortage could potentially undermine the quality of education (De Witte et al., 2024). This impact on student results is already evident in the Programme for International Student Assessment (PISA) data, which shows that a lack of teachers in schools is linked to reduced student performance in mathematics, language, and science tests (De Witte & Iterbeke, 2022; OECD, 2020).

To address the high attrition rate within the teaching profession, an expert committee in Flanders, known as the "Commissie van Wijzen," released a report focused on enhancing Human Resources (HR) policies for schools and school boards since HRM can potentially improve student outcomes by boosting teacher involvement, empowerment, and motivation (Runhaar, 2016). HR is a critical asset, driving an organisation's ability to innovate, adapt, and thrive in a competitive environment (Hutagalung et al., 2021). Research indicates that the effectiveness of a school's teaching staff is closely linked to its personnel management strategies, underscoring the increasing focus on human resource management (HRM) within the education sector (Vekeman et al., 2016). Boxall and Purcell (2003) define HRM as all aspects related to managing employment relationships within the organisation.

The primary objective of this study is to understand how HRM can increase team and organisational effectiveness. In today's competitive landscape, schools require forward-thinking teachers who play a crucial role in the educational system (Khan, 2023). The findings of Gallego-Nicholls et al. (2022) imply that when leaders set a good example and communicate effectively, it directly and positively affects how human resources are managed. This dissertation will explore the role of leadership in HRM and its impact on the performance and retention of teachers, aiming to provide insights into how effective HR strategies can enhance educational outcomes. By building on HRM literature and organisational behaviour, this study will utilise the Job Demands-Resources (JD-R) model by Demerouti et al. (2001) to understand how HRM can increase team and organisational effectiveness.

Effective school leadership is crucial for fostering an environment where both students and teachers can thrive, ultimately leading to high-quality education (Pont et al., 2008). Vekeman et al., 2016 assert that a principal's personal human capital (comprising their leadership abilities, creativity, and unwavering determination) significantly influences how they recognize and address external challenges. Research shows that the way a school is run during challenging times matters greatly. Specifically, when teachers feel supported by their school and feel aligned with the school's decisions, they are more likely to enjoy their jobs and are less likely to feel exhausted or burned out (Trinidad, 2021). Therefore, school leaders need to create a psychologically safe environment that encourages and expects initiative from teachers (Van Damme & Yperman, 2023).

The research of Nguyen et al. (2023) emphasises three interconnected leadership strategies and their related practices: (i) prioritising teacher development, (ii) building relational trust, and (iii) improving working conditions. The effectiveness of these strategies in managing and reducing workload depends largely on the quality of school management (Martin et al., 2023). One way to enhance performance through leadership is by increasing the level of autonomy, which is the ability to make independent decisions and act on them. Independence is crucial in educational reform efforts, with some suggesting that providing

autonomy to teachers is a suitable starting point for addressing the challenges faced by schools today (Melenyzer, 1990; Short, 1994). When teachers have limited autonomy, it not only hinders their professional growth but also restricts their involvement in the administrative and educational aspects of school operations (Karatay et al., 2020), limiting teacher development.

Autonomy is a key element of what scholars describe as “empowering leadership”, and has been recognized as a factor that predicts work engagement (Albrecht & Andreetta, 2011). Empowering leadership involves delegating power to employees and differs from transformational leadership (TL) and leader-member exchange (LMX) in its approach (M. Kim et al., 2018; Sharma & Kirkman, 2015). Increased teacher autonomy can boost motivation, job satisfaction, and professionalism while reducing stress and burnout (Brunetti, 2001; Kim & Loadman, 1994; Klecker & Loadman, 1996; Ulriksen, 1996). By empowering teachers and allowing them greater autonomy, schools can foster a more engaged and motivated workforce, ultimately leading to improved educational outcomes.

Relevance and research question

While previous research has examined the relationship between empowering leadership and job performance (A. Lee et al., 2017). However, there remains a need for further research that expands upon comprehensive multivariate models of the relationship between personality and job performance, incorporating motivational variables to enhance prediction and performance outcomes (Hurtz & Donovan, 2000). While there has been substantial progress in studies on job performance, the combined effect of an employee's conscientiousness (Demerouti, 2006), a key personality trait, and the degree of empowering leadership employees experience on their job performance is an area that requires further investigation.

In this master's thesis, we specifically investigate how empowering leadership influences in-role job performance, and what moderating role conscientiousness plays in this. Moreover, this study focuses on Flemish education to address the lack of research on interpersonal aspects in this sector. Based on the literature and building on the JD-R model, this study expects a positive relationship between empowering leadership as a job resource and in-role job performance through the moderating role of conscientiousness in the context of teacher guidance in HRM. This leads to the following research question:

How does conscientiousness moderate the influence of empowering leadership on in-role job performance?

In this study, 'empowering leadership' is treated as the independent variable, and 'in-role job performance' is the dependent variable. Furthermore, 'conscientiousness' is incorporated into the model as a moderating variable.

Structure of the thesis

The first chapter begins with a study of the literature. In this part, the concepts of empowering leadership and in-role job performance are further developed and linked to the JD-R model and the moderating role of conscientiousness is explained. The second chapter covers the methodology of this research, with an explanation of the procedure and measures where the characteristics of the respondents are explained. Following the measures, data analysis and common method bias are explained. In the third chapter, attention is focused on the results obtained through data analysis. In this chapter, an answer is given to the research question by confirming or rejecting the proposed hypotheses. The fourth chapter includes the discussion, where the implications, limitations, and recommendations for future research are examined. Finally, in chapter five, a general conclusion is drawn about the key results and implications that are important for the further development of the Flemish education sector.

Literature

This literature review will be structured into four parts. Firstly, an explanation of the most recent version of the Job Demands-Resources (JD-R) model will be discussed. The model distinguishes between job resources and job demands, which are key variables in this thesis. Secondly, the JD-R will be used as a building block to comprehend the relationship between 'empowering leadership' and 'in-role job performance'. Thirdly, the relationship between in-role job performance and conscientiousness will be explained. Finally, a focus on the dimension of conscientiousness as a moderator will be explored. This chapter yields three hypotheses that form part of the larger research question.

Job Demands-Resources Model

The JD-R model is a widely recognised psychological framework that was first introduced by Demerouti et al. in 2001. The JD-R model's flexibility allows for its application in diverse contexts (Bakker & Demerouti, 2014; Tummers & Bakker, 2021). Furthermore, the model has been validated outside the education sector, allowing for comparisons with other industries.

This model combines previous research on job stress and work motivation (Bakker & Demerouti, 2007; Demerouti et al., 2001). By integrating knowledge from an expanded version of earlier models such as the two-factor theory (Herzberg, 1966), the job characteristics theory (Hackman & Oldham, 1976), the job demands - control model (Karasek, 1979), the effort - reward imbalance model (Siegrist, 1996), and the conservation of resources theory (Hobfoll et al., 2018), this model provides a comprehensive framework (Bakker et al., 2023). It offers a more thorough understanding of the dynamic nature of work environments and their impact on employee well-being (Bakker & Demerouti, 2014). Additionally, it aligns closely with considering work conditions as explanatory factors for attrition (De Witte et al., 2024).

One key idea in JD-R theory is that employees' job characteristics influencing job burnout can be divided into two main categories: job demands and job resources (Demerouti et al., 2001; Bakker & Demerouti, 2007, 2017; Schaufeli & Taris, 2014).

Job demands are described as *"physical, social, or organisational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs"* (Demerouti et al., 2001, p. 501). These job demands can both benefit and disadvantage the employee. Schaufeli (2017) describes them as 'the bad things' since they deplete energy. Examples of such within teaching are excessive workload, low student motivation, conflicts with colleagues, and lack of administrative support (Skaalvik & Skaalvik, 2011, 2015). Furthermore, these demands are hindering and may inhibit personal growth and are typically viewed as limitations or obstacles (Crawford et al., 2010).

Contrary to job demands, job resources can be defined as *“aspects of the job that may do any of the following: (a) be functional in achieving work goals; (b) reduce job demands and the associated physiological and psychological costs; (c) stimulate personal growth and development”* (Demerouti et al., 2001, p. 501). They include organisational features such as leadership support and autonomy, among other factors (Skaalvik & Skaalvik, 2020). In the Skaalvik & Skaalvik (2020) study, the importance of autonomy was brought to light, as it fosters self-perceived accomplishment among teachers. Additionally, job resources influence how individuals utilise their physical, cognitive, and emotional abilities while working (Khan, 1990). In fact, they have been linked to outcomes such as increased organisational commitment, elevated work engagement, and decreased intention to quit (A. Bakker et al., 2003). In fact, by increasing teachers' commitment to the organisation, their performance is subsequently enhanced (Van Waeyenberg et al., 2020). Consequently, high job resources, like social support and feedback, can help lower job demands by providing employees with the necessary tools and support to manage their workload effectively.

The JD-R model, which helps to comprehend the relationship between employees and their work environment (Demerouti et al., 2001), is particularly useful for this thesis, as high job demands can lead to burnout and negative outcomes, while job resources boost motivation and positive organisational results (Bakker & Demerouti, 2017).

From a theoretical perspective, the JD-R theory assumes two processes namely a health-impairment process and a motivational process (Schaufeli, 2017). The health-impairment process, or stress process, is an energetic process that involves excessive job demands and a lack of job resources. In particular, high job demands, such as an overwhelming workload, drain employees' energy reserves, leading to continuous overexertion and, eventually, burnout (Tummers & Bakker, 2021). Moreover, Demerouti et al. (2001) identify burnout as the primary sign of health deterioration. In fact, it is particularly prevalent in human service professions like teaching (Maslach & Schaufeli, 1993). Such sources of stress in the teaching environment can encompass a heightened workload, students with behavioural issues, difficulties in the parent-teacher relationship, conflicts with working together with colleagues, inadequate support from school leadership, and a lack of autonomy (Skaalvik & Skaalvik, 2007). From a meta-analytic perspective, there is a relationship between teacher burnout and the likelihood of teachers leaving their positions which means burnout is essential for understanding teacher turnover (Madigan & Kim, 2021).

However, burnout can result from the inability to effectively manage prolonged stress (Jennett et al., 2003). Several cross-sectional studies have affirmed the effectiveness of the JD-R model in predicting job burnout (Crawford et al., 2010; Lee & Ashforth, 1996; Schaufeli & Bakker, 2004). Traditionally, three components are thought to make up the

syndrome of burnout: emotional exhaustion, depersonalization (cynicism), and diminished personal accomplishment (Maslach & Jackson, 1981). A high degree of tiredness resulting from intense physical, affective, and cognitive strain is known as emotional exhaustion (Demerouti et al., 2010). Notably, burnout among teachers and its contributing factors have attracted a great deal of attention (Kyriacou, 2001), as it has been shown to have substantial negative effects on teachers' well-being (Hakanen et al., 2006), mental health (Schonfeld & Bianchi, 2015), and job satisfaction (Skaalvik & Skaalvik, 2009).

The second process is motivational, where having high job resources results in greater motivation and leads to increased work engagement (Schaufeli & Bakker, 2004). Work engagement is a psychological condition in which individuals feel energised (vigorous), passionate and dedicated to their tasks, and so deeply involved in their work that they lose track of time (Bakker & Demerouti, 2017). Generally, the motivational process leads to an enhanced performance. Examples are dedication to the organisation, increased effort, a feeling of safety, exceptional job performance, and eventually the desire to remain.

Empowering Leadership and In-Role Job Performance through the JD-R Model

The systematic review by Tummers & Bakker (2021) indicates that job resources, job demands, and personal resources can all be directly impacted by leadership. Drawing upon the JD-R model, this indicates that leadership can impact job performance.

