Empowering Leadership and its Role on Job Satisfaction and Employee Creativity: An Empirical Study of Saudi Arabian Banks

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Abstract: Saudi Arabian work culture and societal cultures are predominantly viewed as authoritarian, self-directed and has restricted autonomy. In such cultural preferences, measuring the association and significance of empowering leadership for the purpose of achieving job satisfaction of employees and enhancing their creativity is relative to add in to knowledge which however has not been taken care of earlier. We are obviously interested in finding out the significance of such relations to see whether these relations have the same existence and impact as these exist in western work cultures. The research was conducted in the banking sector of Riyadh, Saudi Arabia and research sample included decision makers and work performers. A total of 68 executives and 250 employees were contacted to participate willingly in this research. From this, 57 executives and 215 employees returned our questionnaires which constituted 83.8 and 86% response rate, respectively. We have used a variety of statistical methods (SPSS, Amos) to test the validity of the model elements, their mutual relationship as validated in a number of earlier researched and to determine the quality of the model fitness. Our results are significant and indicate a strong impact of empowering leadership in achieving work performance satisfaction in employees, irrespective of the work cultural preferences and it also help to enhance employee creativity. Whereas, self-leadership as a motivational construct if present in employees may augment the impact of empowering leadership employee feelings of being empowered.

Key words: Leadership, empowerment, job satisfaction, creativity, self-leadership, Saudi Arabia

INTRODUCTION

Empowerment has gained the attention of researchers during the last three decades and the literature is abound with its definitions, methods of employing in the organizations and its measurement. Conceptually, empowerment means building and determining cohesive relationship between managers and employees in order to reflect the willingness of managers to allow workers to work freely in their domain of work. It is somewhat similar to trusting employees to perform their work independently but it depends on the gradual evolution to build confidence in employees to perform openly, deliberately and thinking out of box to achieve goals and objectives efficiently and effectively (Pyoria, 2005). In fact, it is assignment of task as well as allowing employees to use their own mind to do well. It may be referred as a change in attitudes and behaviours within reaching systems of an organization (Birdi *et al.*, 2008). Conger and Kanungo (1998) identified that empowerment is a gateway

to positively influencing and improving the attitudes and behaviours of employees at work. The organizational empowerment process varies according to the nature and conditions of employment which are highly dependent on the nature of the administration from top to bottom and the degree of control levels (Ahearnen *et al.*, 2005). Review of management literature conceptually elucidates two facets of empowerment (Spreitzer, 2007) such as regulatory empowerment which includes activities and practices that take place in the organizations and aims in general enabling workers work autonomy. Whereas, the other is psychological point of view of empowerment which relies on staff awareness of the roles of work. Both psychological empowerment and regulatory empowerment are interconnected if psychological empowerment is in place as an incentive to perform a certain task in the work environment, practicing concept of empowerment becomes essential. Laschinger *et al.* (2004) associated psychological empowerment with reaction of the employees that might

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sprang up as a result of regulatory conditions associated with the level of empowerment. Randolph and Kemery (2011) highlighted the importance of leaders in the process who share their own authority with their subordinates. Empowerment will not achieve the desired results unless leader's pro-empowerment attitude is vivid because they are the persons who supports self-management features of employees and share their own authority with their subordinates (Amundsen and Martinsen, 2015). This concept of supportive leadership in reality enables the promotion and stimulation of the concept of self-preparation of workers to take on challenging work roles. Prussia *et al.* (1998) while studying self-leadership and performance, linked it as a process of cognitively self-correcting the behaviour while using certain set of organizational strategies. Stewart *et al.* (2011) emphasized that self-leadership of employees was alone not sufficient and it was to be complemented with supportive leadership. Psychological empowerment and self-leadership one or the other way are linked and connected to each other and Kor (2016) also points out the importance of self-leadership and managing creativity of employee.

Research importance: The importance of research lies in the relationship with leadership empowerment and creative performance of employees under the influence of psychological empowerment. It has two level of importance such as academic and practical as explained below.

Academic importance: Providing a practical roadmap of the link between job satisfaction and creativity and application of leadership empowerment. Identifying the elements of leadership empowerment that contribute to job satisfaction and creativity. Enriching the management thoughts literature with specific attention to Arab culture relating to leadership empowerment and determining the role of mediators such as self-leadership and psychological empowerment of workers. The researchers identify an apparent lack in interpretation of such relationship.

