SAYIŞTAY DERGİSİ
JOURNAL OF TURKISH COURT OF ACCOUNTS

Cilt/Volume: 34
Sayı/Issue: 128
Mart/March 2023

ISSN: 1300-1981
eISSN: 2651-351X
Araştırma Makalesi/Research Article

THE EFFECT OF AUTHENTIC LEADERSHIP ON THE FLOW AT WORK: THE ROLE OF PSYCHOLOGICAL CLIMATE

OTANTİK LİDERLİĞİN İŞTE AKIŞA ETKİSİ: PSİKOLOJİK İKLİMİN ROLÜ

Meryem Derya YEŞİLTAŞ[1]
Azmi YALÇIN[2]
Sefer YILMAZ[3]

ABSTRACT

This study aims to examine how authentic leadership (AL) affects employees' flow experiences and the indirect effect of AL on flow at work (FaW) through psychological climate (PC). It offers a different perspective in terms of testing the connection between AL and FaW through the business environment. Its sample consists of 391 public sector employees from different cities in Türkiye. In the study, convenience and snowball sampling methods were used together. Results indicate that perceived AL has a positive and significant impact on the perceived PC. Perceived AL and perceived PC effect the FaW positively. The most important finding of the study is that PC positively mediates the effect of perceived AL on the FaW experience.

1- Asist. Prof. Dr., Osmaniye Korkut Ata University, Faculty of Economics & Administrative Sciences, Department of Business Administration, deryayesiltas@osmaniye.edu.tr, ORCID: 0000- 0001-5067-4538.

2- Prof. Dr., Çukurova University, Faculty of Economics & Administrative Sciences, Department of Business Administration, azmiyalcin@cu.edu.tr, ORCID: 0000-0002-9323-3350.

3- Prof. Dr., Ankara Yıldırım Beyazıt University, Faculty of Business Administration, Department of Business Administration, seferyilmaz@aybu.edu.tr, ORCID: 0000-0001-8784-2777.

This study is the revised and enlarged version of the proceeding (Yeşiltaş, Yalçın and Yılmaz, 2021) published in the proceeding book of the "6th International EMI Entrepreneurship Social Sciences Congress" on September 16-18, 2021 in Gorazde, Bosnia and Herzegovina.

Submitted/Gönderim Tarihi: 19.01.2023

Revision Requested/Revizyon Talebi: 24.01.2023

Last Revision Received/Son Revizyon Tarihi: 07.03.2023

Accepted/Kabul Tarihi: 15.03.2023

Corresponding Author/Sorumlu Yazar: Yeşiltaş, M. D.

To Cite/Atıf: Yeşiltaş, M. D., Yalçın, A. and Yılmaz, S. (2023). The Effect of Authentic Leadership on The Flow at Work: The Role of Psychological Climate. TCA Journal/Sayıştay Dergisi, 34 (128), 43-71. https://doi.org/10.52836/sayistay.1238249

ÖZ

Bu çalışma, otantik liderliğin çalışanların akış deneyimlerini nasıl etkilediğini ve otantik liderliğin işte akış üzerindeki dolaylı etkisini psikolojik iklim üzerinden incelemeyi amaçlamaktadır. Bu çalışma, otantik liderlik ile işteki akış arasındaki bağlantıyı iş ortamı üzerinden test etmesi açısından farklı bir bakış açısı sunmaktadır. Araştırmanın örneklemini Türkiye'de farklı şehirlerden 391 kamu çalışanı oluşturmaktadır. Araştırmada kolayda ve kartopu örnekleme yöntemleri bir arada kullanılmıştır. Sonuçlar, algılanan otantik liderliğin algılanan psikolojik iklim üzerinde olumlu ve anlamlı bir etkiye sahip olduğunu göstermektedir. Algılanan otantik liderlik ve algılanan psikolojik iklim işteki akışı olumlu yönde etkilemektedir. Araştırmanın en önemli bulgusu, psikolojik iklimin algılanan otantik liderliğin çalışanın iş akış deneyimine etkisine olumlu yönde aracılık etmesidir.

Keywords: Authentic Leadership, Work Flow Experience, Psychological Climate, Public Employees, Mediation

Anahtar Kelimeler: Otantik Liderlik, İş Akış Deneyimi, Psikolojik İklim, Kamu Çalışanları, Aracılık

INTRODUCTION

The average employee spends about half of the day engaged in work or work-related activities (Schermuly and Meyer, 2020: 10). Considering the place of work in human life, having an enjoyable job is a significant advantage (Andreassen et al., 2010). This is where flow plays a key role. Flow is the psychological state of optimal experience (Csikszentmihalyi, 1990; Csikszentmihalyi and Csikszentmihalyi, 1988). Its characteristics are "Focused attention, clear performance goals and feedback, unity of mind and body, effortless concentration, complete control, loss of self-consciousness, distortion of time and inner pleasure" (Catley and Duda, 1997:309). Work-related flow can be defined as experiencing these characteristic features at work (Bakker, 2008). Therefore, things should be redesigned to resemble flow activities as much as possible (Csikszentmihalyi, 2002).

The flow experience has many positive individual and organizational consequences. At the individual level, flow and flow dimensions evoke positive emotions. Flow improves resilience and optimism (Jackson and Eklund, 2002), feelings of self-efficacy (Salanova et al., 2006), teaching (Csikszentmihalyi, 1996), learning (Csikszentmihalyi, 2003), sports (Jackson et al., 2001), and mental health (Ishimura and Kodama, 2006). At the organizational level,

flow at work (FaW) is positively associated with employee performance (Csikszentmihalyi, 2003; Engeser and Rheinberg, 2008; Kuo and Ho, 2010; Akçakanat et al., 2019; Demerouti, 2006), service quality (Kuo and Ho, 2010), employees' well-being and innovation (Nielsen and Cleal, 2010; Csikszentmihalyi, 2003), job satisfaction (Akçakanat et al., 2019), creativity (Bakker, 2008; Gardner et al., 2005; Rego et al., 2012; Zubair and Kamal, 2015), employee development (Csikszentmihalyi, 2003), and organizational citizenship behavior (Kasa and Hassan, 2015).

Over the past three decades, positive psychological theory has been incorporated into many of organizational psychology's traditional fields of study (Luthans and Avolio, 2009). For example, increasing interest in optimal experience studies such as flow has led to studies of this theory in the business context (Nielsen and Cleal, 2010; Bakker, 2008). As the benefits of work-related flow for the individual and the organization become apparent, positive factors that can enhance the flow experience have begun to be examined. Studies examining the sources of work-related flow seem to focus on job characteristics (Demerouti, 2006; Salanova et al., 2006), leadership (Zubair and Kamal, 2015; Lovelace et al., 2007), personality traits (Ross and Keiser, 2014; Yeşiltaş and Ekici, 2017), job resources (Salanova et al., 2006), and the level of improvement of the individual (i.e., Demerouti et al., 2012; Sonnentag et al., 2012; Debus et al., 2014).

This study examines how authentic leadership (AL), which is defined as one of the positive leadership types based on both employee attitudes and organizational outputs (Walumbwa et al., 2008; Smith et al., 2012), affects employees' FaW and the indirect effect of AL on FaW through psychological climate (PC). Flow is an individual's personal experience (Schermuly and Meyer, 2020). It is typically one of the prominent theories of positive psychology. Comprehending the environment in which flow interacts with other factors in the workplace will help design jobs or train leaders (Smith et al., 2012: 190). Thus, besides understanding the phenomenon, practices can be offered to encourage employees to experience flow in the organization. In this respect, it is more important to examine the effect of the perceived PC by the individual than the common perceptions regarding the environment (psychological organizational climate). This study offers a different perspective on testing for connection between AL and FaW through the business environment. The proposed model is planned to contribute to the literature on AL, PC, and FaW.

