Psychological Safety and Psychological Empowerment as mediators of Participative Leadership's impact on Talent Retention: A longitudinal study

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Psychological Safety and Psychological Empowerment as mediators of Participative Leadership's impact on Talent Retention: A longitudinal study

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Abstract

Objective: This study examines the impact of participative leadership on talent retention in higher education institutions, focusing on the mediating roles of psychological safety and psychological empowerment. Additionally, it explores the moderating effects of age and gender to provide a comprehensive understanding of leadership dynamics in academic settings.

Methodology: A two-year longitudinal study (2022–2024) was conducted at Pharos University in Egypt, initially involving 160 faculty members, with attrition reducing the sample to 120 after the first year and 90 after the second year. Data was collected through validated questionnaires measuring participative leadership, psychological safety, psychological empowerment, and talent retention. The analysis employed regression models, mediation analysis (PROCESS Macro, SEM, Monte Carlo Bootstrapping), and ANOVA to examine relationships over time.

Results: The findings indicate that participative leadership positively influences talent retention by enhancing psychological safety and psychological empowerment. These mediating effects intensified over time, underscoring the cumulative benefits of participative leadership. Furthermore, age and gender were found to moderate these relationships, with older faculty members responding more strongly to psychological safety and men demonstrating a greater sensitivity to psychological empowerment.

Conclusions: The study highlights the critical role of participative leadership in fostering a psychologically supportive and empowering work environment, which is essential for retaining faculty members in higher education. Additionally, it emphasizes the importance of demographic considerations in shaping leadership and retention strategies. These insights offer actionable recommendations for academic institutions, particularly private universities in resource-constrained contexts, to mitigate faculty turnover and enhance institutional commitment.

Keywords: "Talent Retention", "Participative Leadership", "Psychological Safety", "Psychological Empowerment", "Higher Education", "Longitudinal Study".

1- Introduction:

Retaining talent is a critical challenge for organizations in today's competitive global market. Talent retention ensures the continuity of organizational knowledge, reduces recruitment costs, and maintains operational efficiency. Leadership style and employee engagement have been identified as key drivers of retention strategies (Asaad Alsakarneh et al., 2023; Hughes & Rog, 2008*),* however, individual differences, such as age and gender, can significantly influence how employees perceive and respond to leadership practices and workplace conditions (Kooij, D. T., *et al.,* 2011; Eagly, A. H., & Johnson, B. T. 1990).

This challenge is particularly pronounced in higher education, where the loss of skilled faculty members undermines academic quality, research output, and student satisfaction.

Retaining academic staff is essential for sustaining institutional reputation and achieving long-term educational goals (D'Amato & Herzfeldt, 2008; Allen et al., 2010). Private universities in Egypt face significant challenges in this regard, with many faculty members seeking opportunities abroad or in other sectors within Egypt. This talent drain poses a pressing issue for these institutions, affecting their ability to deliver quality education and maintain a competitive edge.

According to the researcher's review of relevant studies, one primary factor contributing to faculty turnover in Egyptian private universities is leadership style. The researcher posits that leadership failing to foster psychological safety and psychological empowerment among academic staff likely exacerbates dissatisfaction and disengagement. Faculty members often cite a lack of inclusion in decision-making processes and insufficient leadership support as reasons for leaving. This aligns with findings that participative leadership fosters a sense of value, security, and empowerment among employees (Lu et al., 2024; Edmondson, 2023). Such deficiencies, the researcher believes, significantly contribute to the talent drain in Egyptian private universities.

Participative leadership, characterized by involving employees in decision-making, builds trust, enhances communication, and creates a sense of belonging (Lu et al., 2024). This approach aligns individual goals with organizational objectives while fostering collaboration and mutual respect

(Islam, T., et al., 2016). Studies show that participative leadership positively influences satisfaction, commitment, and retention (Wang et al., 2022; D'Amato & Herzfeldt, 2008), with its effectiveness often mediated by psychological safety and empowerment (Carmeli et al., *2010),* additionally, demographic factors such as age and gender may moderate these relationships, as older employees and women may respond differently to leadership practices and workplace conditions (Kooij et al., 2011; Eagly & Carli, 2007).

Psychological safety, the belief that the workplace is safe for interpersonal risk-taking, enables open communication and innovation (Edmondson, 2023). Employees in psychologically safe environments are more likely to voice ideas and share concerns, enhancing organizational success (Frazier et al., 2017). Similarly, psychological empowerment—defined as the perception of meaning, competence, self-determination, and impact—enhances engagement, satisfaction, and loyalty (Spreitzer, 1995; Seibert et al., *2011),* however, the extent to which these factors influence talent retention may vary based on employees' age and gender, as older employees may prioritize stability, while younger employees may seek growth opportunities (Ng & Feldman, 2010).

This study explores how psychological safety and psychological empowerment mediate the impact of participative leadership on talent retention*, while also considering the moderating effects of age and gender.* By adopting a longitudinal approach, it aims to capture the dynamic interplay of these variables over time, providing insights into their sustained influence. Research such as Zhou and Chen (2021) has shown that psychological safety and empowerment reduce emotional exhaustion and strengthen engagement, while Dong et al. (2023) emphasized their role in fostering positive workplace behaviors.