Developing a clear practical guide which will assess self-leadership elements vis-a-vis psychological empowerment of workers and to see their impact on the level of creativity and job satisfaction.

Practical importance: Defining and enriching the role and elements of leadership empowerment in relation with the elements of job satisfaction and creativity. Explaining the role of self-leadership of subordinates to recognize the elements of psychological empowerment and achieving effective performance outputs. Determining the significance of leadership empowerment in the workplace in order to provide a base for developing employees and motivating them to implement the concepts of self-leadership and psychological empowerment.

Research problem and goals: Arab work culture is predominantly viewed as a closed culture and is seen altogether different when it is compared with the cultures of other part of world due to significant influence and involvement of societal cultural values in the work environment. The societal values predominantly are based on Islamic principles of respect, equality and fairness. These principles are also dominant in work cultures due to which each individual has its own compartment of work. Authority and work sharing often face hindrance either from managers to share or from the workers to accept. In these invisible walls of doing one's own work make Arab institutions sufferer in general and banking institutions in particular which give rise to staff dissatisfaction, low levels of creativity and lack in psychological empowerment. Managers with low effectiveness usually not practicing empowerment and lack self-leadership in their behaviour and exhibit their inability to apply the strategies of empowerment efficiently and effectively. This research aims firstly to see whether the level of job satisfaction and creativity improves if employees are empowered, secondly to evaluate employee self-leadership attitude coupled with their psychological empowerment improves this relationship or otherwise, so following objectives can be formulated to:

- Identify the impact of leadership empowerment on job satisfaction and creativity of subordinates
- Identify the elements of psychological empowerment of subordinates and their relationship to job satisfaction and to assess how it has impact in enhancing creativity
- Identify the intermediary role and significance of self-leadership of subordinates between leadership empowerment and psychological empowerment of subordinates

Literature review
Empowering leadership: In management studies, the concept of empowerment has been discussed and evaluated successively and so far the knowledge has reached to define it as a researchable construct. Amundsen and Martinsen (2015) define it as a leadership style that regulates employee behaviours and gives them

autonomy to perform with a degree of freedom. Whetten and Cameron (2011) state it as a choice to employees to do their work in a way that suits them instead of following the directions of the leader. Pearce *et al.* (2003) define it as the influence on the behaviours of the employees to supporting their liberty of work and developing their abilities and skills to perform independently. Amundsen and Martinsen (2015) identify eight elements of supportive leadership style that enable empowerment. Past research has also given attention in linking empowering leadership, motivation and perception of employees to making it effective and concluded that empowering leadership would ensure job satisfaction (Blazevic *et al.*, 2015). Due to increased participation of workers in work activities and their mutual interdependence to perform complex tasks the question of empowerment has risen spuriously (Yukl, 2012). Likewise, there also appeared a positive relationship of job satisfaction and creativity of workers when leader supported empowerment (Vecchio *et al.*, 2010). The employees who obtain encouragement for self management from the leaders tend to be more creative, productive and more satisfied in their jobs as compared to other employees who lack it (Stone *et al.*, 2009) and the leaders who do not provide sufficient encouragement and support to their followers to do task effectively are also fail in achieving their results (Padilla, 2012).

Empowering leadership emerges gradually as prospective managers tend to adopt, behave or practice certain traits which facilitate empowerment. Amundsen and Martinsen (2014) pointed out such behaviours as: empowerment, participation, initiative and focus on purpose, merit, inspiration, modelling the guidance and direction. Zhang and Sims (2005) identified a number of such behaviours which lead to empowerment as: promoting guidance, merit, self-management and participation. Likewise, Srivastava *et al.* (2006) identified a few dimensions of such behaviours that support empowering leadership and these were adopted by various researchers in their studies as under.

Delegation of authority: This refers to such supportive behaviour of the leaders which allows subordinates to participate openly, fairly and fully in taking up quality decisions for which the organization gets higher and efficient output from them. Eventually these steps create value for the organization (Hakimi *et al.*, 2010).

Accountability: Giving the subordinates new responsibilities with authority and making them responsible for the tasks (Pearce *et al.*, 2003).