1. THEORETICAL FRAMEWORK

1.1. Authentic Leadership (AL)

AL is defined as a process of leader behavior that results in positive behavioral outcomes for leaders and employees through developing an ethical organizational climate (Luthans and Avolio, 2003:243; Walumbwa et al., 2008:94). It not only entails the attitudes of leaders but also the identification and compliance with these attitudes by the followers among the employees (Eagly, 2005: 461). In order for this result to be achieved, it is essential to have an emphasis on the values of that organization by the leaders, a conviction among the employees of the consistency between the leaders' behavior and organizational values, and finally, employee's commitment to those values. That is to say, an internalized ethical and moral perspective must be adopted both by the leaders and then by the followers.

Fostering greater self-awareness and self-development, evaluating strengths and weaknesses objectively, balanced processing of information prior to making decisions, relational transparency including acting honestly and openly with others, promoting the success of organization members have all been argued to be the indicators of authentic leaders (Walumbwa et al., 2008: 94). The four dimensions of AL are self-awareness, which refers to the capacity of a leader to acknowledge the skills of not just himself but also employees, cognitive processes through balanced processing of information, moral perspective, and openness and honesty in the relationship (Macik-Frey et al., 2009). Thus, the core elements of AL are ethical and positive organizational behavior, self-development, and transformational leadership (Luthans and Avolio, 2003). Consistency in the values, words, and actions of a leader is deemed essential in AL (George, 2003). The core themes of AL are ethical and moral facets of leadership (Luthans and Avolio, 2003).

Generating and promoting a positive and appealing organizational climate through developing a suitable ground, on which the employees can widen and enhance their thinking and realize their strengths has been cited as one of the major attributes of authentic leaders (Avolio and Gardner, 2005). This positive organizational climate fosters greater self-awareness and self-development (Walumbwa et al., 2008).

AL is argued to depend not only on the leader's behaviors but also on the employee's understanding and interpretation of these behaviors (Barrick et al., 2013). In other words, leaders would not be authentic unless organization members regard them as such and follow them (Walumbwa et al., 2008; Avolio et al., 2004). Thus, the development of followers among the organization members has been argued to be the real challenge of AL (Ilies et al., 2005).

1.2. Psychological Climate (PC)

Organizational climate is the reflection of recurring patterns of behaviors, attitudes and structures, which are generally exhibited by the members of an organization (Schein, 2010: 24). PC is described by Koys and DeCotiis (1991: 266) as an enduring perceptual and experiential phenomenon generally shared by employees. The employees' experiences come from routine experiences at the workplace. To put simply, employees' perception and interpretation of organizational environments is called PC (James and James, 1989). Organizational climate is at the group level perceptions and consists of accumulated PC (Parker et al., 2003). Although PC is an individual-level perception of organizational attributes (Dickson et al., 2006), PC is an individual-level perception rather than an organizational-level one (Parker et al., 2003).

PC is crucial because it often serves as the basis for developing employees' attitudes toward the organization (Schneider and Reichers, 1983). For instance, work outcomes such as motivation, psychological well-being, job satisfaction, organizational commitment, job involvement, and employee performance have been argued to be associated with PC (Parker et al., 2003). Employees are more likely to commit to their organization if they perceive the work climate as psychologically safe and meaningful. Thus, PC has been argued to affect employee performance (Brown and Leigh, 1996).

1.3. Flow and Flow at Work (FaW)

Flow is depicted as an intrinsic feeling of concentration and deep involvement in an activity when people can cope with the challenges of an environment with the appropriate skills they have developed (Csikszentmihalyi and Csikszentmihalyi, 1988). This sense of success or mastery is argued to be so strong and enjoyable so people are ready to face the risks and costs of that endeavor (Csikszentmihalyi, 1990:4).

It is argued that flow is experienced where the tasks' difficulty and the employee's skills reach a balance. Thus, concentration, intrinsic motivation, enjoyment, and challenge/skill balance have been identified as being among the distinctive features of the flow experience (Csikszentmihalyi, 2003). Moreover, FaW consists of three sub-dimensions; absorption (the total immersion in an activity), work enjoyment, and intrinsic work motivation. Focus refers to the state of total concentration in which employees become wholly absorbed in their work. In this case, time passes quickly, and employees forget everything around them (Csikszentmihalyi, 1990; Bakker, 2008). Work enjoyment results from cognitive and emotional evaluations of the flow experience (Bakker, 2008; Diener, 2000). Intrinsic work motivation refers to performing a certain work-related activity to experience the pleasure and satisfaction inherent in the activity (Bakker, 2008).

1.4. Job Demands and Resources (JDR) Model Perspective

As for the relationships between flow and job demands and resources (JDR), job demands that require high concentration can lead to focus and reduce the enjoyment of work. Therefore, job demands are expected to be negatively related to FaW. Resources, on the other hand, are positively associated with the three dimensions of FaW, as they motivate employees to achieve their goals (Bakker, 2008). Colombo and Zito (2014) examined the relationship between JDR and three flow sub-dimensions. They concluded that resources positively affect all three sub-dimensions of flow and job demands negatively. The research findings of Sharma, Misra, and Gupta (2020) show that resources are positively and significantly related to flow. However, there is no significant relationship between job demands and flow. For Bakker and Demerouti (2007), resources include team climate, manager and colleague support, feedback, career opportunities, and job autonomy. In the context of JDR, leadership has an essential role in maintaining the balance between resources and job demands (Schaufeli, 2015). Leaders have the power to define JDR. For this reason, JDR can be shaped by the decisions and policies of leaders (Fernández-Muñiz et al., 2017: 405). Establishing a balance between resources and demands makes employees more energetic and committed to their work, resulting in optimum job performance (Schaufeli, 2015).

2. RESEARCH MODEL AND HYPOTHESES

Policies and practices are objective organizational features that employees attribute psychological meanings in order to define an organization. PC refers to employees' perceptions of these objective organizational features (Schneider and Reichers, 1983). PC can be seen as the personal perception of how an employee is treated within the organization. Therefore, PC is generally noted to be an outcome of leadership practices and an antecedent of well-being at work (Parker et al., 2003).

It is reported that the close relationship between organizational climate and leadership style (Dickson et al., 2001), especially with an open environment in the organization and transparent communication in work-related activities, strengthens the well-being (Carr et al., 2003) and performance of employees (James et al., 2008). Behaviors of authentic leaders such as upholding ethical and moral values, being transparent to their followers, and being objective in their decision-making processes (Gill and Caza, 2015; Banks et al., 2016), concerning followers' preferences and prioritizing their interests, open communication, balanced information processing, and honesty are predicted to encourage positive follower development and a positive organizational climate (Avolio and Gardner, 2005; Luthans and Avolio, 2009). Therefore, organization members feel more secure, confident, and eventually this leads to an increase in their well-being (Ilies et al., 2005). Therefore, authentic leaders can create and maintain positive organizational climates (Avolio and Gardner, 2005; Woolley et al., 2011). Furthermore, when followers adopt the organization's values and internalize them as their own, this positive climate is strengthened (Dickson et al., 2001). This makes employees feel more optimistic, hopeful, and confident about their jobs and increases their psychological capital (Woolley et al., 2011) and commitment (McDowell et al., 2018). Vice versa, a favorable organizational climate is considered a suitable basis for the AL to be effectively developed (Avolio et al., 2004; Eagly, 2005; Luthans and Avolio, 2003). AL has been argued to develop a positive ethical climate (Gardner et al., 2005), motivational climate (Murcia et al., 2008), positive work climate (Luthans and Avolio, 2003; Woolley et al., 2011) and PC (Munyaka et al., 2017). In this context, empirical studies indicate a positive relationship between AL and climate (Woolley et al., 2011; Munyaka et al., 2017). Based on this information, the H_1 hypothesis is as follows:

H_1: Perceived AL has a significant impact on PC.