In the social context of the workplace, leaders are crucial since leadership fosters positive well-being by boosting various resources: personal resources (e.g., self-confidence and optimism), individual job resources (e.g., meaningful tasks and active participation), and team-level resources (e.g., support and empowerment) (Tuckey et al., 2012). Therefore, organisations stand to gain when leaders encourage their staff to use development-oriented strategies that increase work engagement (Petrou et al., 2012). Such strategies include job crafting (Thun & Bakker, 2018), the process where employees assume proactive roles in redefining, reshaping, and crafting jobs in order to create a positive person – job fit in their workplace (Tims et al., 2012; Tims et al., 2014). The JD-R approach defines job crafting as proactive behaviour in which workers modify job demands, job resources and the work characteristics to achieve a better person-job fit (Petrou et al., 2012; Tims et al., 2012; Tims et al., 2014). Leadership can offer employees the resources, valid reasons, or autonomy to utilise job crafting. In the public sector, empowering leadership has been shown to increase employee motivation, resulting in employees taking more control of their jobs and enhancing their sense of purpose in their work (Audenaert et al., 2019). It should be noted that job crafting can be achieved in several ways as mentioned by Thun & Bakker, (2018), these methods include increasing social resources through developing relationships and seeking support and feedback from colleagues and leaders (Thun & Bakker, 2018); by enhancing structural resources through developing professional skills (Thun & Bakker, 2018); by increasing challenging demands through seeking new tasks (Tims et al., 2012); and by reducing hindering demands, such as

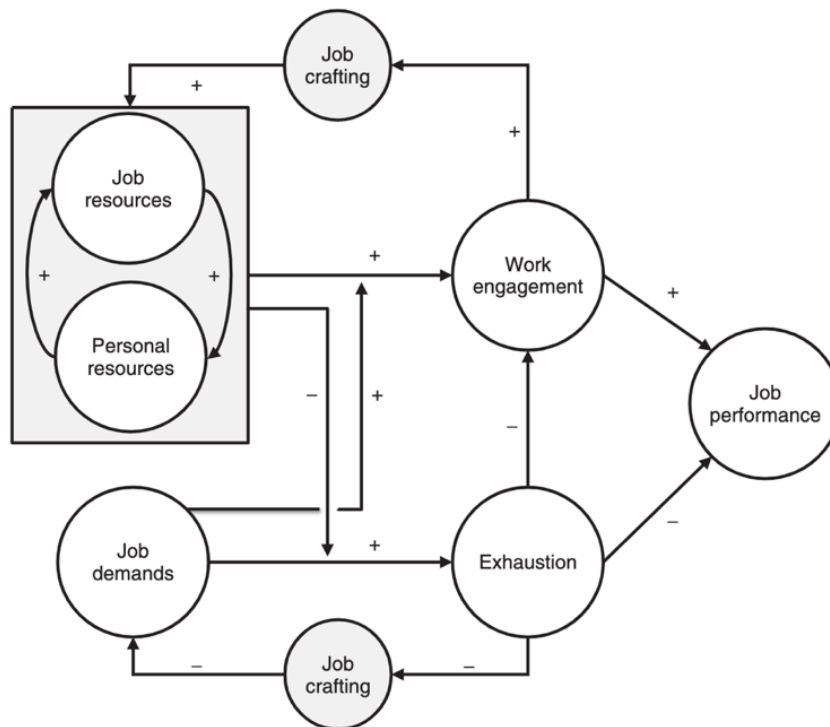
avoiding mentally demanding tasks and simplifying the job when necessary (Clegg & Spencer, 2007).

Personal resources are another mechanism in the JD-R theory, as they impact how job resources are perceived and made available (Xanthopoulou et al., 2009). As alluded to above, leadership enhances positive well-being by boosting personal resources. Personal resources are defined as positive self-assessments associated with resilience and an individual's belief in their capacity to positively influence their environment (Hobfoll et al., 2003). Personal resources (e.g., self-beliefs, optimism) are different from job resources in that they are brought into the role by the person instead of being provided to the person by the role (Bakker, 2008).

The JD–R model states that just like job resources, personal resources can enhance the motivational impact of challenging job demands (i.e., requirements that promote the peak performance of the employee; Van den Broeck et al., 2010) (Bakker & Sanz-Vergel, 2013). Personal resources have the ability to empower employees to gain control over their work environment and enhance their resilience, leading to positive performance in challenging circumstances. (Xanthopoulou et al., 2007). Challenging job demands typically lead to improved job performance and career advancement (DeRue et al., 2012). Furthermore, the hindrance aspects of a job do not impact everyone equally, as personal resources can serve as a buffer, mitigating the negative impact of these job demands on well-being (Bakker, 2015; Trépanier et al., 2012). Specifically, personal resources can help people to deal with job demands in an effective way (Bakker & Demerouti, 2018). As Tuckey et al. (2012) find that job resources and work engagement are positively connected on an individual level. Figure 1 illustrates the current JD-R model, highlighting the influence of personal and job resources on work engagement, as well as the role of job crafting.

Figure 1

The Job Demands–Resources Model.



Note: adapted from Bakker, A. B., & Demerouti, E. (2014). Job Demands-Resources Theory. *Wellbeing: A complete reference guide*, 1–28. <https://doi.org/10.1002/9781118539415.wbwell019>

Traditionally, job demands and resources have been examined at the individual level (Giusino et al., 2021). However, acknowledging the influence of different stakeholders raises the question of how they interact with the JD-R model (Bakker & Demerouti, 2018). Highlighting the importance of addressing various levels of analysis and intervention in the workplace, including organisational, team, and individual levels (Bakker & Demerouti, 2018).

Throughout the literature, several different leadership theories have been examined (A. Lee et al., 2017). Shama & Kirkman (2015) summarised four closely related leadership theories: (a) delegation, (b) participative leadership, (c) transformational leadership (TL) and (d) leader-member exchange (LMX). However, only LMX and TL have been empirically studied (A. Lee et al., 2017), and therefore, these will be the primary focus for comparison with empowering leadership. TL and LMX are also the two most leadership concepts used when studying the JD-R model (Tummers & Bakker, 2021). TL is related to psychological empowerment, yet it can create dependence as employees become overly reliant on their leader (Kark et al., 2003). While LMX has been associated with fostering respect among employees, which can be seen as empowering (Derue et al., 2012), this empowering aspect is not considered a core element of LMX theory (A. Lee et al., 2017).

A leadership style that distinguishes itself from LMX and TL is empowering leadership, granting authority, independence and autonomy to employees (A. Lee et al., 2017; M. Kim et al., 2018; Sharma & Kirkman, 2015). It is known to enhance job performance, creativity, and organisational citizenship behaviour (OCB) (A. Lee et al., 2017). In this research, the viewpoints regarding empowering leadership as defined by Zhang and Bartol (2010) - a process where authority is distributed to team members through a range of leadership actions - will be utilised. This includes granting employees complete independence and enhancing their inherent motivations related to their tasks. It also involves showing confidence in the employees' work, removing obstacles from their roles, dispelling feelings of helplessness, and providing resources that encourage their motivational behaviours (Ali et al., 2018).

Empowering leaders focus on granting their subordinates the autonomy, resources, and support needed to make decisions and take the initiative (Zhang & Bartol, 2010). Autonomy is necessary to effectively engage in leadership roles in a school context (Gomendio, 2017) because schools hire people who possess the essential training, knowledge, and experience to make well-informed decisions in critical areas such as staffing, assessment, and curriculum (OECD, 2018). While decision-making autonomy alone does not ensure effective leadership, it is a crucial requirement. This encourages employees to take ownership of their work, develop their skills, and contribute to the organisation in meaningful ways. Leaders achieve this by providing feedback, offering career coaching, and promoting the use of skills and competencies (A. Lee et al., 2017).

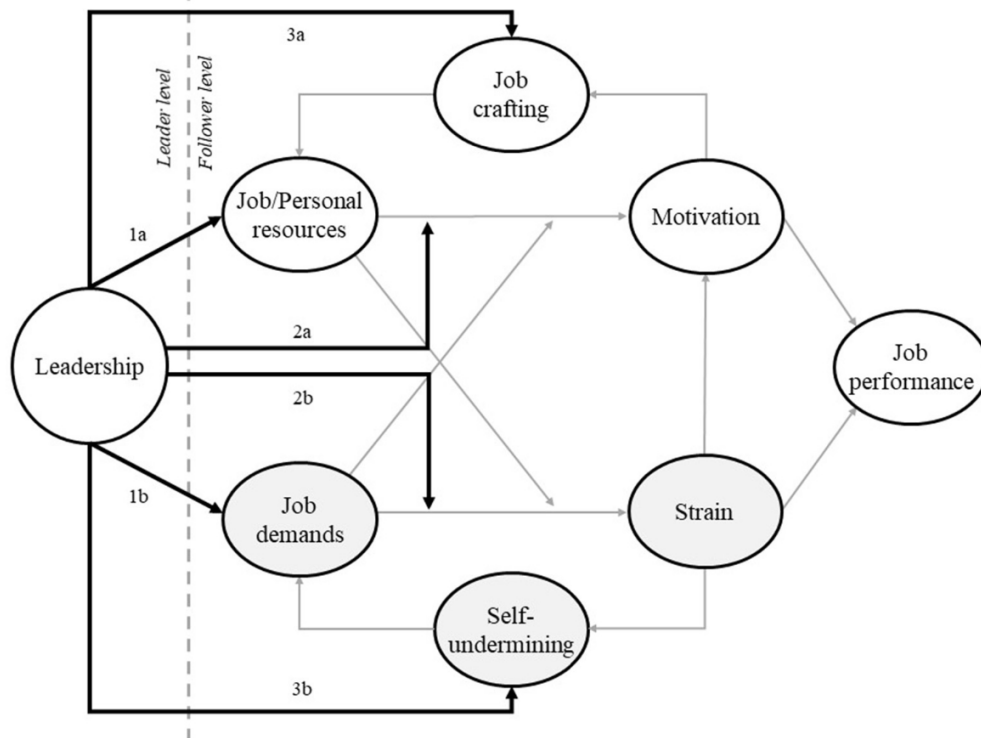
Esteves and Lopes (2016) conducted a study on a previous leadership model within the nursing sector, finding a robust relationship between empowering leadership and both the enhancement of social resources and increment in challenging demands. This thesis will explore this relationship within the educational sector. Empowering leaders strive to instil a sense of purpose in their employees' work, providing them with the freedom and time to determine how to execute tasks. They also offer the necessary support for managing extra responsibilities effectively and promote self-development (Ahearne et al., 2005; Zhang & Bartol, 2010).

There is a general consensus that empowering leadership plays a significant role in fostering internal motivation and providing social and structural resources (Kim et al., 2018). Tummers and Bakker (2021) have demonstrated that there are three positive connections between leadership and the JD-R model. In this way, job demands and job resources (as seen in Figure 1) form part of the cycle of leadership critical for this thesis (Figure 2). First, leaders can directly impact job demands and job resources. Second, this influence can have a moderating effect on employees' motivation, which in turn enhances their positive attitudes and performance towards work. For instance, it can increase employee satisfaction (Biemann et al., 2015), job performance (Lee et al., 2016), and

creative thinking (Zhang & Bartol, 2010). Third, empowering leadership positively impacts job crafting (Thun & Bakker, 2018).

Figure 2

Connecting leadership and Job Demands–Resources (JD-R) theory.



Note: adapted from Tummers, L., & Bakker, A. B. (2021). Leadership and Job Demands-Resources Theory: A Systematic Review. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.722080>.

