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The Role of the Impostor Phenomenon in the Relationship between Abusive Supervision and Affective Commitment

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The Role of the Impostor Phenomenon in the Relationship between Abusive Supervision and Affective Commitment

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Abstract: The purpose of this study is to examine the relationships among abusive supervision, the impostor phenomenon, and affective commitment within the framework of the Conservation of Resources Theory. A quantitative correlational and cross-sectional research design was employed. The study sample consisted of 335 teachers working in Adana, Türkiye, who voluntarily participated in an online survey. Data were collected using three validated scales: the Abusive Supervision Scale, the Impostor Phenomenon Scale, and the Affective Commitment Scale. Confirmatory factor analysis and PROCESS macro for SPSS were applied to test mediation and moderation effects. The results indicated that abusive supervision negatively predicts affective commitment and positively predicts the impostor phenomenon. Moreover, the impostor phenomenon partially mediated and significantly moderated the relationship between abusive supervision and affective commitment. These findings highlight the dual psychological role of impostor feelings as both a mechanism and boundary condition in explaining how abusive supervision weaken employees' affective commitment with their organizations.

Keywords: Abusive supervision, Affective commitment, Impostor phenomenon.

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Introduction

Affective commitment, a fundamental aspect of organizational commitment, encompasses the emotional connection of an employee's, sense of identification, and loyalty toward the organization (Mercurio, 2015). Emotionally committed employees align themselves with organizational values, exhibit intrinsic motivation, and actively engage in organizational goals, reducing turnover intention (Fazio et al., 2017) and enhancing job performance (Vandenberghe et al., 2004). By taking these positive results into account, organizations need to endeavor to improve affective commitment by not only promoting factors that positively impact it but also recognizing and addressing elements that may adversely predict affective commitment and taking proactive measures to mitigate such factors.

One key detrimental factor impacting affective commitment is abusive supervision (Aryee et al., 2007; Guan & Hsu, 2020; Tepper, 2000; Tepper et al., 2008; Yu et al., 2016; Zang et al., 2021). Abusive supervision is defined as employees' perceptions of managers displaying hostile attitudes toward subordinates through verbal and nonverbal means, devoid of physical contact and violence (Tepper, 2000). Abusive supervision leads to decreased trust, heightened job stress, and emotional exhaustion, which diminish affective commitment (Aryee et al., 2007; Zhang et al., 2021). Employees experiencing such hostile managerial behaviors often disengage emotionally from the organization, increasing their likelihood of turnover and reduced performance (Kashif et al., 2021).

A further factor negatively influencing affective commitment is the impostor phenomenon (Garcia, 2019; Grubb & McDowell, 2012). Initially introduced to describe accomplished women who feel fraudulent despite clear evidence of their competence, the impostor phenomenon broadly applies to successful professionals who experience pervasive feelings of inadequacy, anxiety, and depression (Clance & Imes, 1978; Grubb & McDowell, 2012; Vergauwe et al., 2015). The undesired results incurred by organizations due to impostor phenomenon encompass various facets, including suboptimal performance below individuals' full potential, diminished retention rates stemming from burnout or executives resigning, as well as the broader cultural repercussions associated with burnout and reactivity (Halliday, 2018).

While the linkage between abusive supervision and affective commitment has been explored, to the best of the authors' knowledge, no study has examined the impact of impostor phenomenon on this relationship. Moreover, recent calls to investigate impostor phenomenon within organizational contexts highlight the need to understand how it interacts with abusive supervision to influence critical outcomes such as affective commitment (Song & Whitman, 2024). So, this study aims to address this gap by exploring the intricate relationship among abusive supervision, impostor phenomenon, and affective commitment through the conservation of resources (COR) theory. Understanding these interactions can

help organizations develop targeted strategies to enhance affective commitment, mitigate negative outcomes, and foster a resilient and productive workforce. This study seeks to offer practical insights for organizations and contribute to the academic literature.

Theory and Hypotheses

Abusive supervision and affective commitment

While the literature extensively explores the positive attributes of managers, instances of abusive supervision persistently manifest in organizations in both the past and contemporaneously (Aksay & Gugercin, 2016). This form of management pertains to the systematic contravention of the organization's legitimate interests, impeding the attainment of organizational goals through the mistreatment of subordinates or engagement in other destructive behaviors (Aasland et al., 2010). Consequently, it can engender numerous adverse outcomes for the organization and its employees (Aryee et al., 2007; Harvey et al., 2007; Tepper, 2000; Tillman et al., 2018). Abusive supervision constitutes a significant organizational aspect with global implications, incurring substantial costs for businesses worldwide. For instance, the annual cost attributed to abusive supervision results in detrimental outcomes, such as absenteeism, and a reduction in productivity of nearly 23.8 billion dollars (Tepper et al., 2006). Studies also indicate that over half of Chinese employees experience abusive supervision (Shen et al., 2020), while in Türkiye, Sezici's (2016) research revealed that 42% of employees encounter abusive supervision during their professional working life. Abusive supervision has garnered attention from researchers because of its widespread occurrence and its negative consequences in business environments (Gugercin & Cavus, 2021a; Yu et al., 2016). By COR theory, it is posited that abusive supervision, by creating a perception among employees that they are not receiving the expected support from their managers, will detrimentally affect affective commitment. Indeed, existing studies affirm a negative association between abusive supervision and affective commitment (Aryee et al., 2007; Guan & Hsu, 2020; Tepper, 2000; Tepper et al., 2008; Yu et al., 2016; Zang et al., 2021) align with this proposition. Thus, the following hypothesis is formulated in line with the literature findings:

H₁: Abusive supervision decreases affective commitment.

The impostor phenomenon and affective commitment

Experiencing a sense of impostor significantly influences an individual's attitudes and behaviors within the workplace. Even if an employee with a sense of impostor successfully accomplishes assigned tasks, internalizing this success becomes challenging as it is often attributed to luck and happenstance. The apprehension that colleagues and managers might discover success as a stroke of luck or coincidence can eventually lead to failure. Individuals who recognize themselves as inadequate at work have a tendency to have a weak emotional

attachment to their workplace, encountering difficulty in fostering a meaningful emotional bond with the organization (Grubb & McDowell, 2012). Furthermore, those grappling with prolonged feelings of impostor may endure heightened levels of stress, anxiety, and depression compared to their counterparts (Clance & Imes, 1978; Hutchins et al., 2018), hindering their capacity to perform efficiently in the workplace and impeding the development of meaningful relationships with both their work and colleagues (Gardner et al., 2019). In accordance with COR theory, people with diminished resource levels, encompassing feelings of stress, anxiety, self-doubt, and insecurity, are less likely to form a robust emotional connection with the organization (Grubb & McDowell, 2012). Notwithstanding the scarcity of studies investigating the impact of impostor phenomenon on organizational commitment, McDowell et al. (2007) theorized the presence of a negative relationship. Grubb and McDowell (2012) and Garcia (2019) specifically identified the negative impact of the employee's impostor feelings on affective commitment. Additionally, Badawy et al. (2018) noted in their study that individuals experiencing impostor phenomenon display adverse emotions and attitudes, encompassing weak self-efficacy, diminished affective commitment, a perception of insufficient organizational support, and maladaptive perfectionism, despite achieving success and occupying successful roles. While Neureiter and Traut-Mattausch (2016) did not identify a direct and significant relationship between impostor phenomenon and affective commitment, their findings highlight the mediating role of employees' career optimism in this association. Essentially, the sense of impostorism experienced by employees was found to correlate with a decline in career optimism, thereby leading to diminished affective commitment. Consequently, individuals harboring pessimistic career expectations exhibited a reduced affective commitment to their organizations. So, the following hypothesis is put forward:

H₂: Impostor phenomenon decreases affective commitment.