AL focuses more on positive progress (Jensen and Luthans, 2006). Leaders can make employees optimistic (De Hoogh and Den Hartog, 2008; Avolio et al., 2004), more positive, and more enthusiastic about their organizations and work situations by behaving fairly, caring for the feelings of their followers, rewarding ethical behavior, and encouraging transparent and open communication (Rego et al., 2012). AL is positively associated with psychological well-being, involvement at work, and happiness (Jensen and Luthans, 2006; Wong et al., 2010; Bamford et al., 2012). AL has also been found to enhance employees' creativity and performance through developing well-being, job satisfaction, motivation, organizational citizenship behavior, and commitment (Walumbwa et al., 2008; Peus et al., 2012; Hmieleski et al., 2012; Wang et al., 2014).

Flow occurs when an individual assimilates, enjoys, and fulfills a certain task at a certain level (Csikszentmihalyi, 1990). Work-related flow consists of three dimensions: "absorption, enjoyment in work, and intrinsic work motivation" (Bakker, 2008). AL supports employees' perceptions of psychological safety and intrinsic motivation through communication, openness, and relational transparency (Rego et al., 2012). When the job is challenging, fun, and structured, employees are more likely to experience FaW (Bakker, 2008). The work environment created by the authentic leader supports the followers in dealing with difficulties and negativities (Avolio and Gardner, 2005). In the long term, followers perceive their leaders as reliable sources of input and feedback (Walumbwa et al., 2008). Employees can get support when they face difficulties. It is thought that AL will positively impact the flow experience of employees with a supportive, transparent, and optimistic perspective. Studies in the literature have also revealed a high correlation between positive leadership and flow (Di Serio et al., 2009). In this context, the H_2 hypothesis is as follows:

H_2: Perceived AL has a significant impact on employees' FaW experiences.

Csikszentmihalyi (1990) suggests that one of the factors that can affect the flow experience may be the social and organizational climate surrounding the work environment. Flow occurs when an individual assimilates, enjoys, and fulfills a certain task at a certain level (Csikszentmihalyi, 1990). PC

is a psychologically meaningful representation of the individual, organizational events, processes, and structures (Parker et al., 2003). It has important effects on the employee, such as satisfaction, commitment, performance, and motivation (Rego and Cunha, 2008), work attitudes, and psychological well-being (Parker et al., 2003). In this context, the H_3 hypothesis is as follows:

H_3: Perceived PC has a significant impact on employees' FaW experiences.

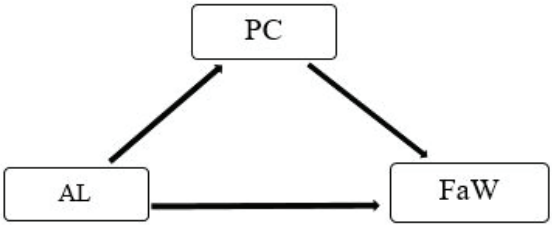
Studies show a positive relationship between AL and climate (Woolley et al., 2011). AL adds positive emotions to the climate by creating supportive, fair, and transparent atmospheric coordination (Walumbwa et al., 2008). Its communicative and supportive approach creates a positive and reliable climate (Gardner et al., 2005) and supports employees' perceptions of psychological safety and intrinsic motivation (Rego et al., 2012). The positive behaviors exhibited by the authentic leader through social contagion and indirect learning are also observed in the followers (Macik-Frey et al., 2009) and contribute to a positive climate. In this way, subordinates feel free to try their ideas even when there is a possibility of failure (Avolio et al., 2004). Authentic leaders support employees' perceptions of psychological safety and intrinsic motivation through communication, openness, and relational transparency (Rego et al., 2012).

It's suggested that the authentic work environment supports its followers in dealing with challenges and adversities (Avolio and Gardner, 2005). Several studies in the literature suggest that AL increases followers' trust and fosters a positive PC (Gill and Caza, 2015; Banks et al., 2016). A climate dominated by supportive values can also contribute to a sense of meaningfulness and thus increased participation (Rich et al., 2010). As Csikszentmihalyi (1990) states, one factor that can impact the flow experience is the social and organizational climate surrounding the business. In this context, it is expected that the PC created by authentic leaders will play a role in the employees' experience of FaW. Based on this information, the H_4 hypothesis is as follows:

H_4: Perceived PC has a mediating role in the impact of perceived AL on employees' FaW experiences.

The visual model of the research from the theoretical perspective is shown in Figure 1.

Figure 1: The research model



3. METHOD

This section presents information about the research population and sample, data collection tools, and ethical aspect of the research.

3.1. Research Population and Sample

The population of the research consists of public sector employees. In the research, convenience, and snowball sampling methods were used together. A total of 458 employees from Türkiye participated in the research online between 12 May 2020 and 13 July 2020. The data collection process was designed online due to the Covid-19 pandemic. The online questionnaire form prepared to collect data was announced and delivered to the participants via social media. Five incompletely filled questionnaires and 62 questionnaires from private sector employees were excluded from the data set, and the analysis was carried out with 391 valid questionnaires. It is recommended that the sample size should not be less than five times the total number of statements in the questionnaire in cases where the required sample size and the number of the population are not known (Hair et al., 2014: 100). Considering that the total number of statements in the questionnaire is 32; it is calculated as at least 160 (32*5). The research sample is adequate for the required sample size; 51% of the participants were men; 49% were women; of whom 25.8% were single; and 74.2% were married. Information on the demographic characteristics of the participants is shown in Table 1.

Table 1: Demographic characteristics of the participants

Demographic Variables		Frequency	Percentage (%)
Age	20-25	30	7.7
	26-30	71	18.2
	31-35	78	19.9
	36-40	89	22.8
	41-45	77	19.7
	46-50	34	8.7
	51-55	7	1.8
	56 and above	5	1.3
	Total	391	100.0
Level of Education	High school and below	35	8.9
	Associate	28	7.2
	Undergraduate	249	63.7
	Graduate (Postgraduate+PhD)	79	20.2
	Total	391	100.0
Administrative/ Managerial Duty	Yes	86	22
	No	303	77.5
	Unanswered	2	0.5
	Total	391	100.0

3.2. Data Collection Tools

The data collection tool used in the research consists of four parts: *"The Authentic Leadership Scale", "The Psychological Climate Scale", "The Work-Related Flow Inventory - WOLF", and "Personal Information Form."*

Authentic Leadership Scale: Walumbwa et al., (2008) developed the original AL Scale, which consists of 16 items and has a 4-dimensional structure. It consists of the dimensions of "relational transparency" (5 items), "internalized moral perspective" (4 items), "balanced processing" (3 items), and "self-awareness" (4 items). The Turkish version of the scale was taken from the study of Tabak et al. (2012). In the scale, 5-point Likert expressions were used in the range of "Never-Always".