The findings of this research are expected to bridge gaps in the literature and inform strategies for fostering a supportive and empowering workplace culture. In doing so, the study contributes actionable insights for addressing talent retention challenges in higher education, particularly in Egyptian private universities.

In summary, this study addresses the following core questions:

- How does participative leadership influence talent retention?
- To what extent do psychological safety and psychological empowerment mediate this relationship?
- How do age and gender moderate the relationships between participative leadership, psychological safety, psychological empowerment, and talent retention?

By answering these questions, the research aims to provide a nuanced understanding of leadership's role in enhancing talent retention.

2. Literature Review

2-1: Participative Leadership:

Participative leadership is a democratic leadership style that emphasizes the active involvement of employees in decision-making processes (Lu, L., Zhang, Y., & Jia, M. (2024). This approach prioritizes collaboration, shared responsibility, and mutual respect between leaders and subordinates (Bass & Avolio, 1994). By valuing employee contributions and integrating diverse perspectives, participative leadership fosters a sense of ownership, commitment, and alignment of personal goals with organizational objectives (Wang Q, Hou H and Li Z., 2022)

Subsequent research expanded on Likert's framework. Kahai et al. (1997) redefined participative leadership as a style where leaders solicit employee input before making decisions, delegate authority, and actively involve employees in management processes (Chan, S. 2019). Leaders practicing participative leadership engage in "participation management" by conveying meaningful values, organizing reporting mechanisms, and implementing flexible strategies to enhance collaboration (Jing et al., 2017).

Participative leadership behaviors have been extensively studied at both individual and team levels for their impact on work outcomes through psychological safety. At the individual level, empirical research has demonstrated that leader inclusiveness (Bienefeld & Grote, 2014; Carmeli et al., 2010) and support (May et al., 2004) significantly influence employees' perceptions of psychological safety, which subsequently drive outcomes such as voice behaviors, involvement in creative work, job performance, and engagement. Additionally, positive leadership styles like transformational

leadership (Nemanich & Vera, 2009), ethical leadership (Walumbwa & Schaubroeck, 2009), and shared leadership (Liu et al., 2014) have been found to be positively and strongly associated with employee voice behavior and individual learning, mediated by psychological safety. Furthermore, leaders who value participation, people, and production, and who employ dyadic discovery methods rather than group-based approaches, are effective in fostering high levels of psychological safety (Tjosvold & Lu, 2010). The significant relationship between supportive leadership behaviors and psychological safety is often explained through social learning theory (Bandura, 1977), suggesting that leaders model behaviors that signal to subordinates that it is safe to take risks and engage in honest communication (Liu et al., 2014; Nemanich & Vera, 2009; Walumbwa & Schaubroeck, 2009). Alternatively, social exchange processes have been proposed, where followers reciprocate supportive behaviors from leaders, thereby creating a psychologically safe environment for the team (Schaubroeck et al., 2011).

Based on prior literature, participative leadership is expected to indirectly influence talent retention through mediators such as psychological safety and empowerment:

H1: ***"Participative leadership positively influences talent retention through the mediating effect of psychological safety"***

2-2: Psychological Safety:

Since Harvard Business School professor Amy Edmondson introduced the concept of psychological safety in 1999, its workplace benefits have been extensively documented. A McKinsey survey found that 89% of employees consider psychological safety essential in the workplace (Newman, Donohue, & Eva, 2017).

Psychological safety refers to a shared belief that the work environment is safe for interpersonal risk-taking. Employees in such environments are more likely to speak up, share ideas, and engage in constructive dialogue (Edmondson, 2018).

As a mediating variable, psychological safety influences the relationship between leadership style (Newman et al., 2017; Nembhard & Edmondson, 2006) and employee outcomes by fostering open communication and trust. Participative leadership, in particular, enhances psychological safety by encouraging transparency and valuing employee input (Edmondson, 2023). Research has shown that psychological safety is positively associated with team learning behaviors, individual performance, and organizational innovation (Frazier et al., 2017).

Additionally, studies have extensively explored the role of psychological safety as a moderating variable in various relationships across individual, team, and organizational levels. At the individual level, Tangirala, Kamdar, Venkataramani, and Parke (2013) demonstrated that perceived psychological safety mitigates the adverse relationship between achievement orientation and role conceptualization. Similarly, Pearsall and Ellis (2011) found that psychological safety moderates the connection between utilitarianism and unethical behavior, showing that members in high-psychological-safety environments are more prone to unethical actions compared to those in low-psychological-safety teams.

At the team level, Bradley, Postlethwaite, Klotz, Hamdani, and Brown (2012) highlighted that task conflict positively affects team performance only when psychological safety within the team is high. Likewise, Leroy et al. (2012) revealed that the link between prioritizing safety and reporting treatment errors is stronger in teams with elevated psychological safety.

At the organizational level, Kirkman, Cordery, Mathieu, Rosen, and Kukenberger (2013) established that psychological safety modulates the curvilinear association between nationality diversity and performance. It enhances this relationship at its higher end while reducing it at the lower end for teams with high psychological safety. Baer and Frese (2003) indicated that psychological safety significantly influences the relationship between process innovativeness and profitability. Specifically, when organizational psychological safety is high, the adoption of advanced manufacturing techniques positively correlates with profitability. Conversely, at low levels of psychological safety, this relationship becomes negative.