Abusive supervision and the impostor phenomenon

Factors, such as family structure and social upbringing, have been identified as contributors to impostor phenomenon (Clance et al., 1995). Situational factors, including organizational and work-related aspects potentially elicit or exacerbate feelings of impostorism (Aparna & Menon, 2020). impostor phenomenon, predominantly linked to career success, can be influenced by organizational and work-related factors, as indicated by Gullifor et al. (2023), who addressed both organizational antecedents (e.g., perceived organizational support) and interpersonal antecedents of impostor phenomenon. Chakraverty and Rishi (2022) argued that exposure to academic workplace violence, including abusive supervision, led female doctoral students to internalize behaviors such as rudeness, aggression, and derogatory comments, subsequently viewing themselves as less competent and reinforcing feelings of impostorism. However, to the best of the authors' knowledge, there is a lack of prior research on the direct linkage between abusive supervision and impostor phenomenon. The

exploration of the impostor phenomenon because of academic workplace violence in the referenced study provides a pivotal basis for the development of this hypothesis.

In addition, based on the COR theory, managerial support is posited as a crucial social resource in the workplace (Aryee et al., 2008). The absence of managerial support coupled with abusive behaviors exhibited by managers, including anger outbursts, public ridicule, appropriating credit for subordinates' accomplishments, and scapegoating subordinates, is likely to exacerbate the negative emotional states of employees already grappling with impostor feelings, anxiety, and stress. Abusive supervision is considered harmful behavior that negatively affects organizations (Yu et al., 2016). In their study, Zang et al. (2021) mentioned that the perception of abusive supervision impacts employees' emotional reactions. Abusive supervision is believed to exert a more pronounced and enduring effect on employees' behaviors and emotions than positive leadership styles (Baumeister et al., 2001). In essence, abusive supervisors who demonstrate hostility towards their employees, appropriate their successes, exhibit unfairness, and scapegoat subordinates for their failures are anticipated to intensify the severity of impostor feelings. Consequently, the following hypothesis is put forth:

H₃: Abusive supervision increases impostor phenomenon.

Mediating and moderating role of the impostor phenomenon

Extant research indicates that the presence of abusive supervision exerts an adverse influence on affective commitment (Aryee et al., 2007; Guan & Hsu, 2020; Tepper, 2000; Tepper et al., 2008; Yu et al., 2016; Zang et al., 2021), the link between abusive supervision, affective commitment, and impostor phenomenon remains unexplored in the literature. Based on the COR theory framework, it is interesting to investigate whether impostor phenomenon partially mediates the linkage between abusive supervision and affective commitment. According to COR theory, impostor phenomenon serves as an individual resource that impedes employees and depletes their resources (Haar & De Jong, 2022). Essentially, individuals experiencing impostor feelings may lack crucial individual resources, like self-efficacy and self-esteem, leading to self-doubt and attributing success to luck or coincidence. These adverse emotions potentially impede the cultivation of a resilient emotional bond with an organization. Impostors experiencing diminished self-confidence due to hostile managerial behavior are likely to intensify their self-doubt, accompanied by increased negative feelings such as stress and anxiety. Therefore, impostor phenomenon may partially mediate the relationship between abusive supervision and affective commitment. Thus, the following hypothesis is put forward:

H₄: Impostor phenomenon is a partial mediator in the linkage between abusive supervision and affective commitment.

On the other hand, the potential moderating role of impostor phenomenon in the linkage between abusive supervision and affective commitment also merits further consideration. According to the COR theory, emotions such as feeling successful, achieving professional objectives, and maintaining optimistic and positive personal sentiments are considered potential resources (Hobfoll, 2001). Conversely, individuals who grapple with impostor phenomenon are prone to experiencing contrasting emotions, which suggests a dearth of resources. Those with impostor feelings encounter challenges in internalizing their accomplishments and tend to attribute potential negative situations to themselves, displaying a behavior contrary to a self-serving attributional style. Ibrahim et al. (2023) observed that impostors exhibit an internal-stable attribution of failure, based on their intrinsic nature. This inference aligns with the findings of Song and Whitman (2024), who explored the moderating role of impostor phenomenon on employees' discretionary behaviors in the context of perceived abusive supervision. According to Song and Whitman (2024), employees with heightened impostorism were less likely to report intentions to engage in counterproductive work behaviors directed at supervisors than those with low levels of impostorism. Because impostors often make inaccurate assessments of their performance and perceive themselves as inadequate, undervaluing their abilities (Fischer & Holz, 2007). As a result, they may interpret abusive supervision perception because of their own misjudged poor performance. So, assuming that a reduction in affective commitment among individuals with impostor feelings stems from internal factors rather than abusive supervision, it is posited that impostor feelings diminish the intensity of the link between abusive supervision and affective commitment. According to these, the following hypothesis is put forward:

H₅: Impostor phenomenon is a moderator in the linkage between abusive supervision and affective commitment.

Methodology

This section outlines the methodological framework of the study, including the research model, characteristics of the sample, measurement tools, and procedures used for data collection.

Research model

A quantitative correlational and cross-sectional research design was employed. The research model investigates the mediating and moderating roles of the impostor phenomenon in the relationship between abusive supervision and affective commitment. Specifically, abusive supervision is conceptualized as the independent variable, affective commitment as the dependent variable, and the impostor phenomenon as both a mediator and a moderator, each examined through distinct analyses.

Population and sample

The population of this study consisted of teachers working in public schools in the province of Adana, Türkiye. A convenience sampling method was employed in the selection of the sample, as this approach facilitated practical access to participants within the constraints of the data collection process. In this context, the questionnaire was administered to teachers working in various public primary, lower secondary, and upper secondary schools in Adana. The final sample consisted of 335 teachers, whose voluntary participation constituted the foundation of the study. Ethics committee approval for conducting the research was obtained prior to data collection. The Table 1 presents the demographic and work-related characteristics of the participants.