Decision-making: This illustrates the desirability of the congruence between superiors and subordinates in problem-solving and decision making processes to be carried out independently (Zhang and Sims, 2005).

Information sharing: The leaders take it seriously to share each and every information with their subordinates to let them to contribute effectively in resolution problem process (Amundsen and Martinsen, 2015).

Skill development: New employees join organizations with high spirit but with limited skills to efficiently contribute to organizational achievements. It is the organization which develops them gradually. But learning through tasks and experiences is quite time consuming. The leaders in such scenario take on the role of developing appropriate skills in employees that are not only essential immediately but also required in future task. Leader develop and implement such training and orientation program which gradually strengthen the skill set of employees (Cameron *et al.*, 2011). Human capital development is one of the best practices to achieve the desired organizational effectiveness. Therefore, there is a belief that empowering leadership is the key to induce psychological empowerment in subordinates (Raub and Robert, 2010).

Self-leadership: In management literature this is preparing oneself to be ready or to do extraordinary task. Self leadership indeed is the self-regulation. Neck and Houghton (2006) carried out a detailed analysis of developments made on this construct and linked it to skilfully completing tasks by the employees. Indeed, the beginning work was done by Manz (1986) and positively correlated self-leadership with performance and achievements. Caprara and Steca (2005) furthered the research by linking positive thinking and self-direction as the elements of self-leadership as well as performance improvements. A number of past researches have also linked self-leadership with creativity positively. Northouse (2012) also attempted to define self-leadership of managers and linked it to self-regulation of behaviours consequent upon outcomes or achievements. Recently, Amundsen and Martinsen (2015) clearly described various elements self-leadership and recommended its two dimensional assessment such as achievement orientation or self-regulation. In their findings, they outlined achievement orientations for such behaviours which promote emotionally employees to do exceptional tasks. Whereas, self-regulation included the behaviours such as self-rewarding, enjoying the work, understanding mission, striving for new ideas, mutual understanding and

cooperation of colleagues. Likewise, efforts to linking empowering leadership with self-leadership was done extensively. A number of researcher found a positive significance of both the variables and empirically developed their co-existence as variables. Manz (1986) associated both the variables congruence and later on (Houghton and Neck, 2002) extended the elements of relationship. In past, this relationship was limited to individualistic phenomenon only which was subsequently emerged as three directional conceptual construct. Houghton and Neck (2002) referred it as rewards oriented as well as constructive oriented relationship whereas, Neck *et al.* (2004) reached to the conclusion to assess it as a behavioural construct. In view of these studies, we are of the opinion that this kind of research in Arabian environment does not exist. Our research has influence from Amundsen and Martinsen (2015) parameters and model and we can test the following hypothesis as under:

- H_1: empowering leadership has positive association with self-leadership under Arabia work culture

Psychological empowerment: Spreitzer (1995) and Zimmerman (1995) explain this concept as the "individual's ability to recognize the value and meaning of his work while possessing the required efficiency and the ability to accomplish tasks and possess a high degree of self-belief". In essence if an employee gets a notion that he is important and he understands what he is doing and contributing to the development of organization, only then he can perform independently. This definition and conceptual understanding of the construct identifies the following four dimensions to assess the significance of psychological empowerment of subordinates, whereas these dimensions have also been confirmed in the subsequent researches and truly related it to the feel of the employees.

Meaning: The workers perceive that their work has significance in the organizational performance and they are playing actively in achieving greater results for the organization for which they work, thereby workers thus better understand and implement the mission of the organization (Zhang and Bartol, 2010). As long as the work contributions are viewed seriously by employees, they are in a better position to ensure efficiency and effectiveness for the organization.

Competence: This gives a great sense of self-competence of individual beliefs associated with the ownership to merit their experience and capabilities needed to achieve

the goals (Van Dierendonck and Dijkstra, 2012; Weinert, 2001). The degree of relevance of competence to perform organizational task is essential for accomplishing organizational tasks.

Self-determination: This refers to a cognitive state of employees in which the employee is stable enough and mentally able to control bodily energies to accomplish tasks with freedom. Accomplishments are directly associated with the readiness of the employees to do a task positively.