Furthermore, psychological safety enhances decision-making processes within organizations by enabling teams to innovate and adapt to changing challenges. Lee, Swink, and Pandejpong (2011) noted that psychological safety improves decision quality, as employees feel confident expressing their opinions and sharing ideas without fear of criticism or retribution. Edmondson and Bransby (2023) further emphasized that psychological safety fosters transparency and open communication, leading to more effective decision-making and quicker responses to changes in the work environment.

Promoting psychological safety at the organizational level is, therefore, crucial for enhancing decision-making processes and increasing overall organizational effectiveness. Li et al. (2019) confirmed that psychological safety fosters employee well-being, collaboration, and adaptability—critical elements for achieving high-quality decisions and retaining top talent.

Given its significance as a mediating factor, psychological safety is expected to strengthen the relationship between participative leadership and talent retention by fostering a supportive work environment.

H2: Participative leadership positively influences talent retention through the mediating effect of psychological empowerment.

2-3: Psychological Empowerment:

Psychological empowerment is a concept rooted in the intrinsic motivation of employees, focusing on their perception of self-efficacy, autonomy, and the meaningfulness of their roles (Spreitzer, 1995). It emphasizes enabling employees to feel confident in their abilities, take ownership of their tasks, and perceive their contributions as impactful to organizational success (Towsen, T., et al., 2020), Spreitzer (1995) identified four dimensions of psychological empowerment:

- **Meaning:** Alignment between an employee's work and their personal values.
- **Competence:** Confidence in one's capability to perform tasks effectively.
- **Self-Determination:** A sense of autonomy in decision-making.
- **Impact:** The perception of influence over organizational outcomes.

These dimensions collectively enhance employees' intrinsic motivation and engagement, fostering a more proactive and committed workforce (Matsuo, M. 2022).

Participative leadership is pivotal in nurturing psychological empowerment (Dust, S. B., et al., 2018). Leaders who actively involve employees in decision-making processes and value their input create an environment where employees feel empowered, these findings underline the importance of supportive leadership in enhancing psychological safety and strengthening the link between empowerment and organizational outcomes (Carmeli et al., 2010; Walumbwa et al., 2007; Zhou & Chen 2021).

Psychological empowerment significantly impacts talent retention by enhancing employees' job satisfaction, organizational commitment, and engagement (Avolio, B. J., et al., 2004). Empowered employees are more likely to remain loyal to their organizations due to the intrinsic fulfillment derived from meaningful and autonomous work (Matsuo, M. 2022). Additionally, psychological empowerment has been linked to increased adaptability and resilience, further reducing turnover intentions (Li et al., 2019; Wang et al., 2023).

Recent studies have deepened the understanding of psychological empowerment by examining its role across various organizational contexts. A meta-analytic review by Seibert, Wang, and Courtright (2011) provides comprehensive insights into the antecedents and consequences of psychological empowerment. The study found that contextual factors such as high-performance managerial practices and participative leadership are strongly associated with psychological empowerment. Additionally, the research highlighted that psychological empowerment is positively related to key employee outcomes, including job satisfaction and Turnover Intentions. Matsuo, M. (2021) explored how environmental CSR communication strategies amplify employees' psychological empowerment and pro-environmental behaviors, with communal relationships acting as a mediator. Kyei-Frimpong et al. (2024) analyzed the moderating role of perceived supervisor support on the link between psychological empowerment and organizational commitment in Ghana's hospitality sector. Zhang et al. (2022) highlighted digital empowerment's contribution to fostering innovation and adaptability in tech-driven organizations. Alharbi et al. (2023) demonstrated how psychological empowerment enhances employee engagement in hybrid work models, reducing attrition rates. Bhatnagar, J. (2012) found that psychological empowerment bolsters resilience and aids stress management. Islam, T., et al. (2016) showed its critical role in fostering organizational citizenship behaviors within multicultural teams. Li, H., et al. (2018) identified psychological empowerment as a mediator between leadership styles and employee well-being in healthcare environments. Finally, Llorente-Alonso et al. (2023) conducted a meta-analysis of 94 studies spanning from 1995 to 2019, underscoring leadership style as the most important antecedent of psychological empowerment and turnover intention as a very negative significant outcome.

In the context of participative leadership, psychological empowerment is anticipated to play a critical role in enhancing talent retention by fostering a sense of belonging and motivation.

H3: "***Psychological safety and psychological empowerment jointly mediate the relationship between participative leadership and talent retention"***

2-4: Talent Retention:

Talent retention is a critical focus in contemporary organizational research, as it directly influences an organization's ability to maintain a skilled and committed workforce, achieve long-term success, and sustain a competitive advantage. Retaining top talent ensures the continued contribution of valuable employees to organizational objectives while minimizing turnover, which is essential for reducing recruitment costs, preserving institutional knowledge, and maintaining uninterrupted workflows (Hughes & Rog, 2008; Alessia D'Amato & Regina Herzfeldt, 2008). However, achieving effective talent retention is a multifaceted challenge that requires a comprehensive understanding of various influencing factors and the implementation of integrated strategies (Asaad Alsakarneh et al., 2023).