Table 1. Demographics and Work-related Characteristics

		Frequency	%
Gender	Woman	214	63.9
	Man	121	36.1
Age	18-24	3	0.9
	25-34	83	24.8
	35-44	140	41.8
	45-54	82	24.5
	55+	27	8.0
Education	Bachelor's Degree	260	77.6
	Master's Degree	75	22.4
Tenure	Less than 5	20	6.0
	5-9	70	20.9
	9-14	62	18.5
	15-20	65	19.4
	20+	118	35.2
Student Level	Pre-school	29	8.7
	Primary	109	32.5
	Secondary	111	33.1
	High school	86	25.7

The majority of the participants were female (63.9 %), about age between the ages of 35-44 (41.8 %), and educated with a bachelor's degree (77.6%). Additionally, 35.2% of the participants had more than 20 years of tenure, and the majority (33.1%) were secondary school teachers.

Data collection tool

A structured questionnaire was used to collect data on participants' perceptions of abusive supervision, levels of impostor phenomenon, affective commitment, and demographic information.

Abusive Supervision Scale: Tepper's (2000) unidimensional fifteen-item scale was utilized to measure abusive supervision. The scale was adapted by Ulbegi et al. (2014) in Turkish. The sample item was 'My boss ridicules me'. Participants expressed their degree of agreement with the items using a five-point Likert scale ranging from 'never' (1) to 'always' (5). The Cronbach's alpha for the original scale was 0.90.

Impostor Phenomenon Scale: Leary et al.'s (2000) unidimensional seven-item scale was used to measure impostor phenomenon. Akin et al. (2015) adapted the scale in Turkish. The sample item was 'Sometimes I am afraid I will be discovered for who I really am.' Participants expressed their degree of agreement with the items using a five-point Likert scale ranging from 'Not at all characteristic of me' (1) to "extremely characteristic of me" (5). Cronbach's alpha for the original scale was 0.87.

Affective Commitment Scale: Meyer et al.'s (1993) unidimensional six-item scale was utilized to measure affective commitment. Dağlı et al. (2018) adapted the scale in Turkish. The sample item was 'I would be very happy to spend the rest of my career with this organization.' Participants expressed their degree of agreement with the items using a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). The Cronbach's alpha for the original scale was 0.87.

Data collecting

Data were collected through an online survey administered to teachers in Adana, Türkiye. The questionnaire included measures of abusive supervision, impostor phenomenon, affective commitment, and demographic variables. A convenience sampling method was employed.

Ethical Approval: The ethical approval for this research was obtained from the Ethics Committee of Social and Human Sciences at Mersin University, through its decision numbered 55, dated 09 February 2022.

Data analysis

The statistical analysis procedures applied in the study are described. SPSS 26 and AMOS 24 software were used to perform descriptive statistics, reliability analysis, confirmatory factor analysis, correlation analysis, and hypothesis testing. Mediation and moderation analyses were conducted using PROCESS Macro. The results obtained from these analyses are presented in the Findings section.

Findings

Preliminary analysis

To address the issue of common method variance, Harman's single-factor test was conducted. The test findings showed that five factors were explained, and the largest covariance explained by a factor solution was 32.96%. The observed variance was below the acceptable limit of 50% (Podsakoff & Organ, 1986), demonstrating that this study is free from the common method variance issue. As mentioned previously, the compatibility of the scales was examined using confirmatory factor analysis (CFA; see Table 2). All scales (abusive supervision, impostor phenomenon, and affective commitment) were unidimensional. Preliminary analyses indicated that all items exhibited satisfactory loadings on their respective factors, except for one item within the affective commitment scale. This item was omitted from subsequent analyses because of its insignificant or low factor loading (0.467).

Table 2. Results of CFA

Constructs	χ^2/df	CFI	GFI	TLI	IFI	RMSEA
AS	3.23	0.93	0.90	0.92	0.93	0.08
IP	3.41	0.98	0.97	0.96	0.98	0.08
AC	1.45	0.99	0.99	0.98	0.99	0.04
Measurement Model	2.38	0.90	0.86	0.89	0.90	0.06

Note(s): AS = Abusive Supervision, IP= Impostor Phenomenon, AC=Affective Commitment, N = 335, χ^2/df : Chi-square/degrees of freedom, CFI: Comparative fit index, GFI: Goodness of fit index, TLI: Tucker-Lewis index, IFI: Incremental fit index, RMSEA: Root Mean Square Error of Approximation

After conducting CFA for the model and incorporating error covariance terms between items assessing the same construct, the fit indices of the revised model were deemed satisfactory. This assessment aligns with the criteria (Hair et al. 2005; Hu & Bentler, 1999). The CFA results showed that the scales and the modified model of the study showed a good and/or acceptable CFA fit to the data. All factor loadings were significant at 0.001 (See Table 3), indicating convergent validity (Anderson & Gerbing, 1984).

Table 3. Factor Loadings

	B	Standard error (b)	(β)	P
Abusive Supervision				
AS1	0.59	0.05	0.66	< 0.001
AS2	0.51	0.04	0.66	< 0.001
AS3	0.81	0.06	0.67	< 0.001
AS4	0.71	0.05	0.76	< 0.001
AS5	0.70	0.06	0.65	< 0.001
AS6	0.73	0.05	0.73	< 0.001
AS7	1.00	0.11	0.49	< 0.001
AS8	0.44	0.04	0.59	< 0.001
AS9	1.10	0.07	0.68	< 0.001
AS10	1.06	0.07	0.78	< 0.001
AS11	0.99	0.07	0.80	< 0.001
AS12	0.98	0.06	0.81	< 0.001
AS13	0.70	0.06	0.66	< 0.001
AS14	0.28	0.03	0.55	< 0.001
AS15	1.00		0.74	-
Impostor Phenomenon				
IP1	0.94	0.08	0.59	< 0.001
IP2	0.81	0.05	0.73	< 0.001
IP3	0.65	0.07	0.48	< 0.001
IP4	1.14	0.06	0.88	< 0.001
IP5	0.62	0.06	0.57	< 0.001
IP6	0.82	0.06	0.65	< 0.001
IP7	1.00		0.83	-
Affective Commitment				
AC1	1.00		0.58	-
AC2	0.67	0.12	0.42	< 0.001
AC4	0.91	0.12	0.63	< 0.001
AC5	0.80	0.13	0.46	< 0.001
AC6	0.90	0.13	0.57	< 0.001

Note(s): AS, Abusive Supervision; IP, Impostor Phenomenon; AC, Affective Commitment

Pearson's correlation analysis was performed to ascertain the direction and level of change among the variables (see Table 4). As per this analysis, the intercorrelations among the variables offer preliminary support for the hypothesized relationships. Abusive supervision was negatively correlated with affective commitment ($r = -0.471$, $p < 0.01$) and positively

correlated with impostor phenomenon ($r = 0.330$, $p < 0.01$). Additionally, the calculated Cronbach's alpha coefficients of the scales [abusive supervision (0.92), impostor phenomenon (0.87), and affective commitment (0.71)] are above 0.70, which is considered sufficient (Churchill, 1979; see Table 4). Furthermore, the VIF values were < 5 ; therefore, the results eliminated the multicollinearity concerns (Hair et al., 2019).