Impact: It is the individual's awareness of its ability to influence business results and the process of decision-making and the individual's contribution in the development of organizational strategies (Dewettinck and Van Ameijde, 2011). Impact linked both work and resultant rewards for employees as well as the organization.

Empowering leadership and psychological empowerment of subordinates: Spreitzer (1995) framework of four dimensions of the construct and the parameters indicated by Seibert *et al.* (2011) the psychological empowerment components showed an association with empowering leadership and it supported the leaders, firstly; psychological empowerment allows leaders to enhance the content of the work of their subordinates which they consider would facilitate the achievement of objectives of the organization and they continuously communicate with each other to refine the contents of work. Secondly, sharing and supporting subordinates by delegating authority to them to allow workers autonomy as well as fulfilling requirements which contribute to building a positive impact on work outcomes. Thirdly, supporting leaders to give confidence in the efficient gains by providing subordinates with emotional support through persuasive and positive discussions. Fourthly, encouraging and supporting leaders to enable the participation of subordinates in leadership process. They also allow subordinates contributing to have trails and experiences in order to make their work extraordinary (Blazevic *et al.*, 2015). Hence, we assuming the following hypothesis as:

- H_2: empowering leadership has a positive association with psychological empowerment of subordinates in Arabian work environment

Self-leadership and psychological empowerment of subordinates: Many a previous studies have contributed to making assumptions that illustrate the effect of self

leadership on the psychological empowerment including (Houghton and Yoho, 2005; Nelson, 2000) which state that former construct promote the beliefs of self-efficacy which eventually lead to the development of later. Lee and Koh (2001) stressed upon the strategies which focused on behaviours to be self-regulated in order to set goals, gain rewards and acquire enhanced appreciation from the organization. Thus, we can have the following hypotheses:

- H_3: self-leadership has positive association with psychological empowerment of subordinates
- H_4: the significantly positive mediated impact exists in between the empowering leadership and psychological empowerment relations of subordinates
- $H_{5a, b}$: a significant correlation exists between the psychological empowerment of subordinates and both of the following constructs to be tested one after the other
- Job satisfaction
- Creativity
- $H_{6a, b}$: self-leadership has a significant correlation existence with both of the following constructs
- Job satisfaction
- Creativity

Mutual relationships of empowering leadership, job satisfaction, creativity, self-leadership and psychological empowerment: A number of studies have catered for the assessment of these relationships which have provided building blocks for the knowledge. Empowering leadership has also a direct linkage with self-efficacy beliefs of employees as well as well as with psychological feeling of ownership in presence of empowerment the employee do not show deviant behaviours. Nel *et al.* (2015) in their study which was carried out in South African work environment to assess similar relations and found no statistically significant correlation between positive behaviour of leaders and psychological empowerment and job satisfaction. However, they identified in improvement of quality of work life when employees feeling of being empowered existed. Cingoz and Kaplan (2015) research strives to find the impact of psychological empowerment with strengthening creative behaviours as well ensuring employees work satisfaction. The study finds the existence of a statistically significant positive association of job satisfaction when employees feeling of being empowered was strengthened and that also lead to enhancing creative behaviour. Furthermore, mediated role of job satisfaction