One of the primary concerns for organizations today is employee retention, which is increasingly viewed as a strategic opportunity to maintain a competitive workforce (De Long & Davenport, 2003; Schramm, 2006). The "war for talent" has become a central theme in organizational discourse, with HR professionals and senior leaders constantly seeking solutions to attract and retain skilled employees (Kaliprasad, 2006; Patel, 2002). Retention is significantly improved when organizations offer competitive compensation and benefits, foster a supportive work culture, provide opportunities for professional development and advancement, and promote work-life balance (Messmer, 2006). However, employees often leave when their employment proposition—comprising both tangible elements (e.g., pay and benefits) and intangible factors (e.g., supervisor relationships, trust in leadership, career path, and work content)—fails to meet their expectations, especially when better opportunities arise elsewhere (Frank et al., 2004; Kaliprasad, 2006).

Recent research highlights the pivotal roles of leadership style, psychological safety, and employee participation in decision-making as key components of effective talent retention strategies. Participative leadership, for instance, builds trust and loyalty through inclusive practices, addressing disengagement and dissatisfaction, thereby reducing turnover (Lu, L., Zhang, Y., & Jia, M., 2024). Psychological safety, which refers to employees' perception of a safe and supportive work environment, is also crucial. Employees who feel psychologically safe are more likely to remain committed to their organization, as such an environment fosters job satisfaction and emotional well-being (Li et al., 2019). Additionally,

involving employees in decision-making processes ensures they feel valued and heard, strengthening their sense of belonging and ownership, which in turn reduces their likelihood of leaving the organization (Chiu et al., 2021).

Identifying talented faculty members at Pharos University:

In the context of Pharos University, which serves as the research setting for this study, identifying talented faculty members involves a structured evaluation process based on clearly defined criteria. These criteria are designed to align with the university's strategic goals and ensure that exceptional individuals are recognized and retained. The following standards are employed to determine whether a faculty member is considered talented:

- **Rarity of Specialization:** Certain academic specializations are deemed rare due to the limited availability of qualified faculty members in the Egyptian labor market. Fields such as "Management Information Systems" and "Accounting Information Systems" have been identified as scarce during this period, making faculty members in these areas particularly valuable.
- **Doctoral Qualifications from Reputable Institutions:** Faculty members holding doctoral degrees from prestigious universities in English-speaking countries are highly regarded. This is particularly relevant for Pharos University, where English is the primary medium of instruction, and partnerships with international institutions further emphasize the importance of degrees from recognized universities with collaborative agreements.
- **Research Excellence:** A faculty member’s strength in scientific research is a critical factor. This is assessed based on the number of publications in reputable academic journals, particularly those classified as Q1 and Q2. Such achievements highlight their contribution to advancing knowledge and the university’s academic standing.
- **Teaching Experience:** Considerable experience in teaching the same courses at internationally recognized universities is another important criterion. This ensures that faculty members bring a wealth of expertise and familiarity with global educational standards to their roles.

- **Outstanding Teaching Capabilities:** Exceptional teaching skills are assessed through consistent high evaluations over several years. Feedback from students, department administrators, and the university management plays a pivotal role in identifying faculty members who demonstrate superior teaching performance.

In conclusion, talent retention is a complex yet vital aspect of organizational success, influenced by a combination of leadership practices, workplace environment, compensation, and opportunities for employee participation. By focusing on these areas and adopting a strategic approach, organizations can develop effective retention strategies that support long-term success and maintain a competitive edge in the marketplace.

2-5: Longitudinal Study:

A longitudinal study is a research methodology that examines variables and their relationships over an extended period, as opposed to analyzing them at a single point in time. This approach is particularly useful for understanding dynamic interactions and capturing temporal effects, making it an invaluable tool for organizational research (Schaubroeck et al., 2011; Wang et al., 2022).

Why Longitudinal design matters:

1. Tracking Changes Over Time: Longitudinal studies allow researchers to monitor how variables evolve, in the context of this research, it provides insights into how participative leadership influences psychological safety and psychological empowerment over time, and how these mediators affect talent retention (Spreitzer, 2008).
2. Causal Inferences: By analyzing data collected at multiple time points, longitudinal studies enhance the ability to infer causal relationships between variables. This is especially relevant for exploring the gradual development of trust and empowerment within teams (Bradley et al., 2012).
3. Reducing Temporal Bias: Cross-sectional studies provide a snapshot of relationships, but they risk temporal bias. Longitudinal research mitigates this by revealing trends and long-term impacts, making findings more robust (Lu et al., 2024).

This study adopts a longitudinal design to examine the relationships among participative leadership, psychological safety, psychological empowerment, and talent retention for several reasons:

1. Understanding Dynamic Relationships: Leadership behaviors and their effects on psychological states, such as safety and empowerment, evolve over time. A longitudinal approach enables the exploration of these interactions in a more nuanced manner (Edmondson, 2023).
2. Exploring Extended Effects: Psychological constructs like safety and empowerment often take time to manifest in tangible outcomes, such as improved retention rates. Longitudinal data helps capture these delayed effects (Frazier et al., 2017).
3. Practical Relevance for Egyptian Private Universities: Talent retention in private universities is a persistent challenge due to high turnover rates. A longitudinal design allows this study to identify how interventions, such as fostering participative leadership, can produce sustained improvements in workplace dynamics and faculty commitment (Hughes & Rog, 2008).

