

Full Length Research Paper

The effects of employee empowerment on achievement motivation and the contextual performance of employees

Hasan Tutar¹, Mehmet Altinoz^{2*} and Demet Cakiroglu²

¹Faculty of Economics and Administrative Sciences, Sakarya University, Esentepe Campus, Sakarya-Turkey.

²Vocational School of Social Sciences, Hacettepe University, Campus Opera, Ankara- Turkey.

Accepted 28 April, 2011

The purpose of this study is to investigate the effects of perceived employee empowerment on achievement motivation and performance of employees. For this purpose, the data gathered from employees of public and private banks operating in Ankara have been analyzed, applying statistical techniques and methods. The analysis of the research data has revealed that the perceived employee empowerment had a positive impact on the achievement motivation and contextual performance of employees. The research data has also indicated that employee empowerment is an important predictor variable to achievement motivation and contextual performance of employees.

Key words: Empowerment, achievement motivation, contextual performance.

INTRODUCTION

Since we are in a process through which it is well understood that "human" asset is one of the most reliable sources of organizational performance, efficiency and effectiveness, organizations are expecting from their employees to demonstrate higher levels of efficiency, effectiveness, and performance. Work processes which are getting more complex and gradually challenging conditions of competition are the other factors which heighten the expectations of organizations from their human resources. Especially in the face of rapid developments in the areas of communications and information technologies, the organizations which transformed into data processing structures, need to employ new and different production methods and techniques for their manufacturing processes of their new products. This requires human resources to have various additional competences. Aforesaid requirement brings about the need to consider human resources management through a new approach, away from the traditional understanding. During this process, instead of a personnel management understanding, based on obedience and discipline, the

importance of a human resources approach based on initiative, creativity, competence, autonomous behavior and empowerment, is becoming more of an issue. In lieu of an understanding of management based on formal authority descriptions as "the masterful", "the regnant and the authoritative", a concept of leadership in which managers act as a coach, a mentor and a problem solver is increasing the significance of empowerment of human resources.

The empowerment of human resources is usually used in the same meaning with authorizing and assigning responsibility, in other words, as empowering and transfer of authority. It should be noted that this understanding has some deficiencies. It is a need for human resources to empower. However, empowerment has to have some more aspects such as motivation and taking part in. Employee empowerment starts from high level managers; and continues with the understanding of vision, mission and values of the organization and the applications which enables the employees to feel themselves responsible, free, and competent for the organization. Employee empowerment is also a period which consists of taking risks, development and change (Quinn and Gretchen, 1997).

The main purpose of the employee empowerment is to

*Corresponding author. E-mail: maltinoz@hacettepe.edu.tr.

strengthen the achievement motives of the employees and therefore increase their "contextual performance" with the devices such as fertility, efficiency, work satisfaction, and organizational dependence. Achievement motive is the motive (sting) that encourages increasing the efforts of the employees to reach the results they desired for (McClelland, 1985). Achievement motive is a quality factor that basically puts forward the individual differences. The desires of the persons who have a high achievement motive that are aimed for the individual and professional targets, the pleasure they felt for achieving the work and inner achievement feeling are comparatively higher (Epstein and Harackiewicz, 1992). Therefore, the persons who have a high achievement motive have a strong desire of showing the significant devices of the contextual performance such as undertaking extra role behavior in their organizations, having institutional dependence, organizational citizenship feelings to achieve their aims and realize their aims. The researches have put forward that the individuals who have a high achievement motive give much more importance to the individual development, have strong desires of reflecting their inner enterprises and contextual performance (Can, 1985).

According to Cassidy and Lynn (1989), achievement motive indicates itself with the tendencies such as work ethic, having superiority, competitiveness, passion of status, fondness of money and wealth. Ames (1992) states that achievement motive encourages individuals into two purposes. The first of these purposes is to acquire competence and demonstrate the mentioned competence; the second is to improve, and develop the competences to make the achievement consistent. The researchers studying on the subject have put forward that achievement motive is not only a simple attitude, in contrast, it has a behavioral dimension. Moreover, it was put forward that achievement mode has both emotional (pleasure and excitement) and cognitive (beliefs and ideas). Aforementioned emotional and cognitive dimension of the achievement motive demonstrates itself with the features such as being determined, showing resistance, overcoming the difficulties, and challenging against the threatening conditions (Grote and James, 1991). The fact that mentioned features of the achievement are the mediator factors of the employee's demonstrating contextual performance at work has been understood from the results of the research we have carried out. According to this, the most significant aspect of the achievement mode in terms of employees is the aspect of increasing the task or contextual performance.

Behaviors and activities beneficial to the organization which do not depend on any order vary from figural behavior of employees. These non-figural behaviors are named as prosocial organizational behavior, extra role behavior, good soldier syndrome (Organ, 1988), organizational citizenship behavior (Bateman and Organ, 1983; Organ, 1988) and contextual performance (Van Scotter and Motowidlo, 1996).