was also partially established to influencing this relationship. Amundsen and Martinsen (2015) aimed a research to explain the key issues to empowering leadership and determining the nature of coherence between the empowering leadership and the foundations of self-leadership of subordinates. The findings of this research indicate positive association between the variables. This research also developed a measure of the elements of self-leadership which included two axes such orientation of accomplishment and self regulation. Suriyankietkaew (2013) study explains the relationship between the new paradigms of leadership and its role in achieving corporate sustainability depending on the leaders who are "visionary leaders" or "regular leaders" and reached several conclusions that regular leaders were able to respond more effectively to organizations that rely on traditional paradigms of leadership to environmental changes whereas visionary leaders responded environmental changes creatively and achieve sustainability. Ismail *et al.* (2011) also find the existence of positive correlation among various leadership styles with that of organizational commitment. Empowering leadership might have a significantly affirmative impact on feeling of employees that they are considered important in the organization which might lead to the development of creative behaviour among the employees. Indeed, if employee feeling is improved to the effect that they consider that they are empowered they tend to show performing their work in creative ways. Stander and Rothmann (2010) found that empowering leadership can predict job satisfaction which in turn predicts commitment to organizational employees. Givens (2008) studied to review the management literature to interpret and explain the impact of transformational leadership on organizational outputs as well as the output of followers. Where this review untested regulatory outcomes but tested the outputs belonged to measure empowerment such as career satisfaction, commitment, confidence, self-efficacy beliefs, motivation. The study concluded that by knowing the impact of transformational leadership, all these outputs leaders can influence. Practically, leadership empowering is concerned with the interactional aspects of both leader and the subordinates. Willing to empower and readiness to accept is always there but readiness must entail self-leadership, self efficacy and skill set availability to take on the challenging tasks. Yukl (2012) indicated this aspect as the process of empowerment which may begin from clarifying to caring to actual empowerment. Srivastava *et al.* (2006) findings indicated a positive correlation of empowerment in teams
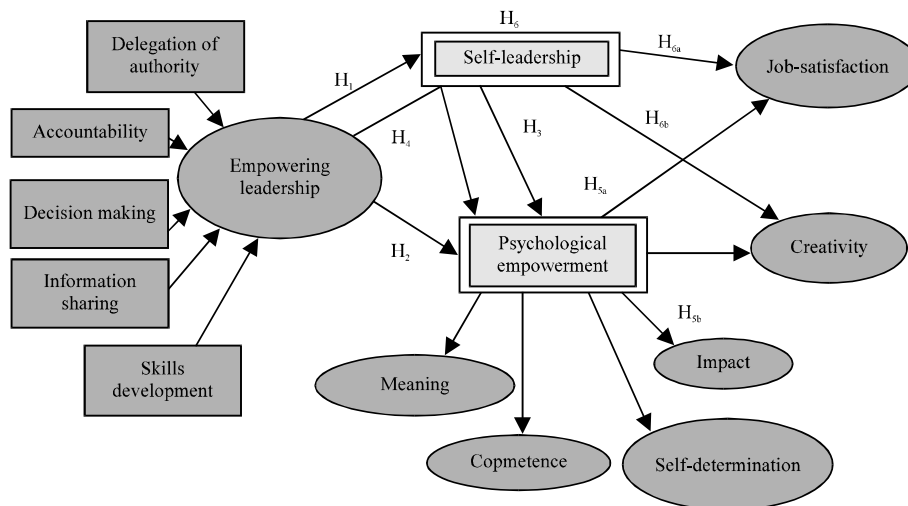
Fig. 1: The reach model

to achieve tasks successfully. Team performance was found improved under empowering setting which gave way to more information and knowledge sharing. Likewise, the team cohesiveness to do exceptional tasks was indicated to have augmented when employee feel of being empowered was enhanced. This actually turned the achievement of tasks efficiently and effectively and results indicated a positive correlation between each of the sharing of knowledge and efficient team relationship. Ahearne *et al.* (2005) study indicated to measure the influences of achievement as this study assess the work performance. The main variable in this study was the empowerment which was to be tested on job performance of sales teams. They observed that the employees who lack knowledge of job performance as well as have insignificant experience in the field or the real beneficiary of the empowerment. On the other hand, the employees who have sufficient knowledge of doing their research without the guidance of others and have experienced tasks to handle issues do not entail much benefits of it, i.e., the employees with high knowledge and great experience did not reap any obvious benefit of leadership empowerment.

The research model: It includes a number of independent, dependent and intermediary variables. In this research, we have followed the same relationships as validated in earlier research as under:

Independent variable: Empowering leadership and its sub elements. There are various sub elements of empowering leadership which have been shown in Fig. 1:

- Dependent variable
- Job satisfactio
- Employee creativity
- Mediation variable

- Self-leadership
- Psychological empowerment
- There are various sub elements of empowering leadership which have been shown in Fig. 1

In this model, we have placed the variable in a particular setting to show their mutual and inter relations. Arrow line indicate a particular relation and our hypotheses are also in association with these direction. The pictorial representation of the model is as under (Fig. 1).