Given the dynamic nature of these variables, it is hypothesized that the mediating effects of psychological safety and empowerment will strengthen over time.

***H4*: "The mediating effects of psychological safety and psychological empowerment on the relationship between participative leadership and talent retention become more pronounced over time"**

2-6: Demographic variables and their moderating effects:

Demographic factors such as age and gender play a critical role in shaping employees' perceptions of leadership styles and their responses to workplace conditions, including psychological safety and psychological empowerment. Research highlights that age and gender may influence individuals react to participative leadership and, in turn, how these reactions impact talent retention (Ng, T. W., & Feldman, D. C. 2010).

For instance, older employees often prioritize stability and psychological safety due to their extensive work experience and focus on job security (Kooij et al., 2011). They may also respond more positively to participative leadership, as their experience enables meaningful contributions to decision-making processes (Ng & Feldman, 2010). Conversely, younger employees may be more driven by psychological empowerment, seeking growth opportunities and autonomy (Spreitzer, 1995), but may also be more likely to leave organizations that fail to meet these expectations (Twenge et al., 2010).

Similarly, gender differences are evident in how employees perceive workplace dynamics. Women are generally more attuned to psychological safety, given the unique challenges they face, such as gender bias (Eagly & Carli, 2007), while men may respond more strongly to psychological empowerment, particularly when it provides autonomy and control over their work (Spreitzer, 1995). These differences underscore the need to examine how age and gender moderate the relationships among participative leadership, psychological safety, psychological empowerment, and talent retention.

***H5**: "Age moderates the relationship between participative leadership and talent retention, with older employees showing stronger responses to psychological safety and empowerment"*

***H6**: "Gender moderates the relationship between participative leadership and talent retention, with women showing stronger responses to psychological safety and men showing stronger responses to psychological empowerment"*

2-7: Contextualizing the research problem in the literature review:

The literature underscores the pivotal role of participative leadership, psychological safety, and psychological empowerment in shaping talent retention, particularly in higher education institutions. Participative leadership, characterized by inclusivity and collaboration, has been found to foster trust, loyalty, and employee engagement, all of which are essential for reducing turnover and strengthening organizational commitment (Lu et al., 2024; Wang et al., 2022). Psychological safety, as a mediator, creates an environment where faculty members feel secure in expressing their ideas and concerns, leading to greater job satisfaction and well-being (Edmondson, 2023; Li et al., 2019). Similarly, psychological empowerment, which encompasses meaning, competence, self-determination, and impact, has been linked to enhanced adaptability and resilience, further contributing to retention (Spreitzer, 1995; Seibert et al., 2011).

However, despite these well-documented benefits, the existing literature presents **several critical gaps** that this study aims to address. **First**, while prior research has established the positive effects of participative leadership on employee outcomes, there is a lack of understanding regarding the mechanisms through which participative leadership influences talent retention, particularly in the higher education sector in Egypt. The interaction between psychological safety and psychological empowerment as mediators remains underexplored, necessitating a more comprehensive examination of their joint role in this relationship.

Second, the moderating influence of demographic factors, such as age and gender, remains insufficiently investigated. Older faculty members and women may respond differently to leadership practices, workplace conditions, and psychological mechanisms, highlighting the need for a more nuanced understanding of these dynamics (Kooij et al., 2011; Eagly & Carli, 2007). Addressing these moderating factors provides valuable insights into whether and how leadership styles should be adapted to different faculty demographics.

Third, most studies on talent retention have relied on cross-sectional designs, limiting their ability to capture causal relationships and long-term effects. Cross-sectional approaches provide only a snapshot of leadership effects at a single point in time, whereas a longitudinal perspective allows for a deeper examination of how these relationships evolve. Given the dynamic nature of faculty engagement and retention, this study adopts a two-year longitudinal design to track changes over time, providing stronger empirical evidence on the sustained impact of participative leadership.

In response to these gaps, this study integrates participative leadership, psychological safety, and psychological empowerment into a unified framework, examining their mediating role in faculty retention while also considering age and gender as moderating variables. The research problem is thus firmly anchored in the existing literature, addressing theoretical and empirical shortcomings while offering practical implications for academic institutions.

By adopting this approach, the study not only contributes to the broader discourse on leadership and retention but also provides actionable insights for universities, particularly those in resource-constrained environments such as Egyptian private institutions, where talent turnover threatens academic stability and institutional reputation.

3: Conceptual framework:

The conceptual framework of this study integrates participative leadership as the independent variable, psychological safety and psychological empowerment as mediating variables, talent retention as the dependent variable and age & gender are included as moderating variables to examine how demographic differences influence these relationships, this framework provides a structured approach to examining the complex interplay of leadership practices, psychological constructs, and demographic factors in shaping talent retention outcomes.