Psychological Climate Scale: The scale was developed by Brown and Leigh (1996) for business organizations to determine the PC. The Turkish version of the scale was taken from a study by Argon and Limon (2017). It

consists of 4 dimensions and 19 items: "supportive management" (6 items), "perceived organizational contribution and recognition" (6 items), "self-expression" (4 items), and "role clarity" (3 items). In the scale, 5-point Likert expressions were used in the range of "Strongly Disagree-Strongly Agree".

Work-Related Flow Inventory - WOLF: It was used to measure the FaW using the WOLF scale consisting of 13 statements developed by Bakker (2007). The scale consists of statements measuring the flow experience dimensions of "absorption" (4 items), "enjoyment of work" (4 items), and "intrinsic work motivation" (5 items). It was prepared in a 7-point Likert scale format. The Turkish version of the scale was taken from a study by Yeşiltaş and Ekici (2017).

Personal Information Form: This form, created by the researchers as a result of the literature research, includes the information (gender, age, marital status, educational status, title, total tenure, administrative/managerial duty) defining the employees.

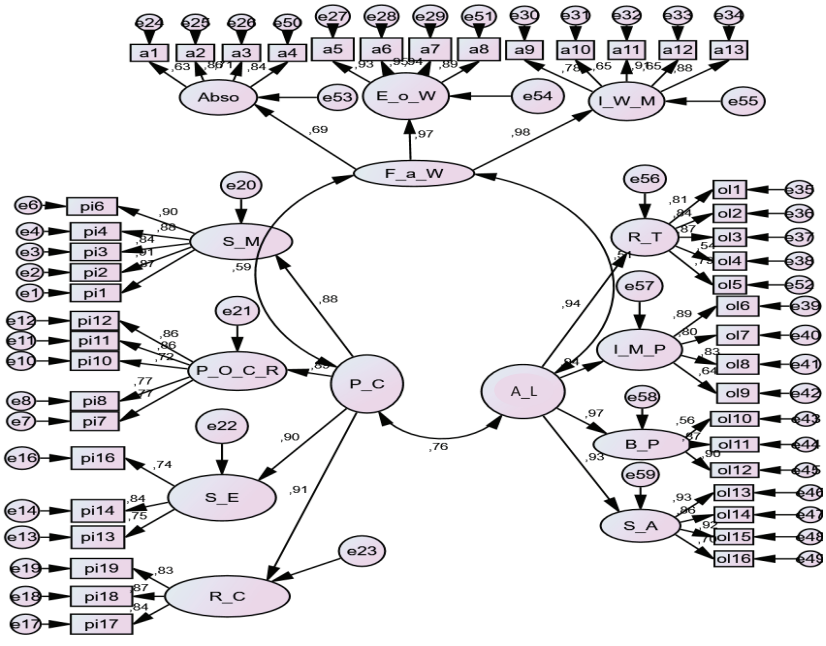
Ethical Aspect of the Research: Permission was obtained from the "Osmaniye Korkut Ata University Scientific Research and Publication Ethics Committee" (decision dated 23 March 2020 and numbered 2020/12/4 (Document Date and Number: 23/03/2020-8912) to conduct the research. After obtaining permission, data were collected from 458 people who agreed to participate in the survey on social media platforms between 12 May 2020 and 13 July 2020.

4. FINDINGS

This section provides information on the validity and reliability values of the scales, the findings of descriptive analyses and normality tests, and the findings related to the hypotheses.

4.1. Findings Regarding the Scales

Figure 2: CFA diagram of the research model



Confirmatory factor analysis (CFA) was used to test the validity of the scales used in the study, and Cronbach's Alpha internal consistency coefficient was calculated to test the reliability. Values related to the analysis are presented in Table 2 and Table 3. While the original structure of the AL and work-related flow experience scales were preserved, three items of the PC scale were excluded from the analysis due to their low factor loads. The results of CFA indicate that the multidimensional structures of the PC, AL, and FaW experience scales have good and acceptable goodness of fit (Meydan and Şeşen, 2011) (Table 2). The AVE value was examined for convergent validity, and the CR value for construct reliability.

Table 2: Model fit results

Fit Index	Num. of Variables	CMIN /df	IFI	TLI	CFI	RMSA	SRMR
Model Results	3	2.430	0.918	0.912	0.917	0.061	0.0525
Goof Fit Index*		**≤3**		**≥0.95**		**≤0.05**	**0.00 ≤SRMR ≤0.05**
Acceptable Fit Index*		**≤4-5**		**0.94-0.90**		**0.06-0.08**	**0.05 ≤ SRMR ≤0.10**

Source: Meydan and Şeşen (2011: 37)

The AVE value is calculated as an indicator of construct validity. It should be greater than 0.50, CR value should be greater than 0.70 (Hair et al., 2014: 693), and the CR value should be greater than the AVE value (Yaşlıoğlu, 2017: 82). The results of the reliability analysis and multidimensional normality tests are given in Table 3. As a result of Cronbach's Alpha reliability analysis, the Alpha (α) value of the scale expresses the degree of reliability, and a value between 0.80≤α<1.00 shows that it is highly reliable (Kalaycı, 2010: 405). The findings indicate that the scales used in the research are valid and highly reliable. The kurtosis and skewness values showed that the data were normally distributed (Kline, 2011). The findings regarding the kurtosis and skewness values of the variables and their descriptive statistics are presented in Table 3.

Table 3: Normality tests and reliability values for scales

Variables	Number of Items	Average	Standard deviation	Skewness	Kurtosis	Cronbach Alpha	AVE	CR
FaW	13	4.83	1.35	-0.522	-0.306	0.943		
Absorption	4	4.56	1.37	-0.085	-0.599	0.850	0.768	0.850
Enjoyment of Work	4	5.23	1.61	-0.764	-0.270	0.961	0.929	0.961
Intrinsic Work Motivation	5	4.72	1.54	-0.457	-0.587	0.881	0.781	0.884
PC	16	3.81	0.85	-1.009	0.833	0.957		
Supportive Management	5	3.85	1.02	-1.128	0.746	0.944	0.881	0.945
Perceived Organizational Contribution and Recognition	6	3.85	0.85	-0.990	0.986	0.894	0.797	0.897
Self-expression	3	3.74	0.94	-0.729	0.064	0.811	0.779	0.822
Role Clarity	3	3.74	1.02	-0.963	0.529	0.881	0.846	0.883
AL	16	3.62	0.88	-0.571	-0.306	0.956		
Relational Transparency	5	3.66	0.95	-0.595	-0.280	0.880	0.780	0.884
Internalized Moral Perspective	4	3.59	0.98	-0.559	-0.101	0.873	0.794	0.871
Balanced Processing	3	3.55	0.95	-0.491	-0.226	0.805	0.790	0.827
Self-awareness	4	3.65	1.014	-0.579	-0.243	0.912	0.857	0.917

The analysis used in the research requires that the data be in accordance with the normal distribution. The skewness and kurtosis coefficients were used to test the conformity of the data to the normal distribution. "Skewness

and kurtosis values between -2 and +2 indicate that the data is normally distributed" (George and Mallery, 2010). It was accepted that the data were suitable for normal distribution since the skewness and kurtosis values of the scales met these conditions.

4.2. Findings Regarding the Hypotheses

This section contains findings related to testing the hypotheses created to examine the effect of AL on FaW and the mediating role of PC in this effect. Correlation analysis was used to determine the relationships between AL, FaW, and PC. After examining the relationships between the variables, the impact of AL on work-related flow and the mediating role of PC in this impact were determined. For this purpose, IBM SPSS Process Macro software based on the bootstrapping method developed by Hayes (2013) was used. Model 4 regression analysis was used as the mediation model.