MATERIALS AND METHODS

Research design, determination of research population, sample selection and data collection techniques: As we have intended to assess the empowerment in Saudi Arabian banking sector, so our population consists of all employees of the banking sector in the Kingdom, both workers and decision makers. Our focus was on the eleven listed banks being operational in Riyadh region and its suburbs areas, i.e. Alkharj area. Both primary and secondary data was relied in this research. Secondary data reliance was made on the published reports of Saudi banking sector for the period ending third quarter of 2015, most of which were publicly available. Whereas, the primary data was collected through a questionnaire from a sample of bank executives and employees which totalled valid responses as 272. The questionnaire included a number of parts and components to assess all required dimensions and elements of the research variables as detailed below:

- Part 1: Personal data of respondents
- Part 2: Empowering leadership and its elements assessed vide questions 1-16

Table 1: Variables and their relationships used in past studies

Variables	Past studies
Empowering leadership	Amundsen and Martinsen (2015), De Klerk and Stander (2014), Bhatnagar (2012)
Self-leadership and psychological empowerment	Amundsen and Martinsen (2015), Seibert *et al.* (2011), Randolph and Kemery (2011)
Job satisfaction and creativity	Raub and Robert (2010), Stander and Rothmann (2010) and Nel *et al.* (2015)

- Part 3: Self-leadership and its assessment through questions 17-30
- Part 4: Psychological empowerment assessment through questions 31-42
- Part 5: Creativity was assessed through questions 42-49
- Part 6: Job satisfaction assessment was made through questions 50-57

The questionnaire, i.e., its statements, elements, numbers, components etc which was used in this research for collection of primary data related to the measurement of the variables of the study was already used in various researches which are detailed as under in Table 1. The collection of data made us to visit successively to meet with the employees and executives as a follow up to obtain a better response rate.

RESULTS AND DISCUSSION

Statistical analysis: The researchers relied on a number of statistical techniques and measurement tools such as; Cronbach's alpha, CFA (Confirmatory Factor Analysis) was applied to assess the validity of the model variables and the values of a number of indices such as RMSEA index, RMR index, SRMR index and CIF were within acceptable limits, SEM (Structural Equation Model) was applied to estimating the model validity and non-validity analysis was carried out through (NFI) and (NNFI) and chi-square analysis to determine the degree of contradiction between the values of square (χ^2), measuring the validity of indicators (CFI) test was applied to analyse the validity of the model by analysing the variation between the data within the model. The results of these statistical measures are presented hereunder in Table 2.

Cronbach's alpha values: The reliability estimation of the survey tool (questionnaire) was done through calculating the Cronbach's values. The values ranged between 0.95-0.83, thus indicating a high degree of stability in the tool as shown in Table 3.

Descriptive measurements and correlation coefficients: Table 4 shows the values of the measures of central

Table 2: Quality indicators of model variables

Models	χ^2	df	$\Delta\chi^2$	CFI	NFI	SRMR	RMSRA
Hypothesized model	289.02	146	59.40	0.95	0.93	0.07	0.07
Alternative Model 1	269.46	134	51.50	0.96	0.92	0.05	0.05
Alternative Model 2	236.95	141	43.40	0.97	0.92	0.05	0.05
Alternative Model 3	254.90	135	37.20	0.96	0.91	0.07	0.07
Alternative Model 4	254.90	135	36.55	0.96	0.91	0.07	0.07

Table 3: Cronbach's alpha values

Major variables	No. of items	Cronbach's alpha values	Composite reliability
Empowering leadership	16	0.93	0.689~0.801
Psychological empowerment	11	0.90	0.560~0.687
Self-leadership	13	0.89	0.660~0.730
Job satisfaction	8	0.83	0.555~0.610
Creativity	11	0.92	0.633~0.790

Table 4: Correlation and descriptive statistics of the model

Variables	1	2	3	4	5
Empowering leadership	1.00				
Self-leadership	0.43**	1.00			
Psychological empowerment	0.45**	0.56**	1.00		
Job satisfaction	0.38*	0.19**	0.68**	1.00	
Creativity	0.40**	0.70**	0.18*	0.30*	1.00
Arithmetic mean	3.83	3.91	3.74	3.95	3.68
Standard deviation	0.52	0.41	0.42	0.55	0.63

N = 272; *,**p<0.01; 0.05

tendency (arithmetic means) and the measures of dispersion (standard deviations) of the main elements of the research model as well as the degree of correlation between the variables which shows a strong degree of correlation between most of the variables. These values reflect the nature of relations between variables.