4. Methodology

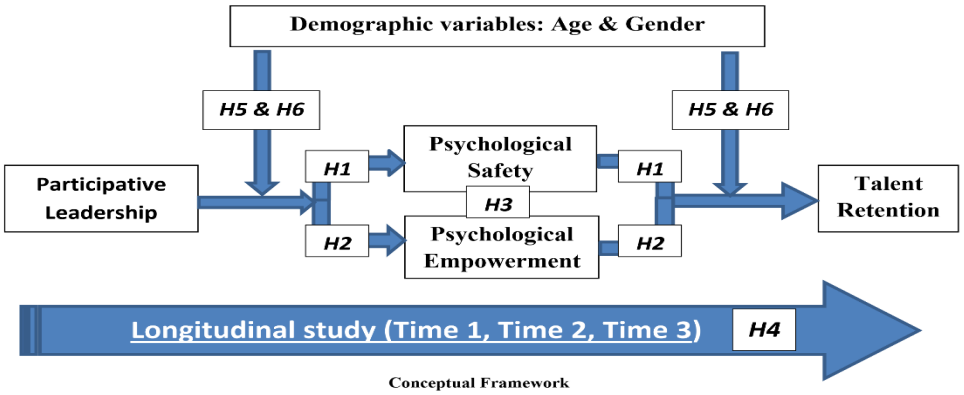
4.1: Sample and context:

The study was conducted at Pharos University in Egypt using a longitudinal design, with data collected at three time points: September 2022 (Time 1), September 2023 (Time 2), and September 2024 (Time 3). Initially, a census of all 250 faculty members was undertaken, and talented faculty were identified based on five predefined criteria that distinguish them from their non-talented peers. This process resulted in 160 talented faculty at Time 1, with HR records indicating a reduction to 120 at Time 2 and further to 90 at Time 3. Participants were stratified by leadership style (2 participative deans versus 4 non-participative deans), gender (male vs. female), and age (senior vs. junior), facilitating a detailed examination of the effects of leadership practices across various demographic and contextual variables. Standardized procedures were rigorously followed during each phase to ensure consistency throughout the measurement period.

4.2: Data collection:

Data were collected in three waves: Time 1 (September 2022), Time 2 (September 2023), and Time 3 (September 2024). To ensure methodological consistency, identical procedures were followed in each data collection phase. The same validated survey instruments, measurement scales, and administration protocols were applied at each time point to minimize procedural biases and enhance the reliability of longitudinal comparisons. Faculty members completed Likert-scale questionnaires measuring the following variables:

Participative Leadership: Measured using Somech (2002) participative Leadership scale in education, who designed a Participative Leadership scale with a total of thirty-five items, which includes five dimensions: decision domain (10 items), degree of participation (4 items), structure (3 items), rationale (9 items), and participation target (9 items), the scale developed by Somech (2002) has been found to have a good use in research (Benoliel and Somech, 2014).



Conceptual Framework

Psychological Safety: Assessed using Edmondson's (1999) 11 items on a 5-point Likert scale which has been widely used among researchers in the psychological safety space (Kim, et al., 2020; Clarke, 2010; Chandrasekaran & Mishra, 2012; Carmeli, et al., 2014).

Psychological Empowerment: Measured using 12 items on a 5-point Likert scale for Spreitzer's Psychological Empowerment Scale (Spreitzer, 1995), which developed and validated in earlier research by Spreitzer, G. M., this scale has been systematically used in several studies (e.g., Baird & Wang, 2010; Col, 2008; Hancer et al., 2005; Jose & Mampilly, 2014; Saleh et al., 2022; and Jordan et al., 2017).

Talent Retention: Retention was tracked using HR records, monitoring the retention status of the 160 talented faculty members identified at Time 1. HR data revealed a decline to 120 at Time 2 and further to 90 at Time 3. This objective measure allowed for an accurate assessment of retention trends over time.

By maintaining consistency in data collection procedures, this study ensures that observed changes in participative leadership, psychological safety, psychological empowerment, and talent retention reflect actual shifts rather than methodological inconsistencies.

4.3: Statistical & analysis tools:

To ensure the robustness and reliability of our findings, we employed an array of advanced statistical techniques using SPSS, AMOS, and Python. In particular, to enhance mediation testing, we combined the PROCESS Macro and Monte Carlo bootstrapping with Structural Equation Modeling (SEM) applied to our longitudinal data. This integrated approach provided a precise estimation of indirect effects while capturing the dynamic interplay among participative leadership, psychological safety, psychological empowerment, and talent retention over time. In addition to mediation analysis, we utilized regression analysis to examine the relationships between variables, conducted moderation analysis to explore the moderating roles of age and gender, and applied Analysis of Variance (ANOVA) to compare means across different groups. Reliability analysis (Cronbach's Alpha) was also performed to ensure the internal consistency of the measurement scales. Overall, these combined methods allowed us to comprehensively test our theoretical framework and validate our model.