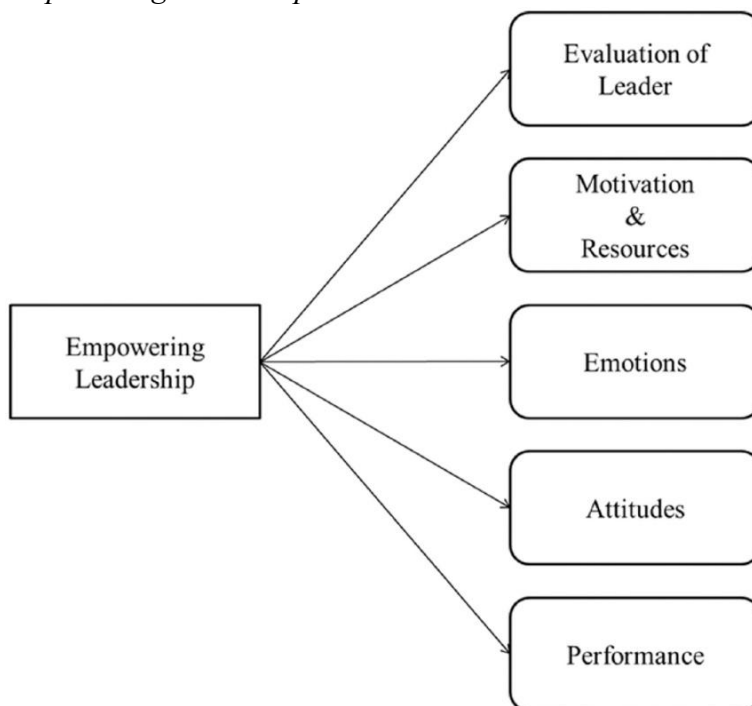
Employees who actively engage in crafting their job resources and embrace challenging job demands are particularly valuable to organisations, as they tend to focus their energy on their in-role tasks (Tims et al., 2014). However, while job crafting can be beneficial, excessive job demands can lead to exhaustion, negatively impacting in-role performance (Bakker et al., 2004). Therefore, by involving teachers in decision-making processes, empowering leaders can help balance job demands and resources, thereby boosting inherent motivation and enhancing performance (Tummers & Bakker, 2021).

In a meta-analytic review, Kim et al. (2018) identified five key categories of empowering leadership: evaluations of leaders, motivation and resources, emotions, attitudes, and performance (Figure 3). At the same time the review explored the relationship between empowering leadership and these subordinate outcomes. This research will only look into the relation between empowering leadership and performance. Performance encompasses “creativity and innovative behaviors, in-role performance, contextual performance, and withdrawal behaviors” (Kim et al., 2018, p. 261). Within this research,

we will specifically focus on the interaction between empowering leadership and performance through related job resources. While empowering leadership can be seen as a team-level concept (Seibert et al., 2004), its impact on individuals can differ significantly. Therefore, this thesis will focus on empowering leadership at the individual level, specifically examining the relationship between the employee and their leader (Zhang & Bartol, 2010). Additionally, this research centres on the behaviours of employees at the individual level to formulate a concept of in-role job performance. At an individual level, we will examine the effects of teachers' in-role performance.

Figure 3

Empowering leadership model



Note: adapted from Kim, M., Beehr, T. A., & Prewett, M. S. (2018). Employee Responses to Empowering Leadership: A Meta-Analysis. *Journal of Leadership & Organizational Studies*, 25(3), 257–276. <https://doi.org/10.1177/1548051817750538>

Motowidlo and Van Scotter (1994) define in-role performance as the necessary actions and demeanours that directly support the objectives of the organisation's goals, such as meeting and working efficiently. The concept of in-role job performance specifically focuses on tasks, duties, and responsibilities outlined in a job description (Williams & Anderson, 1991). Hackman et al. (1978) further elaborate that in-role performance encompasses the volume and standard of work expected to be accomplished within the boundaries of one's duties. Additionally, employees who are actively engaged experience higher levels of vitality, which can be channelled into their tasks, maintaining a strong focus on their work (Christian et al., 2011).

In summary, empowering leadership is widely agreed to boost intrinsic motivation and provide resources like psychological empowerment and self-efficacy, which are crucial for positive work outcomes and can help reduce job demands and enhance job resources, thereby promoting engagement and in-role performance. Among teachers, empowering leadership can help mitigate the feeling of exhaustion by motivating the employees by giving them more autonomy and room for job crafting to facilitate their workload to their needs. Studies have shown that job crafting can enhance both job and personal resources, which in turn can boost work engagement and job performance (Demerouti, 2014). This leads to the first hypothesis:

Hypothesis 1: Empowering leadership is positively related with in-role job performance

Conscientiousness and In-Role Job Performance

This literature study provides a more in-depth exploration of the personality trait conscientiousness. Conscientiousness is the personality trait that describes people as being reliable, dutiful, determined and well-organised. Personality influences how individuals see and evaluate different situations. It refers to the distinct psychological characteristics that shape a person's actions, thoughts, and emotions in different circumstances and periods (Roberts & DelVecchio, 2000; Roberts & Jackson, 2008). Factors related to personality and job context played a role in enhancing employees' inherent motivation and their in-role job performance (Joo et al., 2010). Therefore, conscientiousness is considered a reliable predictor of various work-related outcomes, including job performance (Barrick et al., 2001). Conscientiousness and emotional stability are the most dependable indicators of performance in the FFM (Barrick & Mount, 1991; Barrick et al., 1993). Conscientiousness ranks as the most significant factor after cognitive abilities when predicting job performance (Dudley et al., 2006). In 1991, Barrick and Mount assigned the current names to these personality factors, namely 'extraversion', 'agreeableness', 'conscientiousness', 'emotional stability', and 'openness to experience'.

Until the 1960s, it was difficult to find a comprehensive definition of personality in literature. There was no consensus on this concept, leading to much confusion about the exact nature of personality and which aspects could be included. The FFM was first presented by Tupes and Christal (1961) and Norman (1963), marking a significant shift in the field by identifying factors like 'surgency', 'agreeableness', 'dependability', 'emotional stability', and 'culture'. The FFM pertains to personality factors discovered through the lexical approach to describing personality, which originated from the adjective studies conducted by Galton (1884), Baumgarten (1933), and Allport and Odbert, 1936; John et al., 1988). A significant benefit of lexical studies, particularly when examining personality structure, is that the personality vocabulary mirrors the range of personality traits deemed important by speakers of a specific language. This significantly reduces the possibility of researcher bias when selecting variables (Ashton et al., 2014).

Conscientiousness can refer to both being diligent and thorough as well as being guided by conscience; it incorporates both meanings (McCrae & John, 1992). People with a high level of conscientiousness are usually focused on planning, organising, and executing tasks (Barrick & Mount, 1991). According to the research of Connor-Smith and Flachsbart (2007), people with high conscientiousness frequently use problem-focused coping techniques, which are thought to mitigate the negative effects of job demands or insufficient job resources (Baker & Berenbaum, 2007). In fact, teachers who exhibited higher levels of emotional stability, extraversion, and conscientiousness were less likely to experience burnout (Kim et al., 2019). On the other hand, individuals with low conscientiousness tend to be negligent, indifferent, and unorganised, using more energy than required. (Costa & McCrae, 1988).

As mentioned before, job performance is a complex concept that reflects the effectiveness of employees in carrying out their duties, their proactivity, and their ability to creatively solve problems. Some studies suggest that personality, including conscientiousness, serves as a personal resource that aids individuals in navigating work challenges effectively (Halbesleben et al., 2009). Research shows when a person acts conscientiously, it positively affects their job performance (Debusscher et al., 2017). As high conscientiousness people are likely to have a flow experience, which is characterised by intrinsic motivation and enjoyment while being fully immersed in their activities (Bakker, 2004). This flow experience significantly enhances their in-role performance because it ensures they are fully engaged in tasks that align with the organisation's objectives (Demerouti, 2006). This leads to the following hypothesis:

Hypothesis 2: There is a positive relationship between conscientiousness and in-role job performance

The Moderating Role Of Conscientiousness

Empowering leadership has been recognized to positively impact job performance due to enhanced motivation and job satisfaction (Lee et al., 2016; Kim et al., 2018; Biemann et al., 2015). However, the impact of leadership on job performance may not be a 'one size fits all' approach (Lord & Hall, 1992). In the educational sector, this implies that leadership for teachers is an individual aspect, as individual differences could play a role in moderating the relationship. Conscientious people are more likely to set and achieve higher in-role performance, making them especially receptive to leadership styles that promote autonomy and responsibility (Dudley et al., 2006). Additionally, conscientiousness is generally a good predictor of job performance. However its effectiveness can vary depending on the job context and other situational factors (Tett & Burnett, 2003), indicating that conscientiousness might enhance the positive impact of empowering leadership (Tett & Burnett, 2003). This leads to the final hypothesis:

Hypothesis 3: Conscientiousness will moderate the positive relation in empowered leadership and in-role job performance

Method

Procedure and Sample

This study collected survey data from schools in Flanders and Brussels, Belgium, at two distinct points in time. The Flemish Government, which subsidises most schools in Flanders, oversees the organisation of education in the Flemish region (Flemish Parliament, 2022). In contrast, education in Brussels is a communal responsibility, with both the Flemish and Walloon Communities sharing oversight in the Brussels Region (Brussels Region, 2024). This study primarily focuses on public schools.

In this study, a quantitative analysis was undertaken where a total of 879 school leaders were contacted and invited to participate in an online survey. The survey's questions addressed current topics such as personnel management, administrative workload, and well-being. Among the schools approached, 81 institutions (9.21%) agreed to participate. Subsequently, a total of 1,363 questionnaires were sent out via email to participants from these schools through Qualtrics on November 13, 2023. Of these questionnaires, 941 were completed by respondents at the first time point, leading to a response rate of 69.04%. On November 27, 2023, the participants were invited again to fill out the second part of the survey. At the second time point, 784 surveys were completed by participants who had also completed the initial questionnaire, meaning 57.52% of the original participants completed the second questionnaire. The data of the participants were treated according to the General Data Protection Regulation (GDPR). All responses were reported anonymously to avoid social desirability bias. In the initial survey, participants responded to inquiries about the independent variables and moderators. The subsequent survey concentrated on the participants' dependent variables.

Most of the respondents were female (72.2%), while the male population (22.4%) represented a smaller group, and a proportion of participants (5.5%) chose not to disclose their gender. The participants' average age was 41.06 years (Range: 20-66, SD = 11.01) and they had approximately 16.44 years of teaching experience (Range: 0-43, SD = 11.07). Moreover, the educational degrees of the participants varied, with the majority holding a higher education diploma (Bachelor = 66.2%, Master = 24.8%, PhD = 1.0%). A small minority reported education at the secondary school level (2.2%), while some participants did not provide information about their education level (5.2%).

Measures

All items are listed in the Appendix. All variables, except control variables, were measured on seven-point Likert-type scales. Unless otherwise specified, responses were made on seven-point Likert-type scales ranging from (1) 'totally disagree' to (7) 'totally agree'. The independent variable, 'empowering leadership,' and the moderator, 'conscientiousness,' were reported during the first survey. The dependent variable, 'in-role job performance,' was reported during the second survey.

Data Analysis

The data analysis for this study was performed using SPSS 28 (Statistical Package for the Social Sciences). To ensure reliable and internal consistent measurement outcomes across variables, the study targeted a Cronbach's alpha (α) coefficient exceeding 0.70 (Gujarati, 2009). If any item fell below this threshold ($\alpha < 0.70$), two potential courses of action were considered: either providing clarity for its use in the analyses or removing the construct from further consideration. The current variables required no recoding; however, string variables were transformed into numeric variables as a standard procedure. This conversion facilitates the creation of dummy variables for subsequent research and analysis.