Multiple regression analysis: This compares the basic model (the hypothesized model) and the alternative models to test the degree of direct influence of empowering leadership on the psychological empowerment and the influence of intermediate variable (self-leadership). The macro model refers to the interaction between self-leadership and empowering leadership and their impact on psychological empowerment of subordinates as shown in Table 5. The results of the analysis of the basic model showed that there was a significant relationship between the empowering leadership and psychosocial empowerment of subordinates with explanatory capacity of (21%) as per F-value at confidence level (95%). The analysis of alternative model showed that there was a significant relationship between the effect of self-leadership of subordinates (independent variable) and psychological empowerment of subordinates as the F-test appeared significant at significance level 95%. Likewise, the analysis of overall model showed a significant presence of the model variables as the F-value (39.52) at a confidence level 95% exceeded from F-value (31.17) as a result of the introduction of the intermediate variable

Table 5: Comparative analysis of multiple linear regression analysis

Dependent variables (independent variables)	Psychological empowerment of subordinates								
	Hypothesized model			Alternative model			Total model		
	B	SE	t-test	B	SE	t-test	B	SE	t-test
Empowering leadership	0.16	0.06	6.46	0.24	0.40	4.50	0.27	0.07	6.10
Self-leadership	-	-	-	0.11	0.05	3.35	0.18	0.13	2.90
Mutual relationship of empowering leadership and psychological empowerment under the influence of self-leadership	-	-	-	-	-	-	0.27	0.04	7.03

R^2 = 0.211; 0.264; 0.302; F-value = 20.60; 31.17; 39.52; Significant = 0.07; 0.02; 0.01; B = Regression; coefficient (SE = Standard Error)

Table 6: Path analysis of the model (multiple correlation analysis)

Relation (paths)	The path	β-values	Results
Direct	Empowering leadership→self-leadership	0.317	Significant
Direct	Empowering leadership→psychological empowerment	0.532	Significant
Direct	Self-leadership→psychological empowerment	0.213	Significant
Indirect	Empowering leadership→self-leadership→psychological empowerment	0.260	Significant
Direct	Self-leadership→job satisfaction	-0.080	Insignificant
Direct	Self-leadership→creativity	0.183	Significant
Direct	Psychological empowerment→job satisfaction	0.039	Significant
Direct	Psychological empowerment→creativity	-0.060	Insignificant
Indirect	Empowering leadership→self-leadership→creativity	0.280	Significant
Indirect	Empowering leadership→psychological empowerment→job satisfaction	0.360	Significant
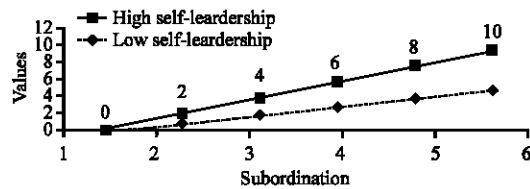
Fig. 2: Signifies the natyre of the linear relation of leadership

(self-leadership) in between empowering leadership and psychological empowerment of subordinates. Similarly the total model values are also significant.

Figure 2 signifies the nature of the linear relation of leadership empowerment and employee psychological empowerment without taking into account the significance of self-leadership and taking into account low influence of self-leadership then taking into account high influence of self-leadership. We find a positive linear relationship between the variables and positive self-leadership exists whenever the higher levels of psychological empowerment of subordinates appears.

Results of path analysis of model variables: The researcher used the Structural Equation Modelling (SEM-Amos Program) in order to estimate the values of the model paths as shown in Table 6 that explains the values of all paths specified in the model. Figure 3 shows the nature of these paths and the resultant beta values appeared in the program.

Paths and hypotheses tests: The path analysis as shown in Table 6 indicates the relationship significance which was determined by calculating beta values.

Path-1: The direct relationship between empowering leadership and self-leadership appeared positively correlated with resultant values (β = 0.31 at p<0.05). So, we accept our hypothesis H_1.

Path-2: The direct relationship between empowering leadership and psychological empowerment appeared positively correlated with resultant values (β = 0.53 at p<0.05). So, we accept our hypothesis H_2.

Path-3: The direct relation of self-leadership and employee psychological empowerment also found existed positively correlated with the resultant path values as β = 0.21 at p<0.05. So, we accept our hypothesis H_3.