Apart from contextual and task performance, another performance type that has been stressed is the "innovative task performance". Innovative task performance is the behavior of employee over the creation, support and application of new job ideas, techniques, methods and processes about task processes and methods by proving his/her intrinsic entrepreneurship when he/she is accomplishing his/her task role in organization (Scott and Bruce, 1994; Janssen, 2000). According to this, innovative task performance can be defined as a three-step performance indicator consisting of creating, supporting and application of new ideas and processes. These behaviors, as they are in contextual performance, appear voluntarily as extra role behavior away from formal tasks out of innovative task performance (Janssen, 2000).

LITERATURE REVIEW

Employee empowerment

The concept of empowerment is defined through its different aspects in researches. According to Vogt and Murrell (1990), empowerment is the period of improving the decision making ability of the employees through cooperation, sharing, training, education and team work. Klagge moreover, identifies empowerment as the activity of assigning appropriate responsibility to employees and making them gain abilities (Klagge, 1998). It is understood from the definitions that not only the cognitive aspect of empowerment that consists the improvement of the capacity of the employee within the organization, but also behavioral aspects in which employee's satisfaction from his or her job and workplace environment is crucial.

Behavioral aspect of empowerment can be defined as the period of encouraging and autonomising employees to improve their decision making skills and transfer the directive power and to benefit from their ability and experiences (Cacioppe, 1998). Behavioral aspect of empowerment means distribution of power from high levels to low levels. The cognitive aspect of empowerment can be defined as the improvement of employees' opportunity to access organizational sources and information. Another aspect of empowerment is the psychological aspect. Through this aspect, the managers realize that the authority and the power are transferred, and makes sure empowerment applications are perceived. However, Conger and Kanungo (1988) accept empowerment as a motivational concept and define empowerment as the improvement of employees' self competence.

Employee empowerment is a process which has to be administered to start with; because employee empowerment is not only the improvement of institutional abilities and internal entrepreneurship of employees, but also through employee empowering factors, is enabling the perception of self empowerment applications; thus the

the empowerment has to be administered (Spreitzer, 1995). In order to meet aforementioned need, "psychological empowerment" concept which consists of the perception of empowerment and the realization of empowerment by the managers, instead of a basic concept of empowerment, is used (Thomas and Velthouse, 1990). Psychological empowerment indicates that administrative tools should be considered along with motivational tools. Conger and Kanungo (1988) indicates that power is a need for employees and that people perceive this as an intrinsic matter. Authors emphasize two aspects of power; the first of these is the cleansing of work environment from any negative condition that makes a person feel incapable, and the later indicates that, in order to make a person feel capable in his or her own work experience, the further discussed aspects should be met (Thomas and Velthouse, 1990).

Meaning

The meaningfulness of the work for the employee depends on the meaningfulness of objective, responsibility and organizational purpose. Employee is expected to be satisfied as long as he or she considers the work as meaningful.

Competence

For the employee to feel himself or herself competent, the person should feel adept for the job and also, there should not be an inconsistency between his or her personality and the job.

Self determination

Being self determinant means for one that he or she is able to define alternatives and choose between them. For the person to take initiative and to feel competent and responsible in his or her work is about self determination aspect.

Impact

For an individual, to feel he or she is effective in his or her job means that he or she makes himself/herself believe that he/she has the ability to make a difference in his/her work environment.

According to these explanations, it is understood that there should be an understanding of empowerment and it should be adopted as the culture of the organization and be institutionalized.

Achievement motive

All organizations are aware that they could be successful

not only through work, but when their employees seek success ambitiously, and when they are result-oriented. Organizational performance, effectiveness, success and productivity can only be achieved by responsible, competent employees who find their jobs meaningful. One of the main factors of organizational success is the factor of people with high achievement motivation. Achievement motivation can briefly be defined as the instinct that prompts people. It is accepted that people with high achievement motivation have also strong instincts of achieving individual and organizational success, being result-oriented, making the difference, strong determination and being resolute (Epstein and Harackiewicz, 1992). Studies have also shown that people who have high achievement motivation are more creative and that they have a higher tendency to take risks and are more eager to attempting to take up hard tasks (Spence et al., 1989).

It is accepted that the achievement motivation leads people to two purposes. The first of these is gaining and using competence. The second is, finding current responsibilities inadequate or considering what the responsibilities bring in as inadequate and seeking new responsibilities and developing them. Hard workings, challenging threatening situations, taking up responsibility, tackling hard tasks are the traits of people with high achievement motivation.

Schuler and Prochaska (2001) separate the achievement motivation into two categories as main factors and secondary factors. Researches define the main factors of achievement motivation as working ambitiously and decidedly, being self-confident and motivated against the objective. Secondary factors of achievement motivation are, according to the researchers, compensative effort, tendency of competition, confidence in success, independency, superiority, eagerness to learning, regular and continuous work, fearlessness, flexibility, focus, setting target, intrinsic resistance, persistence, taking up hard tasks, priding himself/herself and composing himself/herself (Byrne et al., 2004).