Furthermore, a factor analysis was conducted using principal axis factoring as the extraction method. This is to verify whether all surveyed items load onto the same factor. Items with a factor loading (λ) below 0.50 on the general factor were excluded from further analysis due to the recommendation by Hair et al. (2014), where a cut-off value of ($\lambda < 0.50$) was employed for this analysis. In line with standard practices, string variables were transformed into numeric variables. This proactive step was taken to potentially facilitate the creation of dummy variables during the subsequent phases of the research and analysis (see Appendix 1. for the items and factor loadings of the survey).

Independent variable: Empowering Leadership

'Empowering leadership' was measured using a perceptual twelve-item scale. This scale draws on the methodology outlined by Zhang and Bartol (2010), which was derived from the research by Ahearne et al. in 2005. The measure contains questions regarding enhancing the meaningfulness of work (e.g., "*My principal helps me realise how important my work is for the overall effectiveness of the school*"), expressing confidence in high performance (e.g., "*My director often consults me about strategic decisions*"), fostering participation in decision making (e.g., "*My director believes that I can handle demanding tasks*") and Providing autonomy from bureaucratic constraints (e.g., "*My director allows me to do my work in my own way*").

No recoding was necessary to ensure that all responses were aligned in the same direction. The factor analysis conducted revealed that all items yielded a factor loading (λ)

higher than 0.5. As a result, the entire item list was incorporated into the subsequent steps of the analysis.

The construct's Cronbach's Alpha value was calculated to be $\alpha = 0.94$, surpassing the threshold of 0.70, indicating high internal consistency. Before inclusion in the regression analysis, the independent variable was averaged and mean-centered. Mean-centering the independent variable before including it in regression analysis mitigates multicollinearity problems and simplifies the interpretation of regression coefficients (Iacobucci et al., 2015).

Moderator: Conscientiousness

The assessment of conscientiousness was carried out using a ten-item scale from Ashton and Lee (2009), the creators of the HEXACO-60. This is a concise personality inventory designed to evaluate the six dimensions of the HEXACO personality structure model. The ten items chosen for this questionnaire were specifically selected to investigate the moderator, conscientiousness (e.g., *"People often call me a perfectionist"*).

Three items needed to be recoded to ensure the responses were aligned in the same direction, making it easier to accurately interpret and analyse the data : *"When I work on something, I don't pay much attention to small details"*, *"I make decisions based on my feelings at the moment rather than on careful thought"*, and *"While working, I sometimes have problems because I am not well organised"*.

As described in the data analysis, items below the cut-off factor loading value were excluded from this research. Therefore, two items were removed ($\lambda < 0.50$): *"I often push myself very hard when trying to achieve a goal"* and *"I make decisions based on my feelings at the moment rather than on careful thought"*.

The Cronbach's alpha of the moderator ($\alpha = 0.78$) surpassed the threshold of 0.70, indicating a satisfactory level of internal consistency. The moderator was also averaged and mean-centered before being included in the regression analysis.

Dependent variable: In-Role Job Performance

The assessment of the dependent variable, in-role job performance, was done using the seven-item scale by Williams and Anderson (1991). In the original scale, questions were filled out by the supervisor. In this questionnaire, however, the teachers assessed themselves instead (e.g., *"I properly carry out assigned tasks"*).

Recoding was necessary to ensure that all responses were aligned in the same direction to facilitate the interpretation of the data: *"I neglect aspects of my job that I am obligated to perform"* and *"I fail to carry out essential tasks"*. Furthermore, Three items were removed ($\lambda < 0.50$): *"I participate in activities that will have a direct impact on my performance"*

evaluation", *"I neglect aspects of my job that I am obligated to perform"*, and *"I fail to carry out essential tasks"*.

The Cronbach's alpha of the dependent variable was $\alpha = 0.88$, exceeding the threshold of 0.70, indicating a high level of internal consistency. The items were scaled and mean-centered before being added to the regression analysis.

Control variables

Control variables were carefully selected to ensure the reliability of the regression analysis. Initially, the questionnaire included thirteen control variables. However, to prevent variance loss, the number of control variables in the regression was limited to two. The selection process involved two methodologies. The first approach examined the correlation between the dependent variable, in-role job performance, and the control variables acting as independent variables. When statistical significance was present, the second approach was conducted, where the variables underwent further investigation through a literature review.

The first significant control variable was a permanent position ($p < 0.05$). This variable was assessed by asking participants if they were employed under a permanent contract (yes = 0, no = 1). A permanent position aims to protect faculty members by guaranteeing job security, preserving academic freedom, and assuring a fair process before termination (Adams, 2006). In the literature, the performance of teachers largely determines the quality of schools (Van Den Ouweland et al., 2016). However, individuals on temporary contracts frequently received higher performance ratings from their supervisors compared to those on permanent contracts (De Cuyper et al., 2014).

The second highly significant control variable used for the regression model was gender ($p < 0.01$). Meta-analytic results suggest that women typically perform better on the job than men, and this difference does not seem to change depending on the percentage of women in the organisation (Mackey et al., 2017).

Common Method Bias

Subjective survey data is an effective tool for assessing aspects such as conscientiousness, empowering leadership, and in-role performance, which are often considered "private experiences." However, this type of data is prone to common method bias. Common method bias is a problem that can occur when dependent and independent variables are measured within the same timeframe and resources (Richardson et al., 2009). To mitigate this bias, several precautionary steps were implemented (Podsakoff et al., 2012). To begin with, only measures with proven psychometric reliability were used. Additionally, participants were invited to take part voluntarily, with the assurance of anonymity. Finally, to minimise the potential risk of common method bias, a time-lagged survey was conducted with the teachers.

Results

Descriptive Statistics and Correlations

Table 1 showcases the descriptive statistics and Pearson correlation coefficients for the variables used in the research model. The table represents a correlation matrix between the different variables and possible correlations of control variables. These variables include the independent variable, empowering leadership; the dependent variable, in-role job performance; the moderator, conscientiousness; and the control variables, gender and permanent position. All variables, except the control variables, were assessed using a 7-point Likert scale.

Table 1 indicates that multicollinearity is not present in the data. Multicollinearity is a situation that arises when there is a high correlation between independent variables in a dataset. According to Gujarati (2009), multicollinearity could become a concern if the correlation coefficient (r) exceeds 0.80. However, based on the current data, this does not appear to be an issue.

The mean score for empowering leadership is 5.02 ($SD = 0.43$), implying that the majority of employees feel capable of assuming leadership roles. The in-role job performance variable has a high mean score of 6.17 ($SD = 0.56$), suggesting that employees generally view their job performance positively. The mean score for conscientiousness is 5.37 ($SD = 0.87$), indicating a relatively high presence of this trait among employees. The control variable of gender has a mean score of 0.76 ($SD = 0.43$), showing that the majority of the participants were female. The mean for the number of permanently positioned employees is 0.20 ($SD = 0.40$).

From this table, several noteworthy points emerge. Regarding the first hypothesis, a moderate positive correlation that is significant was found between empowering leadership and in-role job performance ($r = 0.171$, $p < 0.001$). This is an initial indication that the hypothesis could be confirmed. Another interesting result is the positive significant correlation between empowering leadership and conscientiousness, although this relationship is very weak ($r = 0.09$, $p < 0.01$). This could suggest that personality traits can influence how employees respond to empowering leadership behaviours.

The control variable, gender, has a weak and statistically insignificant positive correlation with empowering leadership ($r = 0.041$, $p > 0.05$). However, there is a moderate positive correlation between gender and conscientiousness ($r = 0.124$, $p < 0.001$), suggesting that women might display higher levels of conscientiousness than men. In a study conducted by Schmitt et al. (2008) spanning over 55 nations, it was found that women indicated significantly higher levels of neuroticism, agreeableness, extraversion, and conscientiousness compared to men. Additionally, gender has a moderate correlation with

in-role job performance ($r = 0.105$, $p < 0.01$). Although the correlation is statistically significant, the value of $r = 0.105$ suggests that the relationship is relatively weak.

The second control variable, 'permanent position,' does not appear to have a significant correlation with the other variables. Interestingly, it shows a weak positive correlation with empowering leadership ($r = 0.046$, $p > 0.05$). Moreover, holding a permanent position shows weak negative correlations with both conscientiousness ($r = -0.056$, $p > 0.05$) and in-role job performance ($r = -0.064$, $p > 0.05$). These correlations are also not statistically significant, implying that they are not strong enough to be considered meaningful in the context of this research.

Table 1.

Univariate Statistics and Pearson correlations among the variables

Variables	N	Mean	SD	1	2	3	4
1. Gender ^a	883	0.76	0.43				
2. Permanent Position ^b	880	0.20	0.40	0.016			
3. Empowering leadership	893	5.02	1.08	0.041	0.046		
4. Conscientiousness	894	5.37	0.84	.124***	- 0.056	0.09**	
5. In-Role Job Performance	770	6.17	0.56	.105**	-0.064	0.171***	0.390***

Note:

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$

N = sample size; SD = standard deviation

^a Gender scores were 0 for "female" and 1 for "male"

^b Fixed position scores were 0 for "yes" and 1 for "no"

Hypothesis Testing

Control Variables

To test the three hypotheses, a linear regression analysis was performed. The results of this analysis are presented in Table 2, which includes three different models. In the first model, a multiple linear regression was conducted with in-role job performance as the dependent variable and the control variables as independent variables. This model is significant ($F = 5.73$, $p < 0.01$), with 1.2% of the total variance in in-role job performance explained by the control variables gender and permanent position (adjusted $R^2 = 0.012$).

Interestingly, only the control variable 'permanent position' has a significant negative correlation with in-role job performance ($\beta = -0.09$, $p < 0.01$). This suggests a weak negative relationship between respondents holding a permanent position and their level of in-role job performance. Specifically, as the number of respondents in a permanent position increases, the level of in-role job performance decreases by 0.09 on a 7-point Likert scale. This finding is somewhat counterintuitive, as one might expect permanent employees to perform better due to job security and organisational commitment. However, it is possible that temporary employees may feel a greater need to prove themselves, leading to higher performance levels. Despite this, the predictive power of this control variable is relatively low. On the other hand, the results indicate that gender has a positive but non-significant relationship with in-role job performance ($\beta = 0.14$, $p > 0.05$), suggesting that gender does not play a significant role in determining job performance in this sample.

In the second and third models, the variable 'permanent position' does not exhibit a significant negative impact on in-role job performance ($\beta = -0.08$, $p > 0.05$). Furthermore, gender continues to lack a significant influence in the second and third models.

First Hypothesis

In the second model, the main effects of empowering leadership and conscientiousness are introduced. Both variables are positively and significantly related to in-role job performance ($F = 40.13$, $p < 0.001$). Empowering leadership and conscientiousness explain 17% of the total variance in the dependent variable 'in-role job performance' (adjusted $R^2 = 0.170$), while controlling for the gender of the respondents and whether or not they have a permanent position. There is a weak positive correlation between empowering leadership and in-role job performance ($\beta = 0.07$, $p < 0.01$). This means that for every one-point increase in empowering leadership (on a 7-point Likert scale), there is a corresponding increase of 0.07 in in-role job performance (also on a 7-point Likert scale). This indicates that higher levels of empowering leadership are associated with a better perception of job performance, supporting the notion that leadership styles that promote autonomy, participation, and skill development can enhance employee performance. As a result, the first hypothesis is validated.

Second Hypothesis

Conscientiousness also has a strong positive relationship with in-role job performance ($\beta = 0.25$, $p < 0.01$). This means that in-role job performance increases by 0.25 on the 7-point Likert scale for every one-point increase in conscientiousness. A higher degree of conscientiousness is associated with an increase in respondents' in-role job performance. Consequently, the second hypothesis is also confirmed, suggesting that employees who are more diligent, responsible, and organised tend to perform better in their roles.