Path-4: Likewise path-3, empowering leadership has a direct relation as shown in the model with employee psychological empowerment which also appeared positively correlated (path-2) and the values of the influence of self-leadership as a mediating variable also appeared positively correlated with resultant model path values (β = 0.26 at p<0.05), so we accept our hypothesis H_4.

Path-5 and 6: Self-leadership relation was also estimated as direct and linear with the variables with job-satisfaction
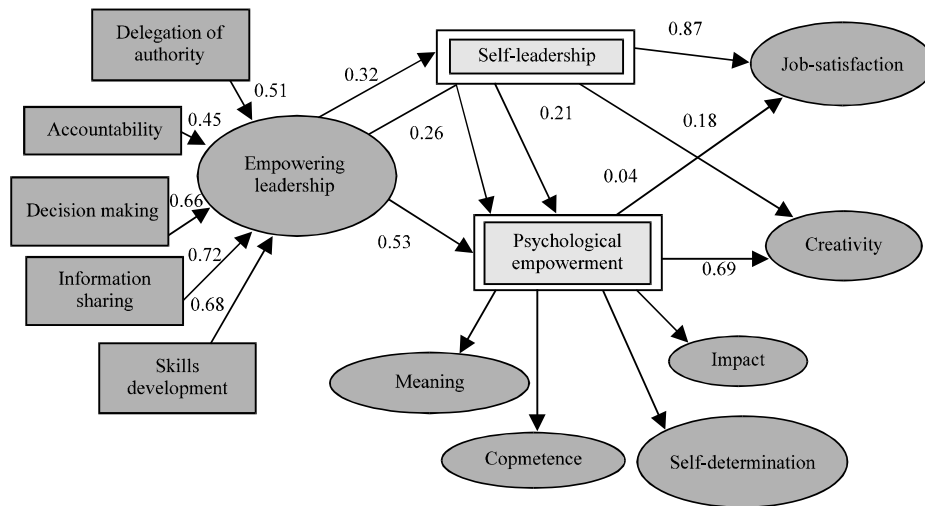
take on challenging task independently is directly associated with self-leadership. Both of these constructs help employees gain better job satisfaction and enhance creativity in work performance. Self-leadership has shown the central effect on psychosocial empowerment of subordinates and when coupled with empowerment, the employees are regarded as the best asset of the organization. The whole scenario in turn has a positive effect on employee's understanding of the elements of psychosocial empowerment in their functional roles. Therefore, the leadership that supports empowerment empowers psychological empowerment directly and indirectly by mediating the self-leadership of subordinates. Our findings also indicate that self leadership acts as an intermediate variable in between empowering leadership that supports empowerment and creativity and the self-leadership fully mediates this relationship. Empowering leadership enables the subordinates to apply self-leadership elements such as self-reward, task enjoyment, implement new ideas and self-improvement. Creative employee is positive and influential. The self-leadership strategies vary according to internal motivation of subordinates. The results exhibit that empowering leadership contributes to supporting the psychological empowerment of subordinates by enhancing their work contents and increasing responsibilities. It allows independence to perform task which in turn assures job satisfaction. But the relationship was not proved supporting creativity.

The bank management and decision makers must encourage the leaders to adopt empowering leadership behaviours for which they need to devise behavioural training programs which should make them learn to empower their employees. The leaders must share their decision-making authority and develop skills in employee to best making decisions and demonstrate confidence in the abilities of their subordinates. The tasks will motivate them to carry out more important tasks and accept greater responsibilities. Eventually, the employees will acquire self-leadership skills. Supportive leadership behaviours develop subordinates personal characteristics that are supportive for self-leadership. Therefore, the management should develop the skills and abilities of subordinates in relation to the characteristics of subordinates that support the dimensions of psychological empowerment of subordinates including increasing their sense of the content and importance of the work they do and giving them confidence in their skills and abilities. Job satisfaction is vital for accepting responsibilities beyond the job descriptions, the management is required to enhance career choices, job enrichments, better financial prospects and facilitating decision making. Effectively improving their performance and achieving the organizational objectives is a must which lies in job satisfaction techniques and promoting creativity in performance. Employees shall make every effort to realize the aspirations of their superiors to prove their strength and efficiency in carrying out their duties.

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