The ones studying on the achievement motive demonstrated that the individuals who have a high achievement motive have features such as determining the target, believing in achievement, obstinacy, insistency, being proud of, superiority, hegemony, concentrating, effort for compensating, tendency of competition having a trust for achieving, hegemony, superiority, desire for learning, regular and continual study, flexibility, focusing on, determining target, internalization obstinacy, preferring hard task, feeling proud for productivity, self-control, acquiring a status (Higgins et al., 2001; Byrne et al., 2004). It may be put forward that all these features are the important devices in employee's demonstrating contextual performance in the organizations.

Contextual performance

Performance is the level of how the activities serve the

purpose (Akal, 1992). In other words, performance is "the rate of realization of the purpose" or "outcome level of the activity". This level shows how much the purpose or the objective is achieved (Schermerhorn et al., 1985). Institutionally, performance is defined differently according to different approaches. Performance is the level of reaching the target both for the institution and the individual. Some researchers like Campbell state that performance is not just the result of the activity, it is the activity itself. Campbell defines performance as behavior appropriate to the purpose of the organization which can be measured according to the contribution level (Suliman, 2001). Considering the definition, it is understood that performance depends on the personal traits, mental abilities and eagerness to be integrated with institutional purposes of each individual.

An analysis of performance should be done in its two different aspects. The first is task performance; the other is the contextual performance. Task performance is the work liability which puts the activities that contribute to the technical basis of the institution into practice by applying technical processes directly or by supplying needed products or services together (Borman and Motowidlo, 1997). Task performance focuses on basic technical details in a task. Contextual performance consists of psychological performance conditions such as voluntariness, optional activities, attendance, and motivation (Van Scotter and Motowidlo, 1996). Both task and contextual performance are institutional outcomes. In order to obtain an outcome, it is a need that employee should perceive this and transform it into achievement motivation, besides, they should be supplied with directive instruments such as authorizing, and empowering them.

Tasks performance consists of the behavior that supports technical fundamentals that make production possible (Van Scotter and Motowidlo, 1996). For task performance, traits such as professional competence, suitable work environment, clear task definition, and convenient organizational conditions are crucial. Task performance consists of the role behaviors of employee defined to achieve organizational targets. However, there are some other performance factors like team work, supplying customer satisfaction, voluntariness, helpfulness, organizational citizenship, organizational dependence and loyalty which are not directly about the task. These are performance indicators about the extra role behavior out of formal task definition of a person and these indicate his/her contextual performance.

While contextual performance has strong interpersonal and person-organization components, task performance is objective, quantitative, and individual. Thus, personality traits of the employees such as ability, skill, and willingness become more important in contextual performance than it is for task performance (Hurtz and Donovan, 2000). Therefore, while task performance takes the knowledge, skill, and ability of a person into consideration, contextual performance is interested in the purpose,

good intention, self-devotion and extra role behavior. While task performance is about the results of the tasks, contextual performance is a process that supports organizational culture and atmosphere. In this process, employees act in contextual performance by voluntary behavior, self-devotion, over-working, perseverance and patience, working as a team and by contracting with the institution.

Most distinctive aspect of contextual performance is that employees get out of their defined role behaviors by extra role behaviors. Organ (1988) defines contextual performance as "behaviors improving psychological environment and supporting task performance" by using organizational citizenship behavior in the same meaning with contextual performance (Ehrhart, 2004). Borman and Motowidlo (1997) have researched about contextual performance and first separated this from task performance. Greenwood (1999) defines the elements of contextual performance as making extra effort, one's defying his/her own official job definition and making an effort on behalf of the organization, voluntary coordination with other employees, helping them, obeying organizational rules, embracement and commitment, being parallel to organizational purposes and supporting. Van Scotter and Motowidlo (1996) regard contextual performance in two aspects as, "commitment to work and inter-personal coordination". These definitions source from the index of contextual performance that contributes to effectiveness of social and organizational environment, besides the task performance which is about the technical basis of the job.