Third Hypothesis

The third model incorporates all individual variables, along with the interaction between the mean-centred independent variable 'empowering leadership' and the mean-centred moderator 'conscientiousness' as a predictor. This model is also significant ($F = 33.57$, $p < 0.001$) and accounts for 17.6% of the total variance in the dependent variable (adjusted $R^2 = 0.176$). The variability in Model 3 exhibits a slight increase relative to Model 2, suggesting that Model 3 provides a better explanation of in-role job performance. This implies that the interaction term adds some additional explanatory power to the model. While the improvement from Model 2 to Model 3 is not large, it remains significant enough to be noteworthy.

The third hypothesis suggests that conscientiousness moderates the relationship between empowering leadership and in-role job performance, making the relationship stronger when conscientiousness is high. The interaction term is negatively related to in-role job performance ($\beta = -0.05$, $p < 0.05$), suggesting that the positive effects of empowering leadership on job performance are somewhat diminished for employees with higher levels of conscientiousness. To interpret this interaction effect, the slopes for low and high values of conscientiousness were plotted, as shown in Figure 3. The significant correlation between empowering leadership and in-role job performance was stronger for those with lower scores on conscientiousness. Confirming the existence of a moderation effect, however it is not in the anticipated direction; hence, the third hypothesis is not confirmed.

Table 2
Results of Linear Regression Analyses

		<i>In-Role Job Performance</i>		
Models and variables		Model 1	Model 2	Model 3
1	Gender	0.14	0.06	0.06
	Permanent Position	-0.09**	-0.08	-0.08
2	Empowering leadership		0.07**	0.08**
	Conscientiousness		0.25**	0.25**
3	Empowering leadership X Conscientiousness			-0.05*
ΔR^2		0.02*	0.17**	0.01*
<i>Adjusted R²</i>		0.01	0.17	0.18

Note:

* $p < 0.05$

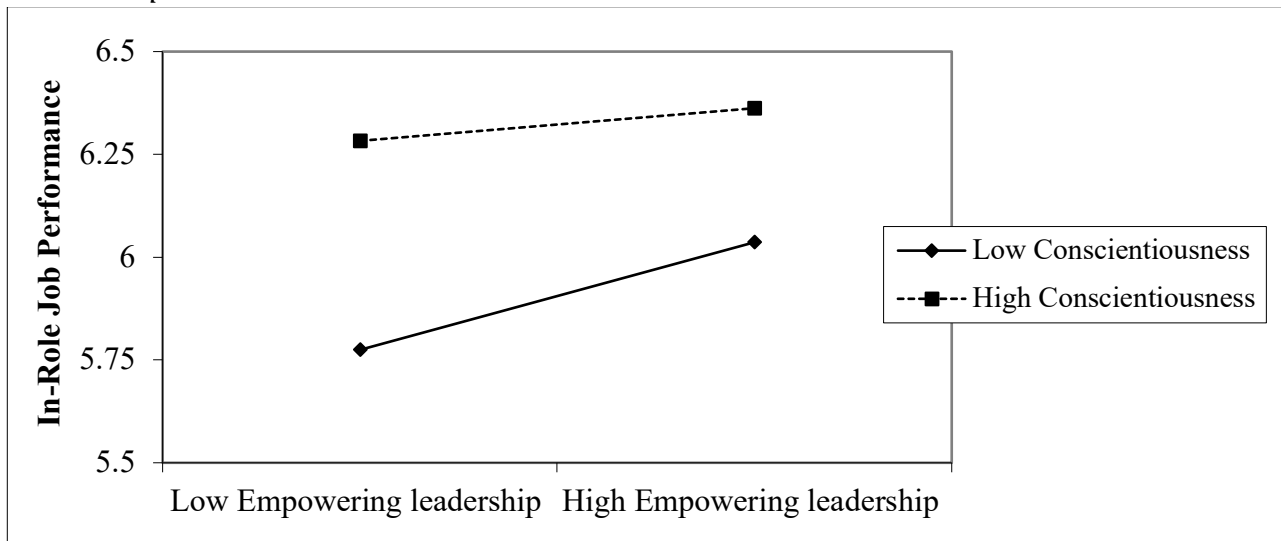
** $p < 0.01$

*** $p < 0.001$

^a $N = 784$

Figure 4

The moderating role conscientiousness on the Empowering Leadership - In-Role Job Performance relationship



Discussion

Many Western countries, including Belgium, grapple with the problem of teacher shortages. The shortage stems from various reasons, including general labour market shortages, high teacher turnover rate, decreasing social status of the job and high levels of stress. Teaching is known to be a stressful profession as they are increasingly under pressure due to administrative burdens and high workloads.

In this research, the data indicates that the average age of participants is 41, with an average teaching experience of 16 years. This aligns with the introduction, which highlighted that one of the main causes of school shortages is the significant number of teachers leaving the profession within the first five years to pursue different career paths (Ingersoll, 2001, 2003; Van Eycken et al., 2022). This underscores the need for HRM to focus on reducing the high turnover rate within primary and secondary schools.

The impact of teaching on burnout and emotional exhaustion has been extensively studied in the academic world through the JD-R model (De Witte & Iterbeke, 2022; Dicke et al., 2018; Hakanen et al., 2006; Y. H. Lee, 2017; Skaalvik & Skaalvik, 2009, 2011, 2015). Excessive job demands can lead to burnout, whereas high job resources can enhance work engagement, which is considered the positive counterparty of burnout (Schaufeli & Bakker, 2004).

The JD-R model can eventually help mitigate burnout. This is because it assists organisations in identifying job demands and job resources that affect HR outcomes (Bakker & Demerouti, 2018). Therefore it is crucial for HRM to focus on improving job resources to contribute to the effectiveness of teams. Stressing the need for HRM to focus on mitigating the high turnover rate within primary and secondary schools.

Previous studies using the JD-R model have discovered a positive relationship between leadership and in-role job performance (Tummers & Bakker, 2021). However, the underlying mechanisms that explain why in-role job performance responds to empowering leadership is not a generalizable mechanism (Lord & Hall, 1992), as certain personality traits become more significant in particular contexts (Tett & Burnett, 2003). The aim of this master's thesis was to explore some of these potential underlying mechanisms, specifically focusing on conscientiousness, a particular personality trait shown to be a reliable predictor of various work-related outcomes such as job performance (Barrick et al., 2001). To do so, three hypotheses were set up to analyse the interaction between empowering leadership, in-role job performance and conscientiousness.

Previous research has demonstrated that empowering leadership can positively influence in-role job performance, as shown through the JD-R model (Tummers & Bakker, 2021). When leaders empower their teams, they create a supportive environment by providing

resources, demonstrating persistence, and offering help and encouragement (Spreitzer, 2008). According to Bakker and Demerouti (2007), these resources are essential for improving employee well-being and reducing the risk of burnout.

The first hypothesis posited a positive relationship between empowering leadership and in-role job performance. The correlation analysis revealed a weak positive correlation between empowering leadership and in-role job performance suggesting that while there is a statistically significant relationship, the effect size is small. Similarly, the linear regression model, which was statistically significant, showed that empowering leadership and conscientiousness together explain 17% of the variance in in-role job performance. The weak correlation suggests that while empowering leadership can enhance job performance, this is in line with the existing literature. However, other factors likely play a more substantial role. Conscientiousness also emerged as a significant predictor, indicating that personality traits can influence how employees respond to leadership styles. Although the significance is weak, the interaction supports the idea that leadership styles can be related to employees' personality traits. Empowering leadership might create an environment that encourages conscientious behaviour, such as diligence, responsibility, and attention to detail. However, the weak significance implies that the interaction is complex and likely influenced by multiple factors. More in-depth research is therefore required.

The second hypothesis looked into the relationship between conscientiousness and in-role job performance, which was also confirmed. Employees who score higher on conscientiousness are likely to be more organised, dependable, and motivated to achieve their work goals, which translates into better performance in their roles. This aligns with existing literature that has consistently found conscientiousness to be one of the most reliable predictors of job performance across various contexts and job types.

The results of the third hypothesis revealed that conscientiousness acts as a moderator between empowering leadership and in-role job performance but not, however, in the expected direction. Therefore, the third hypothesis was not confirmed. The finding that the interaction between empowering leadership and conscientiousness negatively impacts job performance for highly conscientious employees suggests that a one-size-fits-all approach to leadership may not be effective. As a result, the significant interaction effect indicates that empowering leadership is more beneficial for employees with lower levels of conscientiousness. This could indicate that for employees with high conscientiousness, alternative leadership styles that focus on other motivational factors might be more effective.

This research adds to the academic literature by clarifying the relationship that explains how empowering leadership influences in-role job performance through a personality factor. This research contributes to the academic literature by clarifying how empowering

leadership affects in-role job performance through a specific personality factor. The study's overarching goal was to explore how human resource management (HRM) can enhance team and organizational effectiveness by examining the question: "How does conscientiousness moderate the impact of empowering leadership on in-role job performance?"

Research Limitations and Future Directions

One of the strengths of this master's thesis is that the results are derived from the responses of participants from 81 different schools in primary and secondary education. If the results were based on just a single school, it could lead to a skewed perspective. However, it is important to note that the respondents are predominantly women, reflecting the general teaching population in Belgium, which could potentially influence the findings. This is a limitation of the study regarding the general applicability of the sample. The sample used in this research may not be representative of the broader population as it only examined the moderating role of conscientiousness in the educational sector, limiting the external validity of the findings. Future studies should consider using a more diverse and representative sample and study the variables in different industries to enhance the generalisability of the results.

A second limitation of this master's thesis is that the results were derived from a cross-sectional study. Consequently, the causal relationships identified should be interpreted with caution. This study merely indicates that these relationships existed at a specific moment in time. Therefore, a longitudinal study could serve as a valuable complement to this research. Such an approach would allow for the examination of how empowering leadership and in-role job performance fluctuate following different personality types.

Furthermore, given that this research relied on self-reported data, there is a risk of common method bias (Richardson et al., 2009). The several steps to mitigate common method bias, suggested by Podsakoff et al. (2003), were applied (i.e., measure with well-established psychometric properties, encourage voluntary participation and collect data through time-lagged surveys). Another potential bias is social desirability bias. To address this potential bias, respondents were assured that their responses would be processed entirely anonymously. When respondents were asked to evaluate their supervisors on integrity, there was a risk that they might not answer these questions honestly. Despite the guarantee of complete anonymity, the possibility that respondents answered these questions in a socially desirable manner, out of fear that their supervisors might see their responses, cannot be entirely excluded.

Lastly, the relationship between empowering leadership and job performance has been examined solely in terms of the positive impact of leadership on job performance, based on the model from Tummers and Bakker (2021). This limited perspective may fail to

consider potential negative or neutral effects, along with other contributing factors, resulting in an incomplete understanding of the dynamics between leadership and job performance.

Conclusion

This research aimed to enhance the understanding of the JD-R model within the primary and secondary school system by examining empowering leadership as a job resource. A positive relationship was found between empowering leadership and in-role job performance in the educational sector, validating existing literature on the subject. Specifically, this indicates that leadership methods for teachers not only impact their work but also their perception of their job performance. When schools adopt empowering leadership strategies, such as job crafting to enhance motivation, it leads to increased employee satisfaction (Thun & Bakker, 2018; Tummers & Bakker, 2021). For instance, satisfied employees exhibit higher productivity and positively influence the school by reducing intentions to leave (Y. H. Lee, 2017). Thus, in the educational sector, empowering leadership can be a tool for creating satisfied teachers, leading to higher in-role job performance and numerous benefits for the school, the teachers, and the quality of student learning.

Furthermore, this research found that the personality of teachers plays a significant role in how they experience empowerment in their leadership roles. Teachers who are high in conscientiousness benefit less from leadership empowerment than those with low conscientiousness. This suggests that when HRM practices are implemented to enhance teacher performance and mitigate high turnover rates, leaders need to consider that personality influences teachers' perceptions of their job performance.

Appendix

Questionnaire Items: Appendix 1.