Pearson correlation analysis was used to examine the relationships between AL, PC, and FaW (See Table 4). Findings indicated positive significant relationships between AL and PC (r=0.701; p<0.01), AL and FaW (r=0.446; p<0.01), and PC and FaW (r=0.519; p<0.01).

Table 4: Correlation analysis results showing the relationship between variables

	Variables	1	2	3
1	AL	1		
2	PC	0.701**	1	
3	FaW	0.446**	0.519**	1

*p<0.05 **p<0.01

After determining the relationship between the variables, SPSS Process Macro Model 4 regression analysis was used to assess the impact of AL on FaW experience and the mediating role of PC in this impact. The initial model shown in Table 5 is statistically significant, and the findings indicate that 49.19% of the employee's perception of PC is explained by perceived AL (F=376.5516; p=0.00). It has been found that perceived AL has a significant positive and strong impact on the PC (B=0.6765). As a result of the findings, hypothesis H_1 (Perceived AL has a significant impact on PC) was supported.

Table 5: The impact of perceived AL on PC

Dependent Variable: PC								Model Summary	
Independent Variables	β	B	SE.	t	p	Confidence Intervals		R^2	F
						LLCI	ULCI		
(Constant)		1.3617	0.1301	10.4686	**0.000**	1.1060	1.6175	0.4919***	376.5516
AL	0.7013	0.6765	0.0349	19.4049	**0.000**	0.6080	0.7451		

***p<0.001

Secondly, according to the model (Table 6), the impact of perceived AL on employees' FaW experiences is statistically significant (F=96.6425; p=0.00), and perceived AL explains 19.90% of employees' FaW experiences. Perceived AL positively affects employees' FaW experiences (B=0.6829). The findings supported hypothesis H_2 (Perceived AL has a significant impact on employees' FaW experiences.).

Table 6: Impact of perceived AL on FaW experience

Dependent Variable: FaW								Model Sum.	
Independent Variables	β	B	S.E.	t	p	Confidence Intervals			F
						LLCI	ULCI		
(Constant)		2.3580	0.2592	9.0986	**0.000**	1.8485	2.8676	0.1990***	96.6425
AL	0.4461	0.6829	0.0695	9.8307	**0.000**	0.5463	0.8194		

***p<0.001

The third model of the impact of AL on FaW experience and the mediating role of PC in this impact is statistically significant (F=76.4383; p=0.000), and 28.26% of the FaW experience is explained by the variables (Table 7). As a result of the findings, hypothesis H_3 (Perceived PC has a significant impact on employees' FaW experiences.) was supported. It is seen that the perceived PC has a positive and significant impact on the FaW experiences of the employees (B=0.6439; p=0.00), while the positive significant impact of the perceived AL in the third model decreased statistically (B=0.2473; p=0.0077).

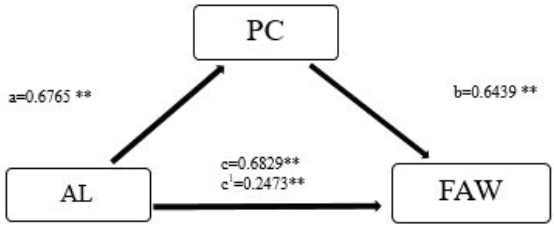
Table 7: The impact of perceived AL and PC on FaW experience

Dependent Variable: FaW								Model Sum.	
Independent Variables	β	B	S.E.	t	p	Confidence Intervals		R^2	F
						LLCI	ULCI		
(Constant)		1.4813	0.2780	5.3279	**0.0000**	0.9347	2.0279	0.2826***	76.4383
AL	0.1615	0.2473	0.0923	2.6781	**0.0077**	0.0657	0.4288		
PC	0.4057	0.6439	0.0957	6.7263	**0.0000**	0.4557	0.8321		

***p<0.001

The independent variable in the regression analysis is the perceived AL, the dependent variable is the FaW of the employees, and the mediating variable is the perceived PC. SPSS Macro Process software was used to calculate the indirect impact of perceived AL. The significance level of the indirect effect estimation was examined with the bootstrapping test. The number of samples was increased to 5000 with the bootstrap process, and confidence intervals (CI) were created with the bootstrapping value. The absence of zero between confidence intervals indicates that the mediation is significant (Preacher and Hayes, 2008: 886). Although the direct effect of the perceived AL in the model on the FaW experience remained statistically significant with the inclusion of the PC in the model, it was concluded that the power of influence decreased (B=0.16152473; p=0.0077).

Figure 3: Results of the research model



As a result of the analysis performed to determine the significance of the indirect paths in Model 1, the bootstrap coefficient and the lower and upper limits of 95% confidence intervals are given in Table 8. As can be seen, the total effect value is 0.6829, the direct effect value is 0.2473, and the indirect effect value is 0.4356. The absence of zero in the confidence intervals of direct, indirect, and total effects (p=0.00) shows that it is statistically significant. Therefore, the PC has a mediation role in the effect of the AL perceptions of the employees on their work-related flow experience. As a result, hypothesis H_4 (Perceived PC has a mediating role in the impact of perceived AL on employees' FaW experiences.) was supported.

Table 8: Direct and indirect impact on the mediator role of perceived PC in the effect of perceived AL on FaW experiences of the employees

	Effect	S.E.	Confidence Intervals	
			LLCI	ULCI
(Direct Effect) AL ---> FaW	**0.2473**	0.0923	**0.0657**	**0.4288**
(Indirect Effect) AL --->PC ---> FaW	**0.4356**	0.0800	**0.2815**	**0.5912**
Total Effect	**0.6829**	0.0695	**0.5463**	**0.8194**
Bootstrapping Size: 5000 %95 CI				

5. CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

This study aims to determine the impact of AL on employees' work-related flow experiences and to reveal the role of PC, if any, in the effect of AL on FaW experience. Hypotheses were tested by analyzing the data collected from 391 public employees. Correlation analysis indicated positive and significant relationships between AL, PC, and FaW experience.

The results revealed that perceived AL positively and significantly affects the perceived PC. This finding supports other research (Munyaka et al., 2017) findings examining the relationship between these two variables. In addition, some studies reveal a positive relationship between AL and organizational climate (Alzghoul et al., 2018), AL and positive organizational climate (Woolley et al., 2011). According to this finding, as perceived AL increases, the perceived PC is positively affected.

Findings of the study show that perceived AL has a positive and significant impact on the FaW experiences of the employees. This finding overlaps with other research examining the relationship between AL and flow experience (Zubair and Kamal, 2016; Lan et al., 2017; Schemuly and Meyer, 2020). Findings show that supportive leadership styles enhance repetitive work-related flow experiences, as Csikszentmihalyi (2003) and Zubair and Kamal (2016) noted. In a study of music teachers at school, Bakker (2005) concluded that teachers with high levels of social support, supervisory coaching, and feedback are more likely to experience flow in the workplace.

The findings show that the perceived PC has a positive and significant impact on the FaW experience of the employees. As the PC improves, the FaW experience of the employees also enhances. As the main purpose of research, it has been determined that the PC has a mediating role in the effect of perceived AL on the employees' FaW experience. This finding shows that PC positively impacts perceived AL's effect on employees' FaW experience.

Csikszentmihalyi (1990) suggested that although flow experience is an individual phenomenon, one of the factors that can affect flow may be the social and organizational climate surrounding the business. However, there is no study in the literature examining the relationship between organizational climate or PC and FaW experience. Therefore, this study not only determined the impact of PC on the FaW experiences of the employees but also determined the mediating role of PC in the effect of AL on FaW experience. In this context, it can be stated that the study has two important contributions to the literature.