Table 4. Variables' Descriptive Statistics

	M (SD)	1	2	3	4	5	6	7	8
1 AS	1.31 (0.47)	0.92							
2 IP	1.21 (0.41)	0.330**	0.87						
3 AC	3.71 (0.69)	-0.471**	-0.253**	0.71					
4 Gender	-	0.028	-0.052	-0.067	1				
5 Age	-	0.017	-0.061	0.055	-0.143**	1			
6 Education	-	0.136*	0.128*	-0.158**	-0.088	-0.091	1		
7 Tenure	-	-0.057	-0.064	0.058	-0.156**	0.811**	-0.113*	1	
8 Institution Type	-	0.201**	0.096	-0.077	0.065	-0.156**	0.001	-0.186**	1
9 Student Level	-	0.078	0.062	-0.117*	-0.162**	0.008	0.132*	-0.021	0.062

Note(s): Cronbach's alpha values are represented in the diagonal. $N = 335$, ** $p < 0.01$, * $p < 0.05$

Hypothesis Testing

Test of mediation effect

The proposed mediation model was examined using Hayes' (2018) PROCESS macro for SPSS, which provided guidance for initially assessing the mediating influence of impostor phenomenon on the relationship between teachers' perceptions of abusive supervision and their affective commitment (Model 4). In the mediation effect analyses conducted through the bootstrap technique (based on 5000 bootstrap samples), the 95% confidence interval values derived from the analysis should not encompass zero for the research hypothesis to be supported (Mackinnon et al., 2004). Table 5 illustrates the study's investigation of the impact of independent variables on the dependent variables. In Table 5, two distinct models aligned with the research framework are constructed. Model 1 focuses on the impact of abusive supervision on impostor phenomenon. The results revealed a positive effect of abusive supervision on impostor phenomenon ($b = 0.29$, $p < 0.01$). Transitioning to Model 2, the effects of both abusive supervision ($b = -0.64$, $p < 0.01$) and impostor phenomenon ($b = -0.18$, $p < 0.05$) on affective commitment were explored, indicating negative impacts.

Table 5. Regression Results for Mediation (Paths a, b, c')

Variable	Model 1: IP			Model 2: AC		
	B	SE	p	B	SE	p
(Constant)		0.062			0.121	
AS				4.765	0.074	0.000
IP		0.044			0.085	
F	a	0.830	.000	b	50.27	0.000
p		40.81	.000		<0.001	
		0.286				0.032
R ²		<0.001		-0.184	0.232	
		0.109				

Note(s): *b*, unstandardized regression estimate; *SE*, standard error of unstandardized estimate, *F* *F*-statistic; *p*, *p*-value; *R*², Multiple correlation squared; *AS*, Abusive Supervision; *IP*, Impostor Phenomenon; *AC*, Affective Commitment, *a* = the path between *AS* and *IP*, *b*= the path between *IP* and *AC*, *c*'= direct effect between *AS* and *AC*.

To obtain the mediation analysis results, initial direct regression analyses conducted between the variables are presented in Table 5. According to Model 1, the impact of abusive supervision on the mediator variable impostor phenomenon was significant and positive (supporting Hypothesis 3). Therefore, abusive supervision explains approximately 11% (*R*² = 0.109) of the change in impostor phenomenon. Additionally, Model 2 indicates that the effects of abusive supervision and impostor phenomenon on affective commitment are both significant and negative (supporting Hypotheses 1 and 2). Therefore, abusive supervision and impostor phenomenon explained approximately 23% (*R*² = 0.232) of the change in affective commitment. The requisite relationships for the mediating effect were identified. As indicated in Table 6, the mediation effect of impostor phenomenon was statistically significant (*b* = -0.05, *SE* = 0.03, 95% *CI* [-0.11, -0.01]). Based on this result, it was observed that impostor phenomenon plays a partial mediating role in the linkage between abusive supervision and affective commitment. The results of the mediation model analysis are shown in Figure 1.

Table 6. Direct and Indirect Effects of Abusive Supervision on Affective Commitment

			<i>b</i>	<i>SE</i>	<i>LLCI</i>	<i>ULCI</i>
Total Effect of Abusive Supervision on Affective Commitment			-0.69	0.07	-0.83	-0.55
Direct Effect of Abusive Supervision on Affective Commitment			-0.64	0.07	-0.78	-0.49
Indirect Effect of Abusive Supervision on Affective Commitment			<i>b</i> / <i>β</i>	<i>SE</i>	<i>LLCI</i>	<i>ULCI</i>
Independent	Moderator	Dependent				
AS	> IP	> AC	-0.05/-0.04	0.03	-0.11	-0.01

Note(s): *b*, unstandardized regression estimate; β , standardized regression estimate; *SE*, standard error of unstandardized estimate; *LLCI*, Lower limit confidence interval; *ULCI*, Upper limit confidence interval; *AS*, Abusive Supervision; *IP*, Impostor Phenomenon; *AC*, Affective Commitment.

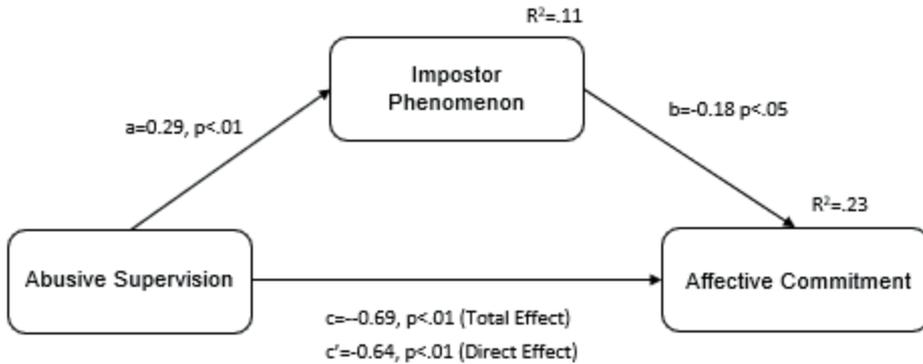


Figure 1. The Result of the Mediation Model Analysis

Test of moderation effect

The moderating effect of impostor phenomenon was tested using Hayes' (2018) PROCESS macro (Model 1). Table 7 presents the regression results for the moderating hypothesis. The moderating effect of impostor phenomenon was significant ($\beta = 0.22$, $SE = 0.09$; 95% CI [0.03, 0.41], $t=2.29$, $p = 0.02$), supporting Hypothesis 5. All predictors included in the regression analysis explained approximately 24% ($R^2 = 0.244$) of the change in affective commitment.