METHODS

Sample

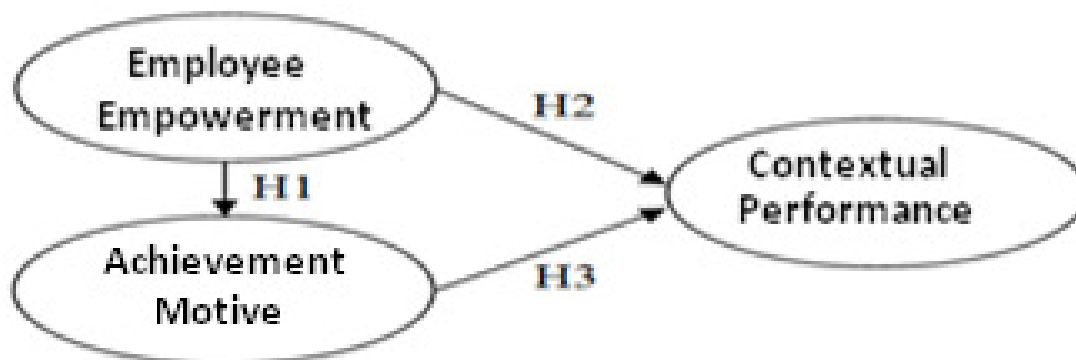
In order to investigate the effects of employee empowerment on achievement motivation of employees and their contextual performance, a research has been made on employees in private and public banks in Ankara. 280 questionnaires were distributed. 230 of these questionnaires were returned and 213 of these were used in the analyses. Information regarding the demographic features of the paradigm (Table 1) is that. 49.2% of the employees belong to 31 to 40 years age group; while 54.9% are women, and 45.5% of them are graduates.

Method and Instruments of data acquisition

In order to collect data for the research "Employee Empowerment Perception Scale", "Achievement motivation Scale" and "Contextual Performance Scale" were used. Employee empowerment perception scale which was developed by Spreitzer (1995) consists of 4 aspects (meaning, competence, autonomy and impact) and 12 statements. Achievement motivation scale was developed by Kaya and Selcuk (2007), and the scale consists of four aspects which are 'being ambitious and believing success', 'superiority and being different', 'focusing', 'taking individual responsibility' and 17 statements. Contextual performance scale was developed by Moorman and Blakely (1995) and uses 5 section prosocial behavior scales. In the questionnaire, 5-point Likert scale (1; strongly disagree to 5;

Table 1. Defining statistics table regarding demographic features.

Variable	Frequency	Percent
Age		
20-25	61	28.6
26-30	34	15.9
31-40	105	49.2
41-50	13	0.6
Total	213	100.0
Education		
High school	46	21.5
Associate degree	65	30.5
Graduate degree	97	45.5
PG / Dr	5	2.5
Total	213	100.0
Sex		
Women	117	54.9
Men	96	45.1
Total	213	100.0

**Figure 1.** The research model.

strongly agree) was used and the attendants were asked to state how much they agree about each statement. Data was analyzed with SPSS 16.0 and LISREL 8.7 statistics software. In the analysis, arithmetic mean, frequency distribution, confirmatory factor and path analysis were used. CFA was applied to determine how suitable the factors acquired from different variables and real model data are.

Model and hypothesis of the research

In line with the theoretical frame of the research, the model (Figure 1) was developed. In the model, positive perception of empowerment applications is assumed to affect achievement motivation and contextual performance of employees positively. In line with the purpose of the research, following hypothesis was tested.

H₁: Empowerment perception of employees affects their achievement motivation positively.

H₂: Empowerment perception of employees affects their contextual performance positively.

H₃: Achievement motivation of employees affects their contextual performance positively.

FINDINGS AND COMMENTS

Empowerment perception (Table 2) of the employees ($\bar{x} = 3.9$, $SD = 0.834$) have almost the same values with their achievement motivations and contextual performances ($\bar{x} = 3.6$, $SD = 0.764$), ($\bar{x} = 3.2$, $SD = 0.934$). It is understood from the table that research attendants have a positive way of employee empowerment and achievement motivation and contextual performance perception. These figures show that employees have positive perception of employee empowerment, achievement

Table 2. Means and standard deviation by aspect.

Aspect	\bar{X}	SD
Employee empowerment	3.9	0.8347
Achievement motivation	3.6	0.7642
Contextual performance	3.2	0.9349

Table 3. Measurement model results.

Latent variable	Observed variable	Standard estimate value	Standard Error	t value	Explained variance ^a	Composite reliability ^b
Empowerment	Meaning	0.897	0.183	3.084	0.846	0.893
	Competence	0.842	0.172	4.042		
	Autonomy	0.771	0.181	5.134		
	Impact	0.847	0.141	3.147		
Achievement motive	Ambition	0.875	0.174	4.512	0.797	0.903
	Superiority	0.749	0.193	5.135		
	Focusing	0.837	0.172	3.452		
	Responsibility	0.736	0.125	4.968		
Contextual performance	Performance	0.845	0.191	4.317	0.823	0.917

^a Variance extracted estimate; ^b composite reliability; all p values of t value returned 0.000.

motivation and contextual performance.

Analysis of research data

In this study, structural equation model (SEM) was used. SEM was preferred because of the fact that SEM is an analysis method which enables theoretical models to be tested as a whole. As it is known, SEM is based on testing a model which belongs to the relation between latent variables which are in researchers mind before the research and observed variables, through data acquired from the study (Mayfield and Mayfield, 2008). SEM investigates coherence between observed data and latent variables of the approximate covariance matrix in theoretical structure. SEM is also used to test whether the established model and hypothesis are confirmed by the variables (Hox and Bechger, 1995; Sohn et al., 2007). The other reason why SEM is chosen in this study is that it has the ability to display the factor and the regression analysis of the model at the same time (Zain, 2005). The last reason is that the model also has the capability of guessing dependent and multi relations and explaining measurement defects in the guessing process (Khong, 2005).