Items and Factor Loadings		Empowering Leadership	Conscient- iousness	In-Role Job Performance
EMPLE1_L1	My director helps me understand how my objectives and goals relate to those of the school.	0.797		
EMPLE2_L1	My director helps me realise how important my work is for the overall effectiveness of the school.	0.838		
EMPLE3_L1	My director helps me understand how my job fits into the bigger picture.	0.830		
EMPLE4_L1	My director makes many decisions together with me.	0.799		
EMPLE5_L1	My director often consults me about strategic decisions.	0.721		
EMPLE6_L1	My director asks for my opinion on decisions that could affect me.	0.793		
EMPLE7_L1	My director believes that I can handle demanding tasks.	0.575		
EMPLE8_L1	My director believes in my ability to improve, even when I make mistakes.	0.733		
EMPLE9_L1	My director expresses his confidence in my ability to perform at a high level.	0.774		
EMPLE10_L1	My director allows me to do my work in my own way.	0.627		
EMPLE11_L1	My director ensures that I can do my work more efficiently by keeping the rules and regulations simple.	0.710		
EMPLE12_L1	My director ensures that I can make important decisions quickly to meet the needs of the students.	0.772		
PER_CO1_L1	I plan ahead and organise things to prevent having to arrange things at the last minute.		0.515	
PER_CO2_L1	I often push myself very hard when trying to achieve a goal.	*	0.420	
PER_CO3_L1	When I'm working on something, I don't pay much attention to small details. [REVERSED]		0.578	
PER_CO4_L1	I make decisions based on my feelings at the moment rather than careful thought. [REVERSED]	*	0.413	

PER_CO5_L1	While working, I sometimes have problems because I'm not well organised. [REVERSED]		0.629
PER_CO6_L1	I only do the minimum amount of work needed to get by. [REVERSED]		0.526
PER_CO7_L1	I always try to be accurate in my work, even if it takes more time.		0.544
PER_CO8_L1	I make a lot of mistakes because I don't think before I act. [REVERSED]		0.556
PER_CO9_L1	People often call me a perfectionist.		0.574
PER_CO10_L1	I'd rather do what comes to mind than stick to a plan. [REVERSED]		0.559
IRP1_L2	I carry out assigned tasks properly.		0.688
IRP2_L2	I fulfil the responsibilities listed in my job description.		0.821
IRP3_L2	I perform the tasks that are expected of me.		0.876
IRP4_L2	I meet the formal performance requirements of my job.		0.800
IRP5_L2	I participate in activities that will directly impact my performance evaluation.	*	0.474
IRP6_L2	I neglect aspects of my job that I am obliged to perform. [REVERSED]	*	0.482
IRP7_L2	I fail to perform essential tasks. [REVERSED]	*	0.401

* *These items were removed from further analyses ($\lambda < .50$)*

Bibliography

- Albrecht, S. L., & Andreetta, M. (2011). The influence of empowering leadership, empowerment and engagement on affective commitment and turnover intentions in community health service workers. *Leadership in Health Services*, 24(3), 228–237.
<https://doi.org/10.1108/17511871111151126>
- Ali, M., Lei, S., Jie, Z., & Rahman, M. A. (2018). Empowering leadership and employee performance. *International Journal of Asian Business and Information Management*, 9(2), 1–14. <https://doi.org/10.4018/ijabim.2018040101>
- Amundsen, S., & Martinsen, O. J. (2014). Empowering leadership: Construct clarification, conceptualization, and validation of a new scale. *Leadership Quarterly*, 25(3), 487–511.
<https://doi.org/10.1016/j.leaqua.2013.11.009>
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific & Technology Research*, 7(7), 19–29. <https://www.ijstr.org/final-print/july2018/The-Influence-Of-The-Transformational-Leadership-And-Work-Motivation-On-Teachers-Performance.pdf>
- Ashton, M. C., & Lee, K. (2009). The HEXACO-60: a short measure of the major dimensions of personality. *Journal of Personality Assessment*, 91(4), 340–345.
<https://doi.org/10.1080/00223890902935878>
- Ashton, M. C., Lee, K., & De Vries, R. E. (2014). The HEXACO Honesty-Humility, Agreeableness, and Emotionality factors. *Personality and Social Psychology Review*, 18(2), 139–152. <https://doi.org/10.1177/1088868314523838>
- Audenaert, M., George, B., Bauwens, R., Decuyper, A., Descamps, A., Muylaert, J., Ma, R., & Decramer, A. (2019). Empowering leadership, social support, and job crafting in public organizations: a multilevel study. *Public Personnel Management*, 49(3), 367–392.
<https://doi.org/10.1177/0091026019873681>
- Bakker, A. B. (2015). A Job Demands–Resources Approach to Public Service motivation. *PAR. Public Administration Review/Public Administration Review*, 75(5), 723–732.
<https://doi.org/10.1111/puar.12388>
- Bakker, A.B. (2008, November 12–14). Work engagement [Paper presentation]. Eighth annual conference of the European Academy of Occupational Health Psychology, Valencia, Spain.
- Baker, J. P., & Berenbaum, H. (2007). Emotional approach and problem-focused coping: A comparison of potentially adaptive strategies. *Cognition and Emotion*, 21(1), 95–118.
<https://doi.org/10.1080/02699930600562276>
- Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: state of the art. *Journal of Managerial Psychology*, 22(3), 309–328.
<https://doi.org/10.1108/02683940710733115>
- Bakker, A. B., & Demerouti, E. (2014). Job Demands–Resources Theory. *John Wiley & Sons*, 1–28. <https://doi.org/10.1002/9781118539415.wbwell019>
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285.
<https://doi.org/10.1037/ocp0000056>
- Bakker, A. B., Demerouti, E., & Euwema, M. (2005a). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10(2), 170–180.
<https://doi.org/10.1037/1076-8998.10.2.170>

- Bakker, A. B., Demerouti, E., & Euwema, M. (2005b). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10(2), 170–180. <https://doi.org/10.1037/1076-8998.10.2.170>
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, 43(1), 83–104. <https://doi.org/10.1002/hrm.20004>
- Bakker, A. B., & Sanz-Vergel, A. I. (2013). Weekly work engagement and flourishing: The role of hindrance and challenge job demands. *Journal of Vocational Behavior*, 83(3), 397–409. <https://doi.org/10.1016/j.jvb.2013.06.008>
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health psychology. *Work and Stress*, 22(3), 187–200. <https://doi.org/10.1080/02678370802393649>
- Bakker, A. B., Van Veldhoven, M., & Xanthopoulou, D. (2010). Beyond the Demand-Control model. *Journal of Personnel Psychology*, 9(1), 3–16. <https://doi.org/10.1027/1866-5888/a000006>
- Bakker, A., Demerouti, E., & Schaufeli, W. (2003). Dual processes at work in a call centre: An application of the job demands – resources model. *European Journal of Work and Organizational Psychology*, 12(4), 393–417. <https://doi.org/10.1080/13594320344000165>
- Barrick, M. R., Mount, M. K., & Judge, T. A. (2001). Personality and performance at the beginning of the new millennium: What do we know and where do we go next? *International Journal of Selection and Assessment*, 9(1–2), 9–30. <https://doi.org/10.1111/1468-2389.00160>
- Biemann, T., Kearney, E., & Marggraf, K. (2015). Empowering leadership and managers' career perceptions: Examining effects at both the individual and the team-level. *Leadership Quarterly*, 26(5), 775–789. <https://doi.org/10.1016/j.leaqua.2015.03.003>
- Boxall, P., & Purcell, J. (2003). Strategy and human resource management. *Industrial & Labor Relations Review*, 57(1), 10. <https://doi.org/10.1108/00251740310479368>
- Brunetti, G. J. (2001). Why Do They Teach? A Study of Job Satisfaction among Long-Term High School Teachers. *Teacher Education Quarterly*, 28(3), 49–74. https://teqjournal.org/backvols/2001/28_3/v28n306.pdf
- Brussels region. (2024). *Onderwijs in het Brussels Gewest* [Education in the Brussel Region]. Retrieved May 10, 2024, from <https://be.brussels/nl/onderwijs-opleiding/online-diensten/onderwijs-het-brussels-gewest>
- Chang, M. (2009). An Appraisal Perspective of Teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193–218. <https://doi.org/10.1007/s10648-009-9106-y>
- Chen, G., Kirkman, B. L., Kanfer, R., Allen, D., & Rosen, B. (2007). A multilevel study of leadership, empowerment, and performance in teams. *Journal of Applied Psychology*, 92(2), 331–346. <https://doi.org/10.1037/0021-9010.92.2.331>
- Chen, G., Sharma, P., Edinger, S. K., Shapiro, D. L., & Farh, J. (2011). Motivating and demotivating forces in teams: Cross-level influences of empowering leadership and relationship conflict. *Journal of Applied Psychology*, 96(3), 541–557. <https://doi.org/10.1037/a0021886>
- Clegg, C., & Spencer, C. (2007). A circular and dynamic model of the process of job design. *Journal of Occupational and Organizational Psychology*, 80(2), 321–339. <https://doi.org/10.1348/096317906x113211>

- Conger, J. A., & Kanungo, R. N. (1988). The empowerment Process: integrating theory and practice. *Academy of Management Review*, 13(3), 471–482. <https://doi.org/10.5465/amr.1988.4306983>
- Connor-Smith, J. K., & Flachsbart, C. (2007). Relations between personality and coping: A meta-analysis. *Journal of Personality and Social Psychology*, 93(6), 1080–1107. <https://doi.org/10.1037/0022-3514.93.6.1080>
- Costa, P. T., & McCrae, R. R. (1988). Personality in adulthood: A six-year longitudinal study of self-reports and spouse ratings on the NEO Personality Inventory. *Journal of Personality and Social Psychology*, 54(5), 853–863. <https://doi.org/10.1037/0022-3514.54.5.853>
- Costa, P. T., & McCrae, R. R. (1994). Set like plaster? Evidence for the stability of adult personality. In *American Psychological Association eBooks* (pp. 21–40). <https://doi.org/10.1037/10143-002>
- Damgaard, M. T., & Nielsen, H. S. (2018). Nudging in education. *Economics of Education Review*, 64, 313–342
- De Cuyper, N., Castanheira, F., De Witte, H., & Chambel, M. J. (2014). A Multiple-Group analysis of associations between emotional exhaustion and Supervisor-Rated individual performance: Temporary versus Permanent Call-Center Workers. *Human Resource Management*, 53(4), 623–633. <https://doi.org/10.1002/hrm.21608>
- De Witte, K., De Cort, W. & Gambi, L. (2023). Evidence-based Solutions to Teacher Shortages. NESET report, Luxembourg: *Publications Office of the European Union*. <https://doi.org/10.2766/475647>
- De Witte, K., & Iterbeke, K. (2022). *Het lerarentekort als katalysator voor onderwijshervormingen* [The teacher shortage as a catalyst for educational reforms]. Technical Report 2022/191, KU Leuven - Faculty of Economics and Business.
- De Witte, K., De Cort, W., Tobback, L., Van Belle, J., Schelfhout, W., Tanghe, E., Smet, M., & Vansteenkiste, S. (2024). *Instroom en uitstroom in het lerarenberoep vanuit vergelijkend perspectief* [Entry and exit in the teaching profession from a comparative perspective]. In *Vlaanderen* (SBO/2023/01). <https://data-onderwijs.vlaanderen.be/documenten/bestand.ashx?nr=24436>
- Debusscher, J., Hofmans, J., & De Fruyt, F. (2017). The multiple face(t)s of state conscientiousness: Predicting task performance and organizational citizenship behavior. *Journal of Research in Personality*, 69, 78–85. <https://doi.org/10.1016/j.jrp.2016.06.009>
- Demerouti, E. (2006). Job characteristics, flow, and performance: The moderating role of conscientiousness. *Journal of Occupational Health Psychology*, 11(3), 266–280. <https://doi.org/10.1037/1076-8998.11.3.266>
- Demerouti, E., Mostert, K., & Bakker, A. B. (2010). Burnout and work engagement: A thorough investigation of the independency of both constructs. *Journal of Occupational Health Psychology*, 15(3), 209–222. <https://doi.org/10.1037/a0019408>
- Dicke, T., Stebner, F., Linninger, C., Kunter, M., & Leutner, D. (2018). A longitudinal study of teachers' occupational well-being: Applying the job demands-resources model. *Journal of Occupational Health Psychology*, 23(2), 262–277. <https://doi.org/10.1037/ocp0000070>
- Dudley, N. M., Orvis, K. A., Lebiecki, J. E., & Cortina, J. M. (2006). A meta-analytic investigation of conscientiousness in the prediction of job performance: Examining the intercorrelations and the incremental validity of narrow traits. *Journal of Applied Psychology*, 91(1), 40–57. <https://doi.org/10.1037/0021-9010.91.1.40>