Table 7. Regression Results

Predictor	<i>B</i>	<i>SE</i>	<i>T</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
AC						
Constant	3.69	0.03	110.94	0.00	3.63	3.76
AS	-0.70	0.08	-8.82	0.00	-0.86	-0.55
IP	-0.27	0.09	-2.89	0.00	-0.45	-0.09
AS*IP	0.22	0.09	2.29	0.02	0.03	0.41
Conditional effects of AS on AC at IP values ($M \pm 1$ SD)						
IP Level	Effect	<i>SE</i>	<i>T</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
- 1 SD	-0.74	0.09	-8.41	0.00	-0.92	-0.57
M	-0.70	0.08	-8.82	0.00	-0.85	-0.55
+ 1 SD	-0.61	0.07	-8.20	0.00	-0.76	-0.46

Note(s): *b*, standardized regression estimate; *SE*, standard error of unstandardized estimate, *T*, *t*-statistic; *p*, *p*-value, *LLCI*, Lower limit confidence interval; *ULCI*, Upper limit confidence interval, *AS*, Abusive Supervision; *IP*, Impostor Phenomenon; *AC*, Affective Commitment.

Table 7 additionally displays the outcomes of the conditional effects of abusive supervision on affective commitment for the three impostor phenomenon values that were examined. As shown in Table 7, the bootstrap confidence intervals for conditional indirect effects were found to be statistically significant at lowCI [-0.92, - 0.57], mediumCI [-0.85, -0.55] and highCI [-0.76, -0.46] levels of impostor phenomenon. The effects of the moderator variable on the linkage between abusive supervision and affective commitment are shown in Figure 2.

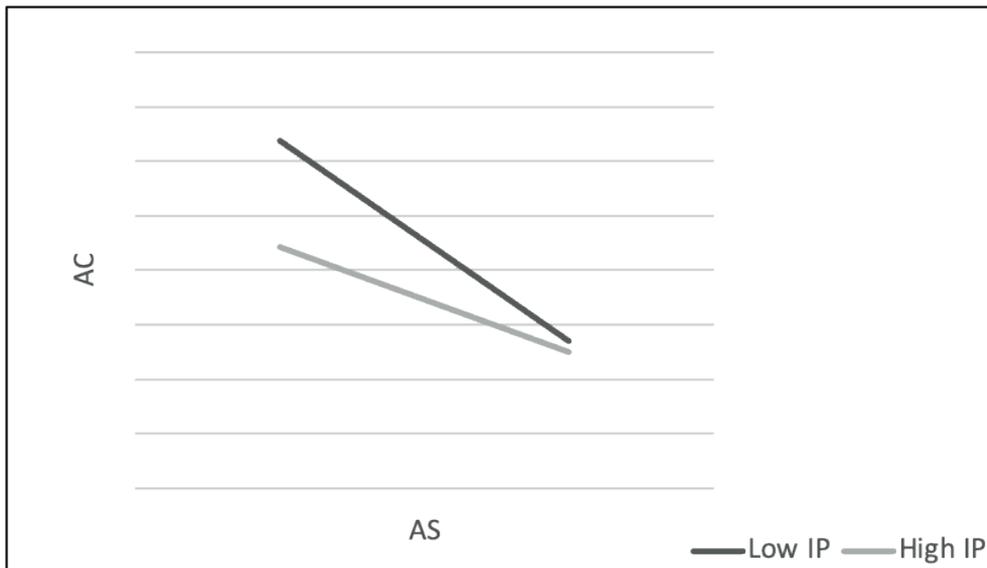


Figure 2. IP as a Moderator between the Linkage of Abusive Supervision and Affective Commitment

Discussion

Aligned with the theoretical underpinnings of the COR theory (Hobfoll, 2001), it was posited that (in H_1 and H_2 respectively) both abusive supervision and impostor phenomenon are among the antecedents of affective commitment. Consistent with the findings of previous research, abusive supervision (Aryee et al., 2007; Guan & Hsu, 2020; Tepper, 2000; Tepper et al., 2008; Zang et al., 2021) was found to predict affective commitment supporting H_1 . This form of supervision reduces the achievement of affective commitment through systematic violation of the legitimate interests of the organization, and the mistreatment of subordinates has been proven in a sample of teachers. Additionally, impostor phenomenon decreased

affective commitment, thus supporting H_2 . This result indicates that impostor feelings make teachers unable to internalize their success and diminish affective commitment, in line with existing literature (Badawy et al., 2018; Garcia, 2019; Grubb & McDowell, 2012; McDowell et al., 2007).

Hypothesis 3 (abusive supervision increases impostor phenomenon), which was also supported, represents a distinctive aspect of this study. To the best of the authors' knowledge, no prior research has directly investigated the connection between abusive supervision and impostor phenomenon. This outcome aligns with the conclusions drawn by Chakraverty and Rishi (2022), who asserted that exposure to academic workplace violence, including acts of aggression and harassment, amplifies feelings of impostorism. Additionally, Bortolan (2018) analyzed the characteristic dynamics of impostor phenomenon and women involved in abusive relationships. This study found that women in abusive relationships often experienced similar feelings, such as low self-esteem and self-confidence, as observed in the case of impostor phenomenon. Therefore, substantiating this hypothesis provides evidence that impostors who experience abusive supervision are likely to experience these emotions at higher levels. With the support of the third hypothesis, it was established that abusive supervision serves as one of the triggers of impostor phenomenon.

Supporting H_4 , impostor phenomenon's significant partial mediating effect on the linkage between abusive supervision and affective commitment was observed. To the best of the authors' knowledge, this is the first study to analyze the mediation effect of impostor phenomenon on this relationship. Aligned with the tenets of the COR theory, this finding corroborates the notion that impostor phenomenon may intensify teachers' perceptions of abusive supervision, leading to further reductions in affective commitment beyond the direct impact of abusive supervision. The trigger impact of abusive supervision on impostor phenomenon, as supported by hypothesis 3, is believed to be the driving force behind this effect.

Considering the nature of moderation, the moderating role of impostor phenomenon in the linkage between abusive supervision and affective commitment is explored as independent of the abusive supervision - impostor phenomenon relationship. Therefore, the potential triggering effect of abusive supervision on the impostor phenomenon was ignored. Within this context, H_5 , which posits that impostor phenomenon moderates the linkage between abusive supervision and affective commitment, was supported. Impostor phenomenon diminished the negative impact between abusive supervision and affective commitment. Moreover, a higher level of impostor phenomenon significantly mitigated the negative association between abusive supervision and affective commitment. This situation may be elucidated by the research findings of Ibrahim et al. (2022) and Song and Whitman (2024), wherein it was revealed that impostors, contrary to the self-serving attributional style, tend to adopt an internal-stable attribution of failure. Therefore, considering that low affective commitment

is a negative outcome such as failure, it may be posited that impostors internalize the adverse effects of abusive supervision on affective commitment within the framework of an internal-stable attributional style. In other words, it is suggested that the decrease in affective commitment may be attributable to their impostor nature rather than solely to abusive supervision, and this moderation effect weakens the linkage between abusive supervision and affective commitment. This is because, according to this maladaptive attribution pattern, if there is a negative outcome, impostors may attribute it to themselves, not to someone else (such as an abusive supervisor). The maladaptive attribution pattern is considered a foundational element of impostor phenomenon (Clance, 1985).