Measurement model

SEM has two basic elements. These are; measurement

model and the structural model. The period which evaluates the structure between latent variables and observed variables is called the “measurement model” (Demerouti, 2004). Measurement model deals with how to measure the variables regarding validity and reliability of the factors. Structural model however, is used to model the relationship between latent variables by defining explained and unexplained variables (Chinda and Mohamed, 2008).

Validity and reliability of measurement model

In order to test the reliability and validity of the model, “Confirmatory Factor Analysis” for validity and estimates of explained variance and reliability coefficient for reliability are used (Table 3). In confirmatory factor analysis (CFA), it is measured whether the observed variables which belong to the latent variable explain the latent variable they are related to. In CFA result, standardized factor loading on the related variables of latent variable has to be higher than 0.70 and ‘t’ value has to return (‘t’ value in 0.05 level has to be 1.96 or higher, in 0.1 level, it has to return 2.56 or higher) meaningful. For reliability, latent variables’ reliability coefficients are expected to be over 70%, and estimates of explained variance values are expected to return over 50% (Hui, 2003). the study, CFA was applied by using LISREL software (Figure 2). No modifications are done because of

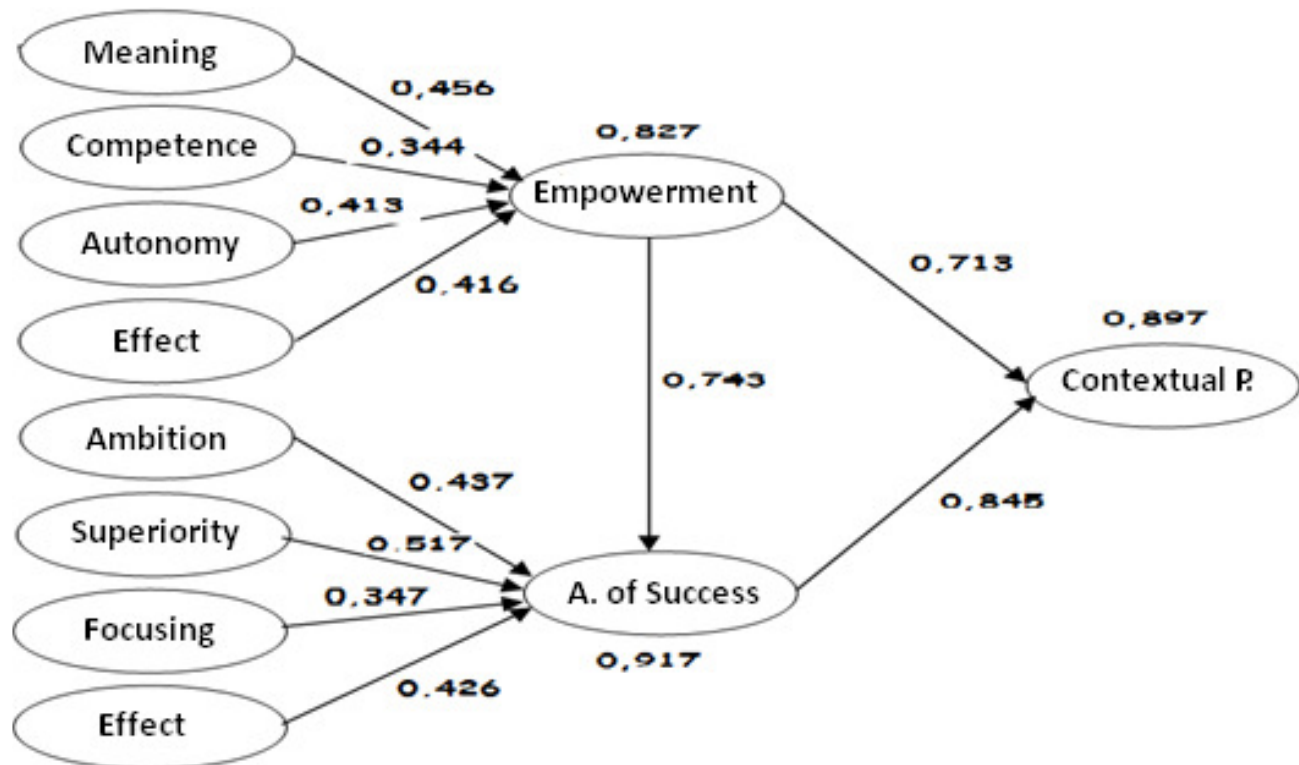


Figure 2. LISREL outcome of the research model.