- Eurostat. (2024). *Ratio of pupils and students to teachers and academic staff by education level and programme orientation* [Dataset].
https://ec.europa.eu/eurostat/databrowser/view/EDUC_UOE_PERP04/default/table?lang=en
- European Commission, Directorate-General for Education, Youth, Sport and Culture, Udave, J., Carlo, A., Valette, S. et al., Study on policy measures to improve the attractiveness of the teaching profession in Europe – Final report. Volume 1, *Publications Office*, 2013,
<https://data.europa.eu/doi/10.2766/40827>
- European Education and Culture Executive Agency, Eurydice, Delhaxhe, A., Birch, P., Piedrafita Tremosa, S. et al., Teaching careers in Europe – Access, *progression and support*, Delhaxhe, A. (editor), *Publications Office*, 2018, <https://data.europa.eu/doi/10.2797/309510>
- Flanders Ministry of Education, & Department of Educational Personnel Policy. (2023). *TOEKOMSTIGE ARBEIDSMARKT voor onderwijspersoneel in Vlaanderen 2023-2030* [Future labor market for educational personnel in Flanders 2023-2030].
[https://www.onderwijs.vlaanderen.be/\(D/2023/3241/335\)](https://www.onderwijs.vlaanderen.be/(D/2023/3241/335)).
- Flemish Parliament. (2022). *Onderwijs en Vorming* [Education and Training]. Retrieved May 10, 2024, from <https://www.vlaamsparlement.be/nl/parlementair-werk/themas/onderwijs-en-vorming>
- Flood, F. (2017). Social psychology of organizations. In *Springer eBooks* (pp. 1–9).
https://doi.org/10.1007/978-3-319-31816-5_3059-1
- Gallego-Nicholls, J. F., Pagán, E., Sánchez-García, J., & Guijarro-García, M. (2022). The influence of leadership styles and human resource management on educators' well-being in the light of three Sustainable Development Goals. *Academia*, 35(2), 257–277.
<https://doi.org/10.1108/arla-07-2021-0133>
- Giusino, D., De Angelis, M., Mazzetti, G., Christensen, M., Innstrand, S. T., Faiulo, I. R., & Chiesa, R. (2021). “We all held our own”: Job demands and resources at individual, leader, group, and organizational levels during COVID-19 outbreak in health care. A Multi-Source Qualitative study. *Workplace Health & Safety*, 70(1), 6–16.
<https://doi.org/10.1177/21650799211038499>
- Gujarati, D. (2009). Basic econometrics. *Tata McGraw-Hill Education*.
- Gomendio, M. (2017). Empowering and enabling teachers to improve equity and outcomes for all. In *International Summit on the Teaching Profession*.
<https://doi.org/10.1787/9789264273238-en>
- Hackman, J. R., Katz, D., & Kahn, R. L. (1979). The social Psychology of organizations. *Administrative Science Quarterly*, 24(3), 495. <https://doi.org/10.2307/2989929>
- Hackman, J., & Oldham, G. R. (1976). Motivation through the design of Work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250–279.
[https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Hair, J.F., Black, W.C., Babin, B.J. and Anderson, R.E. (2014). Multivariate Data Analysis. 7th Edition, *Pearson Education*, Upper Saddle River
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495–513.
<https://doi.org/10.1016/j.jsp.2005.11.001>
- Halbesleben, J. R. B., Harvey, J., & Bolino, M. C. (2009). Too engaged? A conservation of resources view of the relationship between work engagement and work interference with

- family. *Journal of Applied Psychology*, 94(6), 1452–1465.
<https://doi.org/10.1037/a0017595>
- Herzberg, F. (1966). *Work and the nature of man*. Cleveland : World Publishing Company.
- Hobfoll, S. E., Johnson, R. J., Ennis, N., & Jackson, A. P. (2003). Resource loss, resource gain, and emotional outcomes among inner city women. *Journal of Personality and Social Psychology*, 84(3), 632–643. <https://doi.org/10.1037/0022-3514.84.3.632>
- Hobfoll, S. E., Halbesleben, J., Neveu, J., & Westman, M. (2018). Conservation of Resources in the Organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1), 103–128.
<https://doi.org/10.1146/annurev-orgpsych-032117-104640>
- Hutagalung, D., Admiral, A., Nuryanti, Y., Asbari, M., & Novitasari, D. (2021). Managing tacit knowledge sharing: from charismatic leadership to psychological safety climate. *Inovbiz/Inovbiz: Jurnal Inovasi & Bisnis*, 9(1), 108.
<https://doi.org/10.35314/inovbiz.v9i1.1888>
- Hurtz, G. M., & Donovan, J. J. (2000). Personality and job performance: The big five revisited. *Journal of Applied Psychology*, 85, 869 – 879
- Improving school leadership. (2008). In *OECD Publishing eBooks*.
<https://doi.org/10.1787/9789264044715-en>
- Ingersoll, R. M. (2001). Teacher Turnover and Teacher Shortages: An Organizational analysis. *American Educational Research Journal*, 38(3), 499–534.
<https://doi.org/10.3102/00028312038003499>
- Ingersoll, R. M. (2003). Is there really a teacher shortage? [Dataset]. In *PsycEXTRA Dataset*.
<https://doi.org/10.1037/e382722004-001>
- Jennett, H. K., Harris, S. L., & Mesibov, G. B. (2003). Commitment to Philosophy, Teacher Efficacy, and Burnout Among Teachers of Children with Autism. *Journal of Autism and Developmental Disorders*, 33(6), 583–593.
<https://doi.org/10.1023/b:jadd.0000005996.19417.57>
- John, O. P., Angleitner, A., & Ostendorf, F. (1988). The lexical approach to personality: A historical review of trait taxonomic research. *European Journal of Personality*, 2(3), 171–203. <https://doi.org/10.1002/per.2410020302>
- Jung, D. I., Chow, C., & Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. *Leadership Quarterly*, 14(4–5), 525–544. [https://doi.org/10.1016/s1048-9843\(03\)00050-x](https://doi.org/10.1016/s1048-9843(03)00050-x)
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.2307/256287>
- Karasek, R. A. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24(2), 285. <https://doi.org/10.2307/2392498>
- Kark, R., Shamir, B., & Chen, G. (2003). The two faces of transformational leadership: Empowerment and dependency. *Journal of Applied Psychology*, 88(2), 246–255.
<https://doi.org/10.1037/0021-9010.88.2.246>
- Khan, F. (2023). Transformational leadership and teacher work performance: Mediating effect of job autonomy and trust in school principal – insights from senior secondary school data in India. *Educational Management Administration & Leadership*, 174114322311723.
<https://doi.org/10.1177/17411432231172359>

- Kim, L., JöRg, V., & Klassen, R. M. (2019). A Meta-Analysis of the effects of teacher personality on teacher effectiveness and burnout. *Educational Psychology Review*, 31(1), 163–195. <https://doi.org/10.1007/s10648-018-9458-2>
- Kim, M., Beehr, T. A., & Prewett, M. S. (2018). Employee Responses to Empowering Leadership: A Meta-Analysis. *Journal of Leadership & Organizational Studies*, 25(3), 257–276. <https://doi.org/10.1177/1548051817750538>
- Kim, I., & Loadman, W. (1994). *Predicting teacher job satisfaction* (ERIC Document Reproduction Service No. ED 383 707).
- Kirkman, B. L., & Rosen, B. (1999). Beyond Self-Management: Antecedents and Consequences of Team Empowerment. *Academy of Management Journal*, 42(1), 58–74. <https://doi.org/10.2307/256874>
- Klecker, B., & Loadman, W. E. (1996). *Exploring the relationship between teacher empowerment and teacher job satisfaction*. <http://files.eric.ed.gov/fulltext/ED400254.pdf>
- Konczak, L. J., Stelly, D. J., & Trusty, M. L. (2000). Defining and Measuring Empowering leader Behaviors: Development of an upward feedback instrument. *Educational and Psychological Measurement*, 60(2), 301–313. <https://doi.org/10.1177/00131640021970420>
- Kyriacou, C. (2001). Teacher Stress: Directions for future research. *Educational Review*, 53(1), 27–35. <https://doi.org/10.1080/00131910120033628>
- Lee, A., Willis, S., & Tian, A. W. (2017). Empowering leadership: A meta-analytic examination of incremental contribution, mediation, and moderation. *Journal of Organizational Behavior*, 39(3), 306–325. <https://doi.org/10.1002/job.2220>
- Lee, Y. H. (2017). Emotional labor, teacher burnout, and turnover intention in high-school physical education teaching. *European Physical Education Review*, 25(1), 236–253. <https://doi.org/10.1177/1356336x17719559>
- Leemans, L. (2021, December 13). *Een daling van de krapte op de arbeidsmarkt* [A decrease in the tightness of the labor market]. *KLASSE.BE*. <https://www.klasse.be/135502/de-leraar-bestaat-niet/>
- Lesener, T., Gusy, B., & Wolter, C. (2018). The job demands-resources model: A meta-analytic review of longitudinal studies. *Work and Stress*, 33(1), 76–103. <https://doi.org/10.1080/02678373.2018.1529065>
- Leuven, K. (2024, March 27). *How do we solve the teacher shortage?* KU Leuven Stories. <https://stories.kuleuven.be/en/stories/how-do-we-solve-the-teacher-shortage>
- Liu, S., & Onwuegbuzie, A. J. (2012). Chinese teachers' work stress and their turnover intention. *International Journal of Educational Research*, 53, 160–170. <https://doi.org/10.1016/j.ijer.2012.03.006>
- Liu, W., Lepak, D. P., Takeuchi, R., & Sims, H. P. (2003). Matching leadership styles with employment modes: strategic human resource management perspective. *Human Resource Management Review*, 13(1), 127–152. [https://doi.org/10.1016/s1053-4822\(02\)00102-x](https://doi.org/10.1016/s1053-4822(02)00102-x)
- Lord, R. G., & Hall, R. J. (1992). Contemporary views of leadership and individual differences. *Leadership Quarterly*, 3(2), 137–157. [https://doi.org/10.1016/1048-9843\(92\)90030-j](https://doi.org/10.1016/1048-9843(92)90030-j)
- Lorinkova, N., Pearsall, M. J., & Sims, H. P. (2013). Examining the Differential Longitudinal Performance of Directive versus Empowering Leadership in Teams. *Academy of Management Journal*, 56(2), 573–596. <https://doi.org/10.5465/amj.2011.0132>
- Martin, K., Sharp, C., Classick, R., & Faulkner-Ellis, H. (2023). Supporting the recruitment and retention of teachers in schools with high proportions of disadvantaged pupils: Understanding current practice around managing teacher workload: Practice review. In

Education Endowment Foundation.