Practical implications

In light of these findings, this study provides actionable insights for organizational management practitioners to mitigate the negative impact of abusive supervision and impostor phenomenon. Human resource management (HRM) departments in organizations play a crucial role in addressing the challenges posed by abusive supervision within organizations. Certainly, it is paramount to establish precise guidelines and policies within organizational frameworks to mitigate abusive supervision, as Xu et al. (2015) underscored. In this context, implementing managerial training initiatives to raise awareness of the adverse organizational consequences of abusive supervision would provide significant value. It is also advisable to conduct awareness programs on abusive supervision to foster a culture of managerial support for teachers and employees from various sectors. These sessions emphasize the importance of cultivating transparent communication channels within the organizational milieu, thus facilitating the implementation of mechanisms to curb abusive supervision. Additionally, the establishment of feedback mechanisms for employees serves to effectively monitor and evaluate supervisors' conduct (Gugercin & Cavus, 2021b). HRM departments can cultivate a workplace culture that reduces stress through mentoring support (Habagat et al., 2024), fostering a sense of belonging, and promoting psychological safety. This, in turn, may help diminish feelings of impostorism (Halliday, 2018). Moreover, fostering supportive leadership practices with trainees (Brynes & Lester, 1995) and promoting psychological well-being initiatives and organizations can create conducive environments that enhance employee engagement and organizational, specifically affective commitment. Beyond organizational practices, these findings also hold relevance for education authorities and policy-makers. Developing national standards for ethical leadership and teacher well-being could reinforce institutional efforts to prevent abusive supervision and reduce impostor feelings at a systemic level.

Future research and limitations

Future research investigating the linkage between abusive supervision, impostor phenomenon, and affective commitment may consider selecting samples from high-stress sectors, such as

healthcare and/or banking, and conducting sectoral comparisons. It could also incorporate perspectives from both subordinates and supervisors, or even from education administrators and policy-makers, to provide a more comprehensive understanding of how institutional and regulatory contexts shape these relationships (Aryee et al., 2007; Tepper, 2007; Zhang & Bednall, 2016). Moreover, longitudinal studies, cross-cultural comparisons, and intervention-based research are warranted to deepen our examination of these dynamics and to inform evidence-based strategies for promoting employee well-being and organizational success. In addition, a moderated mediation relationship can be addressed by adding new dependent variables such as productivity, performance, and/or employee well-being to the model. On the other hand, despite the acknowledged importance of gender in impostor literature, it was noted that gender did not correlate with all three variables in this study. Consequently, it was not considered a control variable. Subsequent research endeavors may consider introducing gender as a control variable.

This study has several limitations. One limitation of this study is that it focuses on a single region and is based on a limited sample. These findings may differ in a broader area. The second limitation is the sample, which consists of teachers. Teaching, known for its demanding nature and high-stress levels (Guthrie, 2006), shares similarities with other high-stress professions such as banking and healthcare. While the sample is relevant to the study's focus, it may be beneficial to replicate the research with samples from various sectors.

Conclusion

This study aims to examine the interplay among abusive supervision, impostor phenomenon, and affective commitment, providing multiple noteworthy contributions to the literature. First, it represents a pioneering effort to investigate impostor phenomenon's mediating and moderating roles between abusive supervision and affective commitment, filling a notable gap in the management research domain. Second, it introduces a new antecedent, abusive supervision, to impostor phenomenon literature among organizational behavior, aligning with Gullifor et al.'s (2023) insights. Third, this study contributes to the literature by identifying abusive supervision as a novel psychological trigger. Simultaneously, a novel negative consequence of abusive supervision was investigated. Finally, it adds depth to the literature by elucidating impostor phenomenon's mediating and moderating roles in the linkage between abusive supervision and affective commitment.

Ethical Approval: The ethical approval for this research was obtained from the Ethics Committee of Social and Human Sciences at Mersin University, through its decision numbered 55, dated 09 February 2022.

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Sahtekârlık Fenomeninin Yıkıcı Yönetim ile Duygusal Bağlılık Arasındaki İlişkideki Rolü

Genişletilmiş Özet

Giriş

Örgütsel bağlılık, örgütsel davranış alanında çalışanların örgütleriyle kurdukları duygusal, bilişsel ve davranışsal ilişkileri anlamada önemli bir yere sahiptir. Özellikle duygusal bağlılık (affective commitment), bireylerin örgütlerine yönelik aidiyet hislerini, değerlerle özdeşleşmelerini ve örgütsel hedeflerle bütünleşmelerini kapsamaktadır (Mercurio, 2015). Duygusal bağlılık düzeyi yüksek çalışanlar, örgütün amaçlarına daha güçlü şekilde yönelmekte, görevlerini içsel motivasyonla yerine getirmekte ve örgütsel hedeflere katkı sağlama eğilimi göstermektedir. Bu durum hem bireysel hem de örgütsel performansın artmasına yol açarken, işten ayrılma niyetlerini de azaltmaktadır (Fazio vd., 2017; Vandenberghe vd., 2004).

Bununla birlikte, çalışanların duygusal bağlılıkları yalnızca olumlu örgütsel deneyimlerle değil, aynı zamanda olumsuz yönetim tarzları ve bireysel psikolojik süreçlerle de şekillenmektedir. Bu bağlamda iki olumsuz unsur öne çıkmaktadır: Yıkıcı yönetim (abusive supervision) ve sahtekârlık fenomeni (impostor phenomenon). Yıkıcı yönetim, yöneticilerin çalışanlara yönelik küçümseyici, aşağılayıcı veya adaletsiz tutum ve davranışlarıyla tanımlanmakta, çalışanların psikolojik kaynaklarını tüketerek örgütsel bağlılığı zayıflatmaktadır (Tepper, 2000). Bu tür yönetim biçimleri, çalışanlarda güven kaybı, tükenmişlik, stres ve işten ayrılma eğilimi yaratmaktadır (Aryee vd., 2007; Zhang vd., 2021).

Diğer yandan sahtekarlık fenomeni, bireylerin başarılarını içselleştirmekte zorlanmaları, elde ettikleri sonuçları şansa bağlamaları ve sürekli olarak yetersizlik hissi yaşamaları ile karakterize edilmektedir (Clance & Imes, 1978). Başlangıçta yüksek başarı gösteren kadın çalışanları açıklamak için ortaya atılan bu kavram, günümüzde farklı sektör ve meslek gruplarına yayılmıştır (Vergauwe vd., 2015). Sahtekarlık duygusu yaşayan bireyler, çoğunlukla yoğun kaygı, düşük öz-yeterlik, tükenmişlik ve iş doyumsuzluğu yaşamakta, bu da örgütle kurdukları duygusal bağı zayıflatmaktadır (Garcia, 2019; Grubb & McDowell , 2012).