The relationships between the variables were examined in the context of the JDR model in the study. In this respect, it is thought that increasing AL activities will contribute to the creation of PC and the flow experience of the employees. Authentic leaders are aware of the needs of their employees and support them in achieving their goals with optimal effort by providing the necessary resources (Laschinger et al., 2012; Adil et al., 2019). Mentoring, coaching, or peer coaching programs can be offered to leaders to develop their AL skills (Chun et al., 2012). It can also be suggested to increase the activities for creating and strengthening the PC in the organization to improve FaW. Activities can be organized to increase the positive interaction of employees with each other. Transparent and supportive communication with employees can create an environment where employees can express themselves comfortably and trust the organization and managers. It will be beneficial to make employees feel like they are a part of the organization, make their work interesting and meaningful, and provide the necessary resources and support for their development to achieve their business goals.

Although the research results add new findings to the literature regarding FaW, it has some limitations. In this study, variables were used as the overall dimensions. Therefore, it could not be determined which features of the variables were more effective. In future studies, the mediation effect can be investigated by considering the variables based on dimensions, and more

detailed results can be obtained. Thus, more detailed and concrete suggestions can be offered for both theory and practitioners. However, other variables mediating the effect of AL on FaW can be investigated. Based on the relevant literature, it can be suggested that psychological capital, job satisfaction, and organizational support could be preferred as mediating variables. The study was conducted online due to cost, time, and Covid-19 pandemic constraints. Since the study was conducted on a cross-sectional sample, the results only reflect this cross-section. The generalizability of the results is limited due to the convenience sampling method. Future studies can be conducted with a larger sample of participants from various professions (Kılıç et al., 2016). Cross-cultural testing of this model will yield remarkable results.

REFERENCES

Adil, A., Kamal, A. and Shujja, S. (2019). Perceived Authentic Leadership in Relation to In-role and Extra-role Performance: A Job Demands and Resources Perspective. Journal of Behavioural Sciences, 29(1).

Akçakanat, T., Erhan, T. and Uzunbacak, H.H. (2019). Meslek aşkının iş tatmini üzerine etkisi: akış deneyiminin aracı rolü. İzmir Katip Çelebi Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 2(1), 80-95.

Alzghoul, A., Elrehail, H., Emeagwali, O.L. and Al Shboul, M.K. (2018). Knowledge management, workplace climate, creativity and performance: The role of authentic leadership. Journal of Workplace Learning.

Andreassen, C.S., Hetland, J. and Pallesen, S. (2010). The relationship between 'workaholism', basic needs satisfaction at work and personality. European Journal of Personality: Published for the European Association of Personality Psychology, 24(1), 3-17.

Argon, T. and Limon, İ. (2017). Psikolojik iklim ölçeğinin Türkçeye uyarlanması: geçerlik ve güvenirlik çalışması. Journal of Human Sciences, 14(3), 2888-2901.

Avolio, B.J., Gardner, W.L., Walumbwa, F., Luthans, F. and May, D.R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. Leadership Quarterly, 15, 801-823.

Avolio, B.J. and Gardner, W.L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. The Leadership Quarterly, 16, 315-338.

Bamford, M., Wong, C.A. and Laschinger, H. (2012). The influence of authentic leadership and areas of worklife on work engagement of registered nurses. Journal of Nursing Management, 1–12.

Bakker, A.B. (2005). Flow among music teachers and their students: The crossover of peak experiences. Journal of vocational behavior, 66(1), 26-44.

Bakker, A. (2008), The Work-Related Flow Inventory: Construction and Initial Validation of the WOLF, Journal of Vocational Behavior, (72), 400-414.

Bakker, A.B. and Demerouti, E. (2007). The job demands-resources model: State of the art. Journal of managerial psychology, 22(3), 309-328.

Banks, G.C., McCauley, K.D., Gardner, W.L. and Guler, C.E. (2016). A meta-analytic review of authentic and transformational leadership: A test for redundancy. The Leadership Quarterly, 27(4), 634–652.

Barrick, M.R., Mount, M.K. and Li, N. (2013). The theory of purposeful work behavior: The role of personality, higher-order goals, and job characteristics. Academy of Management Review, 38(1), 132–153.

Brown, S. and Leigh, T. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. Journal of Applied Psychology, 81(4), 358-360.

Carr, J.Z., Schmidt, A.M., Ford, J.K. and DeShon, R.P. (2003). Climate perceptions matter: a Metaanalytic path analysis relating molar climate, cognitive and affective states and individual level work outcomes, Journal of Applied Psychology, 88(4), 605-619.

Catley, D. and Duda, J.L. (1997). Psychological antecedents of the frequency and intensity of flow in golfers. International Journal of Sport Psychology, 28, 309–322.

Chun, J.U., Sosik, J.J. and Yun, N.Y. (2012). A longitudinal study of mentor and protégé outcomes in formal mentoring relationships. Journal of Organizational Behavior, 33(8), 1071-1094.

Colombo, L. and Zito, M. (2014). Demands, resources and the three dimensions of Flow at Work. A study among professional nurses. 4, 255-264.

Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York: Harper and Row.

Csikszentmihalyi, M. and Csikszentmihalyi, I. (1988). Optimal experience: psychological studies of flow in consciousness. Cambridge, UK: Cambridge University Press.

Csikszentmihalyi, M. (2003). Good Business, Leadership, flow, and the making of meaning. USA: Pinguin Books.

De Hoogh, A.H. and Den Hartog, D.N. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. The leadership quarterly, 19(3), 297-311.

Debus, M.E., Sonnentag, S., Deutsch, W. and Nussbeck, F.W. (2014). Making flow happen: The effects of being recovered on work-related flow between and within days. Journal of Applied Psychology, 99(4), 713-722.

Demerouti, E. (2006). Job characteristics, flow, and performance: the moderating role of conscientiousness. Journal of Occupational Health Psychology, 11(3), 266-280.

Demerouti, E., Bakker, A.B., Sonnentag, S. and Fullagar, C.J. (2012). Work-related flow and energy at work and at home: A study on the role of daily recovery. Journal of Organizational Behavior, 33(2), 276-295.

Dickson, M.W., Resick, C.J. and Hanges, P.J. (2006). When organizational climate is unambiguous, it is also strong. Journal of Applied Psychology, 91, 351-364.

Dickson, M.W., Smith, D.B., Grojean, M.W. and Ehrhart, M. (2001). An organizational climate regarding ethics: The outcome of leader values and the practices that reflect them. The leadership quarterly, 12(2), 197-217.

Diener, E. (2000). Subjective well-being, the science of happiness and a proposal for a national index. American Psychologist, 55, 34–43.

Eagly, A. (2005). Achieving relational authenticity in leadership: does gender matter?, The Leadership Quarterly, 16(3), 459-474.

Engeser, S. and Rheinberg, F. (2008). Flow, performance and moderators of challenge-skill balance. Motivation and Emotion, 32, 158–172.

Fernández-Muñiz, B., Montes-Peón, J.M. and Vázquez-Ordás, C.J. (2017). The role of safety leadership and working conditions in safety performance in process industries. Journal of Loss Prevention in the Process Industries, 50, 403-415.

Fullagar, C.J. and Kelloway, E.K. (2009). Flow at work:An experience sampling approach. Journal of Occupational and Organizational Psychology, 82(3), 595-615.

Gardner, W.L., Avolio, B.J., Luthans, F., May, D.R. and Walumbwa, F.O. (2005), Can you see the real me? A self-based model of authentic leader and follower development, The Leadership Quarterly, 16(3), 343-372.