<https://d2tic4wv01iusb.cloudfront.net/production/documents/projects/Review-of-teacher-workload-management-approaches.pdf?v=1716806226>

- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52(1), 397–422. <https://doi.org/10.1146/annurev.psych.52.1.397>
- Maslach, C., & Schaufeli, W. B. (1993). Historical and conceptual development of burnout. In W. B. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional burnout: Recent developments in theory and research* (pp. 1-16). Taylor & Francis.
- Melenyzer, B. J. (1990, November). *Teacher empowerment: The discourse, meaning, and social actions of teachers*. Paper presented at the annual meeting of the National Council on States on Inservice Education, Orlando, FL.
- Moorman, R. H., Niehoff, B. P., & Organ, D. W. (1993). Treating employees fairly and organizational citizenship behavior: Sorting the effects of job satisfaction, organizational commitment, and procedural justice. *Employee Responsibilities and Rights Journal*, 6(3), 209–225. <https://doi.org/10.1007/bf01419445>
- Motowidlo, S. J., & Van Scotter, J. R. (1994). Evidence that task performance should be distinguished from contextual performance. *Journal of Applied Psychology*, 79(4), 475–480. <https://doi.org/10.1037/0021-9010.79.4.475>
- Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10(2), 71–83. https://doi.org/10.1207/s15327043hup1002_1
- Muylaert, J., Decramer, A., & Audenaert, M. (2022). How Leader’s red tape interacts with employees’ red tape from the lens of the Job Demands-Resources model. *Review of Public Personnel Administration*, 43(3), 430–455. <https://doi.org/10.1177/0734371x221087420>
- Nguyen, D., See, B. H., Brown, C., Kokotsaki, D., & Education Endowment Foundation. (2023). Rapid evidence assessment Reviewing the evidence base on school leadership, culture, climate and structure for teacher retention. In *Rapid Evidence Assessment*.
- Ni, X. (2020). Does authorization have to be omnipotent? The “Double-Edged sword” effect of empowering leadership on employee’s behavior. *Open Journal of Social Sciences*, 08(03), 62–76. <https://doi.org/10.4236/jss.2020.83007>
- Niehoff, B. P., Moorman, R. H., Blakely, G. L., & Fuller, J. (2001). The influence of empowerment and job enrichment on employee loyalty in a downsizing environment. *Group & Organization Management*, 26(1), 93–113. <https://doi.org/10.1177/1059601101261006>
- OECD. (2018). Effective teacher policies. In *Programme for international student assessment/Internationale Schulleistungsstudie*. <https://doi.org/10.1787/9789264301603-en>
- OECD. (2020). TALIS 2018 Results (Volume II). In *Teaching and learning international survey*. <https://doi.org/10.1787/19cf08df-en>
- Pearce, C. L., & Sims, H. P. (2002). Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational, and empowering leader behaviors. *Group Dynamics*, 6(2), 172–197. <https://doi.org/10.1037/1089-2699.6.2.172>
- Pearson, L. C., & Moomaw, W. (2005). The Relationship between Teacher Autonomy and Stress, Work Satisfaction, Empowerment, and Professionalism. *Educational Research Quarterly*, 29(1), 38–54. <http://files.eric.ed.gov/fulltext/EJ718115.pdf>

- Petrou, P., Demerouti, E., Peeters, M. C. W., Schaufeli, W. B., & Hetland, J. (2012). Crafting a job on a daily basis: Contextual correlates and the link to work engagement. *Journal of Organizational Behavior*, 33(8), 1120–1141. <https://doi.org/10.1002/job.1783>
- Pont, B., D. Nusche and H. Moorman (2008), Improving School Leadership, Volume 1: Policy and Practice, *OECD Publishing*, <https://doi.org/10.1787/9789264044715-en>
- Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychological Bulletin*, 135(2), 322–338. <https://doi.org/10.1037/a0014996>
- Positive, high-achieving students? (2021). In *Teaching and learning international survey*. <https://doi.org/10.1787/3b9551db-en>
- Quratulain, S., & Khan, A. K. (2013). Red tape, resigned satisfaction, public service motivation, and negative employee attitudes and behaviors. *Review of Public Personnel Administration*, 35(4), 307–332. <https://doi.org/10.1177/0734371x13511646>
- Rahayani, Y. (2010). FEMINIZATION OF TEACHING. *Deleted Journal*, 13–24. <https://doi.org/10.20885/jee.v4i2.6504>
- Runhaar, P. (2016). How can schools and teachers benefit from human resources management? Conceptualising HRM from content and process perspectives. *Educational Management Administration & Leadership*, 45(4), 639–656. <https://doi.org/10.1177/1741143215623786>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066x.55.1.68>
- Schaufeli, W. B. (2017). Applying the Job Demands-Resources model. *Organizational Dynamics*, 46(2), 120–132. <https://doi.org/10.1016/j.orgdyn.2017.04.008>
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>
- Schaufeli, W. B., & Enzmann, D. (2020a). The Burnout Companion to Study and Practice: A Critical analysis. In *CRC Press eBooks*. <https://doi.org/10.1201/9781003062745>
- Schaufeli, W. B., & Enzmann, D. (2020b). The Burnout Companion to Study and Practice: A Critical analysis. In *CRC Press eBooks*. <https://doi.org/10.1201/9781003062745>
- Schmitt, D. P., Realo, A., Voracek, M., & Allik, J. (2008). Why can't a man be more like a woman? Sex differences in Big Five personality traits across 55 cultures. *Journal of Personality and Social Psychology*, 94(1), 168–182. <https://doi.org/10.1037/0022-3514.94.1.168>
- Schonfeld, I. S., & Bianchi, R. (2015). Burnout and depression: two entities or one? *Journal of Clinical Psychology*, 72(1), 22–37. <https://doi.org/10.1002/jclp.22229>
- Seibert, S. E., Silver, S. R., & Randolph, W. A. (2004). Taking empowerment to the next level: a Multiple-Level model of empowerment, performance, and satisfaction. *Academy of Management Journal*, 47(3), 332–349. <https://doi.org/10.5465/20159585>
- Sharma, P. N., & Kirkman, B. L. (2015). Leveraging leaders. *Group & Organization Management*, 40(2), 193–237. <https://doi.org/10.1177/1059601115574906>
- Short, P. M. (1994). Defining teacher empowerment. *Education 3-13*, 114(4), 488–493. <https://go.gale.com/ps/i.do?id=GALE%7CA16138677&v=2.1&it=r&linkaccess=abs&issn=00131172&p=AONE&sw=w>
- Siegrist, J. (1996). Adverse health effects of high-effort/low-reward conditions. *Journal of Occupational Health Psychology*, 1(1), 27–41. <https://doi.org/10.1037/1076-8998.1.1.27>

- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99(3), 611–625. <https://doi.org/10.1037/0022-0663.99.3.611>
- Skaalvik, E. M., & Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25(3), 518–524. <https://doi.org/10.1016/j.tate.2008.12.006>
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, 67, 152–160. <https://doi.org/10.1016/j.tate.2017.06.006>
- Skaalvik, C. (2020). Emotional exhaustion and job satisfaction among Norwegian school principals: relations with perceived job demands and job resources. *International Journal of Leadership in Education*, 26(1), 75–99. <https://doi.org/10.1080/13603124.2020.1791964>
- Spreitzer, G.M. (2008). “Taking stock: a review of more than twenty years of research on empowerment at work”, in Barling, J. and Cooper, C.L. (Eds), *Handbook of Organizational Behavior*, Sage, Thousand Oaks, California, pp. 54-72
- Tett, R. P., & Burnett, D. D. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88(3), 500–517. <https://doi.org/10.1037/0021-9010.88.3.500>
- Thema Onderwijs en Vorming. (n.d.). <https://www.vlaamsparlement.be/nl/parlementair-werk/themas/onderwijs-en-vorming#:~:text=De%20Vlaamse%20Overheid%20is%20volledig,van%20het%20onderwijs%20in%20Vlaanderen>
- Thun, S., & Bakker, A. B. (2018). Empowering leadership and job crafting: The role of employee optimism. *Stress and Health*, 34(4), 573–581. <https://doi.org/10.1002/smi.2818>
- Tims, M., Bakker, A. B., & Derks, D. (2014). Job crafting and job performance: A longitudinal study. *European Journal of Work and Organizational Psychology*, 24(6), 914–928. <https://doi.org/10.1080/1359432x.2014.969245>
- Tims, M., Bakker, A., & Derks, D. (2012). Development and validation of the job crafting scale. *Journal of Vocational Behavior*, 80, 173-186.
- Trinidad, J. E. (2021). Teacher satisfaction and burnout during COVID-19: what organizational factors help? *International Journal of Leadership in Education*, 1–19. <https://doi.org/10.1080/13603124.2021.2006795>
- Tuckey, M. R., Bakker, A. B., & Dollard, M. F. (2012). Empowering leaders optimize working conditions for engagement: A multilevel study. *Journal of Occupational Health Psychology*, 17(1), 15–27. <https://doi.org/10.1037/a0025942>
- Tummers, L., & Bakker, A. B. (2021). Leadership and Job Demands-Resources Theory: A Systematic Review. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.722080>
- Ulriksen, J. J. (1996). Perceptions of secondary school teachers and principals concerning factors related to job satisfaction and job dissatisfaction. *Dissertation Abstracts International*. <http://files.eric.ed.gov/fulltext/ED424684.pdf>

- Van Damme, D., & Yperman, P. (2023). Priority for professionalsim: Contemporary personnel policy with competent teachers, powerful schools and strong school boards. In www.onderwijs.vlaanderen.be. [https://data-
onderwijs.vlaanderen.be/documenten/bestanden/rapport-commissie-van-wijzen-engels.pdf](https://data-onderwijs.vlaanderen.be/documenten/bestanden/rapport-commissie-van-wijzen-engels.pdf)
- Van Den Broeck, A., Vansteenkiste, M., De Witte, H., Soenens, B., & Lens, W. (2010). Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction scale. *Journal of Occupational and Organizational Psychology*, 83(4), 981–1002. <https://doi.org/10.1348/096317909x481382>
- Van Eycken, L., Amitai, A., & Van Houtte, M. (2022). Be true to your school? Teachers' turnover intentions: the role of socioeconomic composition, teachability perceptions, emotional exhaustion and teacher efficacy. *Research Papers in Education*, 1–26. <https://doi.org/10.1080/02671522.2022.2089208>
- Van Leeuwen, E. H., Knies, E., Van Rensen, E. L. J., Taris, T. W., Van Den Heuvel, M., & Lammers, J. J. (2023). The Systematic Development of an Online Career-Oriented People Management Training for Line Managers of Professionals: A Pilot Field Intervention study. *Public Personnel Management*, 53(1), 61–84. <https://doi.org/10.1177/00910260231176510>
- Van Waeyenberg, T., Peccei, R., & Decramer, A. (2020). Performance management and teacher performance: the role of affective organizational commitment and exhaustion. *International Journal of Human Resource Management*, 33(4), 623–646. <https://doi.org/10.1080/09585192.2020.1754881>
- Vekeman, E., Devos, G., & Valcke, M. (2016). Human resource architectures for new teachers in Flemish Primary Education. *Educational Management Administration & Leadership*, 44(6), 970–995. <https://doi.org/10.1177/1741143215587309>
- Wan, E. (2005). Teacher Empowerment: Concepts, strategies, and implications for schools in Hong Kong. *Teachers College Record*, 107(4), 842–861. <https://doi.org/10.1177/016146810510700411>
- Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2007). The role of personal resources in the job demands-resources model. *International Journal of Stress Management*, 14(2), 121–141. <https://doi.org/10.1037/1072-5245.14.2.121>
- Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: the influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107–128. <https://doi.org/10.5465/amj.2010.48037118>