Mevcut çalışmalar, yıkıcı yönetim ile duygusal bağlılık arasındaki ilişkiyi sıklıkla incelemiş olsa da (Aryee vd., 2007; Guan & Hsu, 2020; Yu vd., 2016), sahtekarlık fenomeninin bu ilişkideki aracı veya düzenleyici rolüne ilişkin araştırmalar sınırlı kalmıştır. Tüm bunlardan yola çıkarak, bu çalışmanın amacı, Kaynakları Koruma Teorisi (Hobfoll, 2001) çerçevesinde,

yıkıcı yönetim, sahtekârlık fenomeni ve duygusal bağlılık arasındaki ilişkileri incelemek ve özellikle sahtekârlık fenomeninin aracılık ve düzenleyicilik rollerini ortaya koymak olarak belirlenmiştir.

Literatür Taraması ve Kavramsal Çerçeve

Yıkıcı yönetim, örgütlerde geçmişten günümüze varlığını sürdüren ve çalışanlar üzerinde olumsuz etkiler yaratan bir yönetim biçimi olarak dikkat çekmektedir (Aksay & Gugercin, 2016). Bu tür yönetim anlayışı, örgütün meşru çıkarlarını zedeleyen ve örgütsel hedeflerin gerçekleştirilmesini engelleyen davranışları kapsamaktadır (Aasland vd., 2010). Yöneticilerin astlarına yönelik kötü muameleleri, öfke patlamaları ya da diğer zarar verici davranışları çalışanların iş tutum ve davranışlarını olumsuz yönde etkilemektedir (Aryee vd., 2007; Tepper, 2000). Küresel ölçekte önemli maliyetlere yol açan yıkıcı yönetim, yalnızca iş tatminsizliği ve verimlilik kaybına değil, aynı zamanda örgütsel bağlılığın azalmasına da neden olmaktadır. Literatürde yıkıcı yönetim ile duygusal bağlılık arasında negatif ilişki bulunduğu çeşitli çalışmalarla desteklenmektedir (Guan & Hsu, 2020; Tepper, 2000; Yu vd., 2016). Kaynakları Koruma teorisine (KKT) göre, çalışanların yöneticilerinden bekledikleri desteği görememeleri, duygusal bağlılıklarının zayıflamasına yol açmaktadır. Buradan hareketle aşağıdaki hipotez önerilmiştir;

H₁: Yıkıcı yönetim, çalışanların duygusal bağlılığını azaltır.

Sahtekârlık duygusu yaşayan bireyler başarılarını içselleştirmekte zorlanmakta, elde ettikleri sonuçları şansa ya da dışsal faktörlere bağlamaktadır (Grubb & McDowell, 2012). Bu bireyler, çoğu zaman meslektaşları ve yöneticileri tarafından yetkin bulunmadıklarının ortaya çıkacağı endişesini taşımaktadır. Uzun süreli sahtekarlık duygusu ise çalışanlarda yüksek stres, kaygı ve depresyon düzeylerine yol açarak işyerinde verimli çalışmayı ve örgütle anlamlı ilişkiler kurmayı engellemektedir (Clance & Imes, 1978; Hutchins vd., 2018). KKT çerçevesinde değerlendirildiğinde, kaynak düzeyi düşük olan bireylerin örgütle güçlü bir duygusal bağ kurmaları zordur. Literatürde yapılan araştırmalar, sahtekarlık duygusunun duygusal bağlılığı zayıflattığını ortaya koymuştur (Badawy vd., 2018; Garcia, 2019; Grubb & McDowell, 2012). Buradan hareketle aşağıdaki hipotez oluşturulmuştur;

H₂: Sahtekârlık fenomeni, çalışanların duygusal bağlılığını azaltır.

Sahtekârlık duygusunun oluşmasında bireysel geçmiş kadar, iş yaşamındaki faktörler de etkilidir (Aparna & Menon, 2020; Gullifor vd., 2023). Bir çalışmada akademik ortamlarda yaşanan mobbing ve yıkıcı yönetim davranışlarının, bireylerin kendilerini yetersiz görmelerine ve sahtekârlık duygusunu daha yoğun hissetmelerine yol açtığı belirtilmektedir (Chakraverty & Rishi, 2022). Yöneticilerin öfke patlamaları, aleni küçük düşürmeleri, çalışanların başarılarını sahiplenmeleri ya da onları günah keçisi ilan etmeleri, sahtekarlık duygusunu artıran etmenlerdir (Yu vd., 2016; Zang, 2021). Buradan hareketle aşağıdaki hipotez önerilmiştir;

H₃: Yıkıcı yönetim, çalışanlarda sahtekârlık fenomenini artırır.

KKT'ye göre sahtekârlık duygusu yaşayan bireyler öz-yeterlik ve benlik saygısı gibi bireysel kaynaklardan yoksundur (Haar & De Jong, 2022). Yöneticilerin yıkıcı tutumları, bu bireylerin öz şüphelerini ve olumsuz duygularını daha da artırarak örgütle güçlü bağ kurmalarını zorlaştırmaktadır. Bu bağlamda sahtekârlık fenomeninin, yıkıcı yönetim ile duygusal bağlılık arasındaki ilişkide kısmi aracılık rolü üstlenmesi beklenmektedir. Buradan hareketle aşağıdaki hipotez oluşturulmuştur;

H₄: Sahtekârlık fenomeni, yıkıcı yönetim ile duygusal bağlılık arasındaki ilişkide kısmi aracılık rolü üstlenir.

KKT, olumlu duygular ve başarı deneyimlerinin birer kaynak olduğunu savunmaktadır (Hobfoll, 2001). Ancak sahtekârlık duygusu yaşayan bireyler başarılarını içselleştiremez ve olumsuzlukları kendilerine atfetme eğilimi gösterir (Fischer & Holz, 2007). Bu durum, yıkıcı yönetimin duygusal bağlılık üzerindeki etkisinin, sahtekârlık düzeyi yüksek çalışanlarda farklılaşabileceğini göstermektedir (Song & Whitman, 2024). Bu nedenle, sahtekârlık fenomeninin düzenleyici rol üstlenmesi öngörülmektedir. Buradan hareketle aşağıdaki hipotez önerilmiştir;

H₅: Sahtekârlık fenomeni, yıkıcı yönetim ile duygusal bağlılık arasındaki ilişkide düzenleyici rol oynar.

Yöntem

Araştırmanın örneklemini Adana ilinde görev yapan toplam 335 öğretmen oluşturmuştur. Katılımcıların %63,9'unu kadınlar oluştururken, yaş dağılımında %41,8'lik bir oranla 35–44 yaş grubu öne çıkmaktadır. Eğitim düzeyine bakıldığında katılımcıların %77,6'sının lisans, %22,4'ünün ise yüksek lisans mezunu olduğu görülmektedir. Kıdem açısından ise %35,2'sinin 20 yılın üzerinde mesleki deneyime sahip olduğu, %33,1'inin ise ortaokul düzeyinde görev yaptığı tespit edilmiştir.

Etik Onay: Bu araştırmanın etik onayı Mersin Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulu'nun 09 Şubat 2022 tarih ve 55 sayılı kararıyla alınmıştır. Veriler çevrim içi anket yoluyla gönüllü katılım esasına dayalı olarak toplanmıştır.