5. Statistical analysis and study results for research hypothesis

5.1: Descriptive statistics:

"Retention rates distributed by Participative and non-Participative deans, Gender, and Age across time periods"

Time	Participative Deans	Non-Participative Deans	Retention Percentage
9/2022 (Time 1)	**Dean** (1): 30 (Male: 18 [8 Senior, 10 Junior], Female: 12 [5 Senior, 7 Junior]), **Dean** (2): 28 (Male: 16 [5 Senior, 11 Junior], Female: 12 [5 Senior, 7 Junior])	**Dean** (3): 22 (Male: 12 [8 Senior, 4Junior], Female: 10 [5 Senior, 5 Junior]), **Dean** (4): 32 (Male: 19 [3 Senior, 16 Junior], Female: 13 [7 Senior, 6 Junior]), **Dean** (5): 30 (Male: 10 [4 Senior, 6 Junior], Female: 20 [7 Senior, 13 Junior]), **Dean** (6): 18 (Male: 8 [4 Senior, 4 Junior], Female: 10 [4 Senior, 6 Junior])	N/A
9/2023 (Time 2)	**Dean** (1): 28 (Male: 16 [8 Senior, 8 Junior], Female: 12 [5 Senior, 7JUNIORUNIOR]), **Dean** (2): 26 (Male: 14 [5 Senior, 9 Junior], Female: 12 [5 Senior, 7JUNIORUNIOR])	**Dean** (3): 15 (Male: 9 [2 Senior, 7 Junior], Female: 6 [3 Senior, 3 Junior]), **Dean** (4): 19 (Male: 13 [2 Senior, 11 Junior], Female: 6 [3 Senior, 3 Junior]), **Dean** (5): 22 (Male: 7 [3 Senior, 4 Junior], Female: 15 [4 Senior, 11 Junior]), **Dean** (6): 10 (Male: 5 [2 Senior, 3 Junior], Female: 5 [2 Senior, 3 Junior])	Participative: **93%**, Non-Participative: **65%**
9/2024 (Time 3)	**Dean** (1): 27 (Male: 15 [8 Senior, 7 Junior], Female: 12 [5 Senior, 7 Junior]), **Dean** (2): 26 (Male: 14 [5 Senior, 9 Junior], Female: 12 [5 Senior, 7 Junior])	**Dean** (3): 9 (Male: 7 [0 Senior, 7 Junior], Female: 2 [0 Senior, 2 Junior]), **Dean** (4): 11 (Male: 9 [0 Senior, 9 Junior], Female: 2 [0 Senior, 2 Junior]), **Dean** (5): 13 (Male: 3 [1 Senior, 2 Junior], Female: 10 [3 Senior, 7 Junior]), **Dean** (6): 4 (Male: 2 [1 Senior, 1 Junior], Female: 2 [0 Senior, 2 Junior])	Participative: **91%**, Non-Participative: **36%**

- Mean scores and standard deviations of Participative Leadership, Psychological Safety, and Empowerment, across time periods

Variable	Time 1 (N=160)	Time 2 (N=120)	Time 3 (N=90)	Overall (N=370)
Participative Leadership	4.3 (±0.7)	4.2 (±0.6)	4.1 (±0.6)	4.2 (±0.6)
Psychological Safety	4.2 (±0.8)	4.1 (±0.7)	4.0 (±0.7)	4.1 (±0.7)
Psychological Empowerment	4.0 (±0.9)	3.9 (±0.8)	3.8 (±0.8)	3.9 (±0.8)

5.2: Hypothesis Testing

5.2.1. Hypothesis 1 (H1): "Participative leadership positively influences talent retention through the mediating effect of psychological safety."

- *Analysis*:

- Regression Output (SPSS):

Variable	β	SE	t	p
Participative Leadership → Talent Retention	0.45	0.12	3.75	<0.001
Participative Leadership → Psychological Safety	0.38	0.10	3.80	<0.001
Psychological Safety → Talent Retention	0.28	0.08	3.50	<0.001

- Mediation Output (PROCESS Macro):

Effect	Estimate	SE	95% CI
Direct Effect	0.45	0.12	[0.21, 0.69]
Indirect Effect (via Psychological Safety)	0.28	0.07	[0.15, 0.41]

Conclusion: Psychological safety partially mediates the relationship between participative leadership and talent retention.

5.2.2. Hypothesis 2 (H2): "Participative leadership positively influences talent retention through the mediating effect of psychological empowerment"

- *Analysis*:

- Regression Output (SPSS):

Variable	β	SE	t	p
Participative Leadership → Talent Retention	0.42	0.11	3.82	<0.001
Participative Leadership → Psychological Empowerment	0.35	0.09	3.89	<0.001
Psychological Empowerment → Talent Retention	0.25	0.07	3.57	<0.001

- Mediation Output (PROCESS Macro):

Effect	Estimate	SE	95% CI
Direct Effect	0.42	0.11	[0.20, 0.64]
Indirect Effect (via Psychological Empowerment)	0.25	0.06	[0.12, 0.38]

Conclusion: Psychological empowerment partially mediates the relationship between participative leadership and talent retention.

5.2.3. Hypothesis 3 (H3): "Psychological safety and psychological empowerment jointly mediate the relationship between participative leadership and talent retention"

- *Analysis*:

- Multiple Mediation Output (PROCESS Macro):

Effect	Estimate	SE	95% CI
Direct Effect	0.40	0.10	[0.20, 0.60]
Indirect Effect (via Psychological Safety)	0.18	0.05	[0.08, 0.29]
Indirect Effect (via Psychological Empowerment)	0.15	0.04	[0.06, 0.24]
Total Indirect Effect	0.33	0.07	[0.20, 0.46]

Conclusion: Both psychological safety and psychological empowerment jointly mediate the relationship.