Table 4. Lower and upper limit values of confirmatory factor analysis fit indexes and goodness of fit results of the research model.

Fit index	Lower and upper level value	Goodness of fit indexes of the research model
Chi Square X^2 value	49.98	217.326
Degrees of Freedom ,DF	49	127
P meaningfulness level	0.49	0.000
X^2/df	0-5	1.71
Root Mean Square Residual, RMR	0.00-0.8	0.023
Goodness of Fit Index, GFI	0.90-1.00	0.947
Adjusted Goodness of Fit Index, AGFI	0.90-1.00	0.951
Normed Fit Index, NFI	0.90-1.00	0.946
Comparative Fit Index, CFI	0.90-1.00	0.928
Incremental Fit Index, IFI	0.90-1.00	0.938
Relative Fit Index, RFI	0.90-1.00	0.927
Root Mean Square Error of Approximation, RMSEA	0.00-0.8	0.036

the fact that 'goodness of fit indexes' which are obtained through the CFA show the construct validity of the measurement model has normal fit. Accordingly in this study, it is accepted that the relation model which is established conceptually between between measured variables is valid (Table 4).

In the study, CFA is applied to the measurement model through LISREL 8.7 statistics software. Goodness of fit indexes obtained through CFA showed that the

measurement model has normal fit ($\chi^2 = 217.326$; $DF = 127$; $p = 0.000$; $RMR = 0.023$; $GFI = 0.947$; $NFI = 0.951$; $RFI = 0.946$; $IFI = 0.928$; $CFI = 0.938$; $IFI = 0.938$; $RFI = 0.927$; $RMSEA = 0.036$). It is detected that CFA applied measurement model has medium level fit with the data.

Standard estimate values, standard errors, t values and reliability levels of the variables in the model are given (Table 3) that, when the standard estimate values of the variables are considered, it is seen that they vary

Table 5. Hypothesis test results of structural model.

Hypothesis	Estimate	SH	t	Result
H ₁ Empowerment←Achievement motive	0.743	0.038	21.42	Accepted
H ₂ Empowerment←Contextual performance	0.713	0.042	34.54	Accepted
H ₃ Achievement Motive←Contextual performance	0.845	0.030	29.00	Accepted

H₁, H₂, H₃, hypothesis in significance level $p = 0.05$ returned meaningful.

between 0.736 and 0.897. So, all standard estimate values (factor loadings) are above 0.70, which is critical. These values show that the scale has construct validity. The table also shows that t value is meaningful, which means that it meets the condition that t values have to be 1.96 or higher in 0.05 level and 2.56 or higher in 0.1 level.

In order to test the reliability of the measurement model, explained factor variance and reliability coefficient of the factors are used.

Explained estimates of variance indicate total variance value which is explained by related observed variables of each factor.

Explained variance values of factors were calculated according to the standard estimate values and it was seen that they are over 0.50, which is the acceptable limit (Gursoy and Gavcar, 2003).

Reliability coefficient of factors which are another reliability scale of the model, show endogenous reliability of a variable loaded onto a specific factor and calculated similar to Cronbach's alpha coefficient (Rodriquez and Hemsworth, 2005).

Reliability coefficients of factors (in Table 5) are over 0.70, which is the lower limit. t values of these estimates returned meaningful on $p = 0.05$ significance level (smallest t value returned 3.084, all p values returned 0.000).

Hence, it can be concluded that the measurement model values are in acceptable limits, so the measurement model is reliable and valid.

Because of the fact that goodness of fit *construct validity* values which are obtained from the results of CFA are in acceptable limits, no modifications have been done in the measurement model.

Structural model

Goodness of fit indexes (values) of the model are over critical values, to investigate the relations (effects) between structures which were confirmed by measurement models in order to measure the relation between latent variables (Demerouti, 2004), structural model phase, which is the next, was proceeded without the need to do correctional modifications. Here, the purpose of testing structural model is to research the effect of variables on each other and the relation between a series of theoretical structure (unobserved variable).

Fit statistics are interpreted using some acceptable limit values about whether the model is going to be accepted or not. First used fit statistics is chi square (χ^2). For a model to be accepted, χ^2 value has to return meaningful. Chi square statistics takes the fit of infinite covariance matrix with sample covariance matrix into consideration, and the meaningful returns of both shows that the two are different from each other (Tabachnick and Fidell, 2007). The calculation of χ^2 value is done by the division of χ^2 value (χ^2/df) by degrees of freedom (df) and if the rate returns 3 or less, shows that the model is a perfect model, and if it is 5 or lower, it shows that the model has an acceptable goodness of fit (Kline, 2005). In the study, it has been seen that χ^2 value has a perfect fit ($\chi^2 = 1.711$). Moreover, χ^2 value returned meaningful and proved itself as a good fit in the study ($\chi^2 = 217,326$, $p = 0.000$).