Araştırmada, yıkıcı yönetim, sahtekârlık fenomeni ve duygusal bağlılık değişkenlerini ölçmek amacıyla üç farklı ölçekten yararlanılmıştır. Yıkıcı yönetim algısını ölçmek için Tepper'in (2000) geliştirdiği ve Ulbegi vd. (2014) tarafından Türkçeye uyarlanan 15 maddelik tek boyutlu Yıkıcı Yönetim Ölçeği kullanılmıştır. Sahtekârlık fenomenini değerlendirmek

amacıyla Leary vd. (2000) tarafından geliştirilen ve Akın vd. (2015) tarafından Türkçeye uyarlanan 7 maddelik tek boyutlu Sahtekârlık Fenomeni Ölçeği uygulanmıştır. Katılımcıların örgütlerine yönelik duygusal bağlılık düzeylerini ölçmek üzere Meyer vd. (1993) tarafından geliştirilen ve Daglı vd. (2018) tarafından Türkçeye uyarlanan 6 maddelik tek boyutlu Duygusal Bağlılık Ölçeği kullanılmıştır. Ölçeklerin güvenilirlik düzeyleri incelenmiş, Cronbach alfa değerleri yıkıcı yönetim için 0.92, sahtekârlık fenomeni için 0.87 ve duygusal bağlılık için 0.71 olarak bulunmuştur.

Bulgular

Veri analizlerinde öncelikle ortak yöntem varyansı sorunu Harman'ın tek faktör testi ile incelenmiş, varyansın %32,96'sının tek bir faktör tarafından açıklanması nedeniyle bu sorunun bulunmadığı belirlenmiştir. Ölçeklerin yapı geçerliliği doğrulayıcı faktör analizi (DFA) ile test edilmiş, uyum iyiliği indekslerinin kabul edilebilir düzeyde olduğu görülmüştür. DFA sonuçları, modelin veriye uygun olduğunu göstermiştir. Ayrıca değişkenler arasındaki ilişkileri ortaya koymak amacıyla Pearson korelasyon analizi yapılmıştır. Buna göre, yıkıcı yönetim ile duygusal bağlılık arasında negatif ($r = -0.471$, $p < 0.01$), yıkıcı yönetim ile sahtekârlık fenomeni arasında ise pozitif bir ilişki ($r = 0.330$, $p < 0.01$) bulunmuştur.

Araştırmanın temel hipotezleri, Hayes (2018) tarafından geliştirilen SPSS PROCESS macro aracılığıyla test edilmiştir. Aracılık analizleri bootstrap tekniğiyle (5000 örneklem) yapılmıştır. Analiz sonuçları, yıkıcı yönetimin sahtekârlık fenomeni üzerinde anlamlı ve pozitif bir etkiye sahip olduğunu göstermektedir ($b = 0.29$, $p < 0.01$). Ayrıca, hem yıkıcı yönetimin ($b = -0.64$, $p < 0.01$) hem de sahtekârlık fenomeninin ($b = -0.18$, $p < 0.05$) duygusal bağlılık üzerinde negatif etkileri olduğu belirlenmiştir. Böylelikle, sahtekârlık fenomeninin yıkıcı yönetim ile duygusal bağlılık arasındaki ilişkide kısmi aracılık rolü üstlendiği sonucuna ulaşılmıştır.

Bunun yanında, moderatör etki analizleri de yapılmıştır. Sahtekârlık fenomeninin, yıkıcı yönetim ile duygusal bağlılık arasındaki ilişkiyi anlamlı düzeyde düzenlediği görülmüştür ($\beta = 0.22$, $SE = 0.09$; 95% CI [0.03, 0.41], $t = 2.29$, $p = 0.02$). Bu bulguya göre, sahtekârlık duygusu yüksek olan bireyler, yıkıcı yönetim algılarının bağlılık üzerindeki olumsuz etkisini daha zayıf biçimde deneyimlemektedir. Model genel olarak duygusal bağlılıktaki değişimin %24'ünü açıklamaktadır.

Sonuç ve Tartışma

Bu çalışma, yıkıcı yönetim, sahtekârlık fenomeni ve duygusal bağlılık arasındaki ilişkiyi incelemeyi amaçlamaktadır. Araştırma bulguları, yıkıcı yönetimin ve sahtekârlık fenomeninin öğretmenlerin duygusal bağlılıklarını zayıflatan önemli iki unsur olduğunu, ayrıca sahtekârlık fenomeninin yıkıcı yönetim ve duygusal bağlılık arasındaki ilişkide hem kısmi aracılık hem de düzenleyicilik işlevi gördüğünü ortaya koymuştur. Bu bulgular KKT'nin öne sürdüğü kaynak kaybı mekanizmaları ile uyumlu olup (Hobfoll, 2001), örgütlerde liderlik stillerinin çalışanların örgütle kurdukları duygusal bağların şekillenmesinde merkezi bir rol oynadığını ortaya koymaktadır. Yıkıcı yönetim, çalışanların güven, saygı ve değer görme ihtiyaçlarını zedeleyerek bağlılığı azaltırken; sahtekârlık fenomeni çalışanların başarılarını küçümseyip sürekli yetersizlik hissetmelerine yol açmakta ve bağlılığı zayıflatmaktadır. Özellikle, sahtekârlık duygusu yüksek çalışanların yıkıcı yönetim algılarını kendi yetersizlikleriyle ilişkilendirmeleri ve duygusal bağlılık düşüklüğünü yöneticilerden ziyade kendilerine atfetmeleri, bu çalışmanın en dikkat çekici bulgularındandır (İbrahim vd., 2023; Song & Whitman, 2024). Araştırmada elde edilen aracılık ve düzenleyicilik sonuçları, sahtekârlık fenomeninin bu iki değişken arasındaki ilişkide kritik bir psikolojik mekanizma olduğunu göstermekte ve literatüre özgün katkılar sunmaktadır.

Uygulamaya dönük olarak, örgütlerin yıkıcı yönetim davranışlarını önlemeye yönelik politika ve eğitim programları geliştirmeleri (Xu vd., 2015) ve liderlik eğitimlerinde yıkıcı yönetimin olumsuz etkilerine yönelik farkındalık artırıcı uygulamalara ağırlık vermeleri önem arz etmektedir. Bunun yanı sıra, sahtekârlık duygusunu azaltmaya yönelik mentorluk uygulamaları, öz-yeterlik artırıcı eğitimler ve psikolojik destek mekanizmaları, çalışanların duygusal bağlılıklarını güçlendirmede etkili stratejiler olarak öne çıkmaktadır (Halliday, 2018). Kavramsal açıdan ise bu çalışma, yıkıcı yönetim ve sahtekârlık fenomenini birlikte ele alarak, çalışan bağlılığının yalnızca dışsal örgütsel faktörlerden değil, aynı zamanda bireysel psikolojik süreçlerden de etkilendiğini göstermektedir. Gelecek araştırmaların farklı sektörlerde, kültürler arası örneklerle ve boylamsal tasarımlarla yürütülmesi, bu bulguların genellenebilirliğini güçlendirebilir.