Gill, C. and Caza, A. (2015). An investigation of authentic leadership's individual and group influences on follower responses. Journal of Management, 20(10), 1–25.

George, B. (2003). Authentic leadership: Rediscovering the secrets to creating lasting value. San Francisco, CA: Jossey Bass.

George, D., and Mallery, P. (2010). SPSS for Windows step by step. A simple study guide and reference (10. Baskı). GEN, Boston, MA: Pearson Education.

Hair, J.F. Jr., Black, W.C. Babin, B.J. and Anderson, R.E. (2014). Multivariate data analysis. Seventh Ed., Essex: Pearson Education.

Hayes, A.F. (2013). An Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach. New York: Guilford.

Hmieleski, K.M., Cole, M.S. and Baron, R.A. (2012), Shared authentic leadership and new venture performance, Journal of Management, 38(5), 1476-1499.

Ilies, R., Morgeson, F.P. and Nahrgang, J.D. (2005). Authentic leadership and eudaemonic well-being: Understanding leader–follower outcomes. The leadership quarterly, 16(3), 373-394.

Ishimura, I., and Kodama, M. (2006). Dimensions of flow experience in Japanese college students: Relation between flow experience and mental health. Journal of Health Psychology, 13, 23-34.

Jackson, S.A. and Eklund, R.C. (2002). Assessing flow in physical activity: The flow state scale and dispositional flow scale. Journal of Sport and Exercise Psychology, 24, 133-150.

Jackson, S.A., Thomas, P.R., Marsh, H.W. and Smethurst, C.J. (2001). Relationships between flow, self-concept, psychological skills, and performance. Journal of Applied Sport Psychology, 13, 129-153.

James, L.R. and James, L.A. (1989). Integrating work environment perceptions: Explorations into the measurement of meaning. Journal of Applied Psychology, 74(5), 739-751.

James, L.R., Choi, C.C., Ko, C.H.E., McNeil, P.K., Minton, M.K., Wright, M.A. and Kim, K. (2008), Organizational and psychological climate: a review of theory and research, European Journal of Work and Organizational Psychology, 17(1), 5-32.

Jensen, S.M. and Luthans, F. (2006). Relationship between entrepreneurs' psychological capital and their authentic leadership. Journal of Managerial Issues, 18(2), 254–273.

Kalaycı, Ş. (2010). SPSS uygulamalı çok değişkenli istatistik teknikleri (5. Baskı). Ankara: Asil Yayın Dağıtım.

Kasa, M., and Hassan, Z. (2015). The role of flow between burnout and organizational citizenship behavior (OCB) among hotel employees in Malaysia. Procedia-Social and Behavioral Sciences, 211, 199–206.

Kılıç, K.C., Özer, A. and Aydın, Y. (2016). Mesleki iş etiği ölçeğinin Türkçe'ye uyarlaması: Geçerlilik ve güvenirlik çalışması. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 25(2), 213-232.

Kline, R.B. (2011). Principles and practice of structural equation modeling. Third Edition, Newyork: Guilford publications.

Koys, D.J. and DeCotiis, T.A. (1991), Inductive measures of psychological climate, Human Relations, 44(3), 265-285.

Kuo, T.H. and Ho, L.A. (2010). Individual difference and job performance: The relationships among personal factors, job characteristics, flow experience, and service quality. Social Behavior and Personality: An International Journal, 38(4), 531–552.

Lan, J., Wong, C.S., Jiang, C., and Mao, Y. (2017). The effect of leadership on work-related flow: a moderated mediation model. Leadership and Organization Development Journal, 38(2), 210-228.

Laschinger, H. K. S., Wong, C. A. and Grau, A. L. (2012). The influence of authentic leadership on newly graduated nurses' experiences of workplace bullying, burnout and retention outcomes: A cross-sectional study. International journal of nursing studies, 49(10), 1266-1276.

Lovelace, K. J., Manz, C. C. and Alves, J. C. (2007). Work stress and leadership development: The role of self-leadership, shared leadership, physical fitness and flow in managing demands and increasing job control. Human resource management review, 17(4), 374-387.

Luthans, F. and Avolio, B.J. (2003). Authentic leadership development, in Dutton, J., Quinn, R. and Cameron, K. (Eds), Positive Organizational Scholarship: Foundations of a New Discipline, 1st ed., Beret-Koehler, San Francisco, CA, pp. 241-258.

Luthans, F. and Avolio, B.J. (2009). The "point" of positive organizational behavior. Journal of Organizational Behavior, 30, 291–307.

Macik-Frey, M., Campbell Quick, J. and Cooper, C.L. (2009). Authentic leadership as a pathway to positive health. Journal of Organizational Behavior, 30(3), 453–458.

McDowell, J., Huang, Y.K. and Caza, A. (2018). Does identity matter? An investigation of the effects of authentic leadership on student-athletes' psychological capital and engagement. Journal of Sport Management, 32(3), 227-242.

Meydan, C.H. and Şen, H. (2011). Yapısal Eşitlik Modellemesi AMOS Uygulamaları. Ankara: Detay Yayıncılık.

Munyaka, S.A., Boshoff, A.B., Pietersen, J. and Snelgar, R. (2017). The relationships between authentic leadership, psychological capital, psychological climate, team commitment and intention to quit. Journal of Industrial Psychology, 43, 1430.

Murcia, J.A.M., Gimeno, E.C. and Coll, D.G.C. (2008). Relationships among goal orientations, motivational climate and flow in adolescent athletes: Differences by gender. The Spanish Journal of Psychology, 11(1), 181-191.

Nielsen, K. and Cleal, B. (2010). Predicting flow at work:Investigating the activities and job characteristics that predict flow states at work. Journal of Occupational Health Psychology, 15, 180–190.

Parker, C.P., Baltes, B.B., Young, S.A., Huff, J.W., Altmann, R.A., LaCost, H.A. and Roberts, J.E. (2003). Relationships between psychological climate perceptions and work outcomes: a meta-analytic review, Journal of Organizational Behavior, 24(4), 389-416.

Peus, C., Wesche, J.S., Streicher, B., Braun, S. and Frey, D. (2012). Authentic leadership: an empirical test of its antecedents, consequences, and mediating mechanisms, Journal of Business Ethics, 107(3), 331-348.

Preacher, K.J. and Hayes, A.F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. Behavior research methods, 40(3), 879-891.

Rego, A. and Cunha, M.P. (2008). Authentizotic climates and employee happiness: Pathways to individual performance?, Journal of Business Research, 61, 739–752.

Rego, A., Sousa,F., Marques,C. and Cunha, M.P. (2012). Authentic leadership promoting employees' psychological capital and creativity. Journal of Business Research, 65(3), 429-532.

Rich, B.L., LePine, J.A. and Crawford, E.R. (2010). Job engagement: Antecedents and effects on job performance. Academy of Management Journal, 53(3), 617–635.

Ross, S.R. and Keiser, H.N. (2014). Autotelic personality through a five-factor lens: Individual differences in flow-propensity. Personality and Individual Differences, (59), 3-8.

Salanova, M., Bakker, A.B. and Llorens, S. (2006). Flow at work: Evidence for an upward spiral of personal and organizational resources. Journal of Happiness Studies, 7(1), 122.

Sharma, S., Misra, N., and Gupta, A. (2020). Flow among scientists: A job demands resources perspective. Defence Life Science Journal, 5(3), 217-223.

Schaufeli, W.B. (2015). Engaging leadership in the job demands-resources model. Career Development International. 20(5), 446-463.