In order to test the structural model, many goodness of fit statistics have been produced and the most popular among these are; goodness of fit index (GFI), adjusted goodness of fit index (AGFI), comparative fit index (CFI), normed fit index (NFI), incremental fit index (IFI), relative fit index (RFI), and root mean square error of approximation (RMSEA). Except RMSEA, these return values between 0 and 1, and values over 0.90 indicate an acceptable goodness of fit, while values higher than 0.95 are accepted as a good goodness of fit. However, in RMSEA and RMR, values lesser than 0.05, prove a good fit value, when values below 0.08 show an acceptable goodness of fit (McDonald and Moon-Ho, 2002; Schermelleh et al., 2003). In our study, all goodness of fit values in question is within acceptable limits.

Goodness of fit index in the model can be explained just like R^2 in regression analysis. GFI returns with a value between 0 and 1 and how much GFI exceeds 0.90 is taken as an indicator of the goodness of the model (Mels, 2004; Barling et al., 1991). R^2 indicates how much of latent variable changes are explained by observed variables of explained variance which are defined. In the research model, employee empowerment is taken as independent, exogenous latent variable, achievement motivation as endogenous and mediator latent variable, and contextual performance is taken as dependant,

endogenous latent variable. According to this, it is understood that empowerment affects achievement motivation in the levels of $R^2 = 0.743$; $p = 0.00$ and the contextual performance as $R^2 = 0.713$; $p = 0.00$).

CFI compares the covariance matrix estimated by the model with H0 covariance matrix. CFI returns values between 0 and 1. If it is closer to 1, the goodness of fit gets better (Demerouti, 2004). In the research model, CFI = 0.938 value proved a normal fit for the model.

IFI is also known as DELTA2. This also returns values between 0 and 1. As it approaches 1, model fit improves. The purpose of IFI is to denote improved fit amount obtained by using the model. In the research, NFI value returned 0.951. This value is also accepted as a normal fit.

NFI compares the fit of assumed model with H0 hypothesis. The purpose here is to state the amount of fit improved by the use of current model. NFI returns values between 0 and 1. Obtained figures have to be higher than 0.90 and goodness of fit increases as the figure gets closer to 1. NFI level in the research proved to be within acceptable limits (NFI = 0.951).

RFI as in other indexes, ranges between 0 and 1, and has a better fit capacity if the value is close to 1. In this research, RFI findings returned again within acceptable limits (RFI = 0.927).

RMR is obtained as 0.045. RMR index must be between 0 and 1. If it returns below 0.05, it displays good fit (Li et al., 2005). In this study, RMR is found to be 0.023.

RMSEA for the model to be suitable has to return 0.05 or lower value. RMSEA value ranges between 0.05 and 0.08 (Arbuckle, 2006; Hoyle, 1995). In the research model, finding of RMSEA is 0.036 which can be assumed as high for the meaningfulness of the model.

In structural model analysis, it is important to decide which variables are dependent, and which are independent. To do this in model analysis, exogenous and endogenous variables are consulted. Exogenous variable is the variable that no other variable in the model depends on (Arbuckle, 2006; Hoyle, 1995). In structural model, latent variable in the state of independent variable is called exogenous latent variable, and dependent variable is named as endogenous latent variable (Demerouti, 2004). In our study, employee empowerment is denoted as independent and exogenous variable, achievement motivation, which is predicted by employee empowerment and for that, it predicts contextual performance through employee empowerment, is denoted as endogenous, and mediator latent variable, while contextual performance is stated as dependant and endogenous latent variable. The numbers on employee (Figure 2) empowerment, achievement motivation and contextual performance show determination coefficients (R^2) and these values are 0.827, 0.917 and 0.897 in turn order.

This result shows that it is adequately explicable by exogenous (independent) latent variable (employee empowerment) in the status of predictor of endogenous

latent variables. Also in the model, it is concluded that employee empowerment affects achievement motivation on the levels of 0.743, and contextual performance with the rate of 0.713. It is also seen that achievement motivation affects contextual performance with the rate of 0.845.

It is concluded that the established theoretical model is valid and all the hypothesis are accepted for that goodness of fit values and estimates returned meaningful ($p = 0.000$) in the significance level t value 0.05.

DISCUSSION

It is understood that the model has medium level fit and it is confirmed by established theoretical model when measurement model and structural model of the research model is considered. Hypothesis established to test developed model are all accepted. When suggested research model is considered, from employee empowerment variable to achievement motivation variable (H_1) and from employee empowerment variable to contextual performance variable (H_2) and from achievement motivation variable to contextual performance, H_3 path arrows are coming out. In the scope of the research, deriving from the hypothesis of the paradigm, it is observed that employee empowerment affects achievement motivation positively and highly ($r = 0.743$; $p < 0.05$). It is also understood that employee empowerment affects contextual performance in the level of $r = 0.713$; $p < 0.05$ and achievement motivation affects contextual performance relatively higher, in the level of $r = 0.845$; $p < 0.05$. As it is known, path analysis is applied to show the direct and indirect effect of exogenous variables on endogenous variables (Loehlin, 1992). The best advantage of path analysis is that it is suitable to define a mediator (achievement motivation) variable between predicted variable (contextual performance) and predictor variable (employee empowerment) (Cokluk et al., 2010). In this study, regression (path) coefficients are standardized regression coefficients. This states that a 1-unit change in employee empowerment makes a difference of 0.743 in achievement motivation and 0.897 in contextual performance. Also, it is shown that a 1-unit change in the achievement motivation creates a, 845 unit change in contextual performance.

It is understood that in organization management, people-oriented management approaches which strengthens self-respect of employees affect their achievement motivation positively and this also supports their tendencies such as organizational citizenship behavior, organizational loyalty and organizational psychological contract. It is demonstrated in various researches that applications of these type increases employee's satisfaction level and their contextual performance. And also, it has to be stated that research results and literature screening should be understood as "making the employees stronger in any aspect in work environment through

applications like motivation and attendance” where employee empowerment is not just seen as the classical application of the transfer of authority (Saeman, 1992). Employee empowerment should meet a psychological atmosphere, suitable to the work environment, besides regulating applications that make the employees realize their own individual potential (Keller and Dansereau, 1995). An employee supported by administrative means like employee empowerment is going to realize his/her own potential and this situation is going to affect his/her achievement motivation positively. It is supported by the findings of this study that an employee with high achievement motivation is going to have a high contextual performance also. According to the results of the research, it is observed that there is a relation between employee empowerment and achievement motivation, and this relation affects employees’ embracing of the organization and taking up extra role behaviors in the concept of contextual performance positively.

According to Rotter, if an individual realizes that one of his acted behavior results in confirmation, in other words, if he/she thinks that the confirmation follows his action or it is connected the action, he, in the future, expects that this confirmation is going to follow his specific action. In order to reach the confirmation, an individual is going to repeat the action in the same way (Rotter, 1966), which means he is going to keep acting in contextual performance.

Here, we can evaluate employee empowerment as confirmation, achievement motivation and contextual performance as the result.

The common point of many definitions about employee performance is that, whether the performance emerge out of skill, ability and effort, it is also understood that psychological components like effort through willingness, in other words, contextual performance, is important (Gupta, 1982). In this direction, as long as the attendance opportunity, which is a need for employee motivation and empowerment increases, it can be assumed that achievement motivation of the employee will be contributed and this will heighten his contextual performance by creating good intentions, which in the study is confirmed. Here, it can be suggested that the high achievement motivation of the employee will heighten the need for self-realization and hence will contribute to contextual performance positively. Yet, it must be stated that there are employee empowerment applications like organization atmosphere, motivation and attendance among the organizational creativity, performance and productiveness of the employees, as much as the individual traits like skill, willingness and achievement motivations are (Oldham and Cummings, 1996). It is critical for organizational and individual performance that the employees perceive work environment (organization atmosphere) as positive. It is proved in various studies that the ones with high contextual performance contribute to the organization atmosphere positively (Cain, 2000). It can be expected that a positively perceived organization atmosphere is

is going to positively affect achievement motivation and contextual performance of the employees which heighten their work satisfaction.

While employee empowerment has important effects on the achievement motivation of the employees, it is demonstrated in various studies that individual capabilities also have a positive effect on contextual performance based on the willingness basis of the employees. In these studies, it is confirmed that people with high achievement motivation also have a high contextual performance (Spreitzer et al., 1997). Results of many other studies and Shalley et al. (2000) state that a management understanding which supports individual creativity, attendance and initiative affects achievement motivation, and work satisfaction positively and this also affects the faith and contextual performance of the employees positively, are confirmed once again with this research. Thomas and Velthouse (1990) state that employees who have authority on their work have high performance relatively to the others, while Liden and colleagues suggest that those who have more control over theirs perform better. It is clear that the support behind high performance is achievement motivation (Spreitzer et al., 1997).

Regarding this subject, in Oflazer’s research which demonstrates the effects of perceived sense of belonging on task performance, contextual performance and total performance, according to the research carried on private healthcare investigating perceived sense of belonging; there is a positive and strong relation between perceived sense of belonging and task performance, contextual performance and total performance (Oflazer, 2008). All these results suggest that an organization should not only manage the physical and financial aspects, but should also manage performance of human resources. The management of these three factors means in fact, the management of organizational performance (Bolton, 1997).

This study which covered employees of public and private banks operating in Ankara in order to investigate the effects of employee empowerment on achievement motivation and performance of employees is in conformity with the literature. Still, it has a constraint in its generalizability. Consequently, in order to strengthen the theory, it is essential that further study should be conducted on the reliability and the validity of the results brought out by this study, in continuum of the latter, yet, in a more heterogeneous population (work setting).

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