Schein, E.H. (2010). Organizational culture and leadership, John Wiley and Sons.

Schermuly, C.C. and Meyer, B. (2020). Transformational leadership, psychological empowerment, and flow at work. European Journal of Work and Organizational Psychology, 29(5), 740-752.

Schneider, M.E. and Reichers, A.E. (1983). On the etiology of climates. Personnel Psychology, 36, 19-39.

Smith, M.B., Koppes Bryan, L., and Vodanovich, S.J. (2012). The counter-intuitive effects of flow on positive leadership and employee attitudes: Incorporating positive psychology into the management of organizations. The Psychologist-Manager Journal, 15(3), 174-198.

Sonnentag, S., Mojza, E.J., Demerouti, E. and Bakker, A.B. (2012). Reciprocal relations between recovery and work engagement: the moderating role of job stressors. Journal of Applied Psychology, 97(4), 842.

Tabak, A., Polat, M., Coşar, S. and Türköz, T. (2012). Otantik liderlik ölçeği: güvenirlik ve geçerlik çalışması. The Journal of Industrial Relations and Human Resources, 14(4), 89-106.

Walumbwa, F.O., Avolio, B.J., Gardner, W.L., Wernsing, T.S. and Peterson, S.J. (2008). Authentic leadership: Development and validation of a theory-based measure. Journal of Management, 34, 89-126.

Wang, H., Sui, Y., Luthans, F., Wang, D. and Wu, Y. (2014). Impact of authentic leadership on performance: role of followers' positive psychological capital and relational processes, Journal of Organizational Behavior, 35(1), 5-21.

Wong, C.A., Laschinger, H.K.S. and Cummings, G.G. (2010). Authentic leadership and nurses' voice behaviour and perceptions of care quality. Journal of Nursing Management, 18(8), 889–900.

Woolley, L., Caza, A. and Levy, L. (2011). Authentic leadership and follower development: Psychological capital, positive work climate, and gender, Journal of Leadership and Organizational Studies, 18(4), 438-448.

Yaşlıoğlu, M.M. (2017). Sosyal bilimlerde faktör analizi ve geçerlilik: Keşfedici ve doğrulayıcı faktör analizlerinin kullanılması. İstanbul Üniversitesi İşletme Fakültesi Dergisi, 46, 7485.

Yeşiltaş, M.D. and Ekici, E. (2017). İş akış deneyiminin kişilik özellikleri ve iş stresi ile ilişkisi: akademik personel üzerine bir araştırma. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 26(1), 1-11.

Zubair, A. and Kamal, A. (2015). Authentic leadership and creativity: mediating role of work-related flow and psychological capital. Journal of Behavioural Sciences, 25(1).

Zubair, A. and Kamal, A. (2016). Perceived authentic leadership, work-related flow, and creative work behavior: Moderating role of organizational structures. Journal of Social Sciences, 9(2), 426-441.

OTANTİK LİDERLİĞİN İŞTE AKIŞA ETKİSİ: PSİKOLOJİK İKLİMİN ROLÜ

Meryem Derya YEŞİLTAŞ

Azmi YALÇIN

Sefer YILMAZ

GENİŞLETİLMİŞ ÖZET

Bu araştırmada, otantik liderliğin çalışanların akış deneyimleri üzerindeki etkisinin belirlenmesi, varsa psikolojik iklimin otantik liderliğin iş akış deneyimine etkisindeki rolünün ortaya konulması amaçlanmaktadır. Bu çalışma, otantik liderlik ile işteki akış arasındaki bağlantıyı iş ortamı üzerinden test etmesi açısından farklı bir bakış açısı sunmaktadır. Araştırmanın akışın iş yerindeki diğer faktörlerle fiilen etkileşime girdiği doğanın anlaşılması, işlerin tasarlanmasında ve liderlerin eğitiminde yardımcı olabileceği düşünülmektedir. Araştırma kapsamında oluşturulan hipotezler aşağıdaki gibidir:

H_1: Algılanan otantik liderliğin psikolojik iklim üzerinde anlamlı bir etkisi vardır.

H_2: Algılanan otantik liderliğin çalışanların iş akış deneyimleri üzerinde anlamlı bir etkisi vardır.

H_3: Algılanan psikolojik iklimin çalışanların iş akış deneyimleri üzerinde anlamlı bir etkisi vardır.

H_4: Algılanan otantik liderliğin çalışanların iş akış deneyimlerine etkisinde psikolojik iklimin aracılık rolü vardır.

Anket, araştırmanın veri toplama yöntemidir. Kullanılan ölçekler; otantik liderlik, psikolojik iklim, işle ilgili akış ve kişisel bilgi formudur. Kamu sektörü çalışanları araştırmanın çalışma evrenini oluşturmaktadır. Araştırmada kolayda ve kartopu örnekleme yöntemleri birlikte kullanılmış olup 12.05.2020-13.07.2020 tarihleri arasında online olarak Türkiye'nin farklı şehirlerinden toplam 458 çalışan katılmıştır. Covid 19 pandemisi nedeni ile veri toplama süreci online olarak tasarlanmıştır. Veri toplamada online anket formu sosyal medya araçları üzerinden duyurularak katılımcılara ulaştırılmıştır. Veri setinden özel sektör çalışanına ait 62 ve eksik doldurulmuş 5 anket çıkarılmış olup analizler 391 geçerli anket ile gerçekleştirilmiştir.

Otantik liderlik, iş akış deneyimi ve psikolojik iklim arasındaki ilişkilerin belirlenmesi amacıyla Pearson korelasyon analizinden yararlanılmıştır. Korelasyon analizi sonucunda otantik liderlik, psikolojik iklim ve iş akış deneyimi arasında pozitif yönlü anlamlı ilişkiler olduğu belirlenmiştir. Ardından, otantik liderliğin iş akış deneyimi üzerindeki etkisi ve bu etkide psikolojik iklimin aracı rolünün belirlenmesi için IBM SPSS Process Makro uygulaması ile 4. Model regresyon analizi kullanılmıştır. Birinci hipoteze yönelik bulgular algılanan otantik liderliğin psikolojik iklimi pozitif yönde anlamlı olarak etkilediğini ortaya koymuştur. Bu bulguya göre otantik liderlik artıkça psikolojik iklim pozitif yönde artmaktadır. Araştırmanın ikinci hipoteziyle ilişkili bulgular ışığında, algılanan otantik liderlik çalışanların iş akış deneyimlerini pozitif yönde anlamlı olarak etkilemektedir. Üçüncü hipoteze ilişkin olarak bulgular, algılanan psikolojik iklimin çalışanların iş akış deneyimini pozitif yönde anlamlı olarak etkilediğini göstermektedir. Psikolojik iklim arttıkça çalışanların iş akış deneyimi yaşamaları da artmaktadır. Araştırmada temel amaca yönelik olarak bulgular algılanan otantik liderliğin çalışanların iş akış deneyimi üzerindeki etkisinde psikolojik iklimin aracılık rolünün olduğunu göstermektedir. Tespit edilen bulgu algılanan otantik liderliğin çalışanların iş akış deneyimi üzerindeki etkisinde psikolojik iklimin artırıcı etkisini ifade etmektedir. Bu çalışma ile hem psikolojik iklimin çalışanların akış deneyimleri üzerindeki etkisi, hem de otantik liderliğin iş akış deneyimine etkisinde psikolojik iklimin aracılık rolü belirlenmiştir. Bu doğrultuda araştırmacılara ve uygulamacılara öneriler sunulmuştur.