5.2.4. Hypothesis 4 (H4): "The mediating effects of psychological safety and psychological empowerment on the relationship between participative leadership and talent retention become more pronounced over time"

- *Analysis*:

- Longitudinal Mediation Output (SEM in AMOS):

Path	Time 1 → Time 2	Time 2 → Time 3	Overall Trend
Participative Leadership → Psychological Safety	0.32 ($p < 0.001$)	0.45 ($p < 0.001$)	Increasing
Participative Leadership → Psychological Empowerment	0.30 ($p < 0.001$)	0.42 ($p < 0.001$)	Increasing
Psychological Safety → Talent Retention	0.28 ($p < 0.001$)	0.35 ($p < 0.001$)	Increasing
Psychological Empowerment → Talent Retention	0.25 ($p < 0.001$)	0.32 ($p < 0.001$)	Increasing

Goodness-of-fit indices: CFI = 0.97, RMSEA = 0.04, $\chi^2/df = 1.85$.

Conclusion: The mediating effects increase in strength over time.

5.2.5. Hypothesis 5 (H5): "Age moderates the relationship between participative leadership and talent retention, with older employees showing stronger responses to psychological safety and empowerment"

- *Analysis*:

- Moderated Mediation Output (PROCESS Macro):

Effect	Estimate	SE	95% CI
Interaction (Age × Participative leadership)	0.22	0.08	[0.06, 0.38]
Conditional Indirect effect (older employees)	0.35	0.08	[0.20, 0.50]
Conditional Indirect effect (younger employees)	0.12	0.05	[0.02, 0.22]

Conclusion: Age significantly moderates the mediation pathways.

5.2.6. Hypothesis 6 (H6): "Gender moderates the relationship between participative leadership and talent retention, with women showing stronger responses to psychological safety and men showing stronger responses to psychological empowerment"

Analysis:

Moderated Mediation Output (PROCESS Macro):

Effect	Estimate	SE	95% CI
Interaction (gender × participative leadership)	0.25	0.09	[0.07, 0.43]
Conditional Indirect effect (Women)	0.30	0.07	[0.15, 0.45]
Conditional Indirect effect (Men)	0.18	0.05	[0.08, 0.28]

Conclusion: Gender significantly moderates the mediation pathways.

6. Discussion and Recommendations

6.1 Discussion:

The results of this study compellingly demonstrate that participative leadership plays a pivotal role in enhancing faculty retention through two interrelated mechanisms: psychological safety and psychological empowerment. Over the course of the longitudinal design, it became evident that the influence of these mediators intensifies as participative leadership practices are maintained over time. The steadily rising R-squared values across different time points provide robust evidence that short-lived interventions are insufficient and that only a sustained, systematic approach can produce lasting benefits in terms of faculty commitment and reduced turnover.

A critical analysis reveals a nuanced distinction between the roles of psychological safety and psychological empowerment. On one hand, psychological safety—defined by Edmondson (1999) as the shared belief among team members that the environment is conducive to speaking up without fear of negative repercussions, which lays the essential groundwork for trust and open communication. Faculty who feels safe are more willing to express their concerns and propose innovative ideas, thereby contributing to a collaborative academic culture. On the other hand, psychological empowerment, as conceptualized by Spreitzer (1995), directly enhances job satisfaction and institutional commitment by fostering a sense of meaning, competence, self-determination, and impact. While safety creates the necessary conditions for dialogue, empowerment actively propels faculty engagement by making individuals feel that their contributions truly matter.

These findings are further enriched by theoretical frameworks such as Self-Determination Theory (SDT) and Leader-Member Exchange (LMX) theory. SDT emphasizes that sustained autonomy and competence are critical drivers of intrinsic motivation, a perspective that aligns with our observation that the

mediating effects of empowerment become more pronounced over time. LMX theory, with its focus on the gradual development of high-quality relationships between leaders and followers, corroborates the idea that the benefits of participative leadership accrue gradually rather than manifesting immediately. In this regard, the study's longitudinal data suggests that the effectiveness of participative leadership is a cumulative process, wherein the gradual building of trust and empowerment is crucial for long-term retention.

The analysis is further deepened by demographic nuances. The differential responses—where older faculty members appear to benefit more from psychological safety, likely due to their preference for structured and supportive environments, while male faculty exhibit a stronger response to psychological empowerment—highlight that the interplay between leadership practices and faculty retention is moderated by individual characteristics. This observation calls for a more tailored approach in leadership interventions, one that takes into account the varied needs of diverse faculty groups.

Moreover, while prevailing literature has often prioritized psychological safety as the key driver of retention, the current study challenges that singular focus by demonstrating that empowerment may, in certain contexts, serve as a more potent predictor. This divergence implies that institutional and cultural factors significantly shape the relative influence of these constructs, underscoring the need for further research to disentangle these contextual determinants.

In essence, the study advocates for a paradigm shift in how academic institutions approach faculty retention. It is not enough to create a safe environment; institutions must also invest in strategies that empower their faculty, thereby fostering a sustained, engaged, and committed academic community.

6.2 Recommendations

Drawing on these insights, academic institutions are encouraged to adopt a strategic, long-term approach to faculty retention that is both practical and transformative. First, it is imperative that universities invest in comprehensive leadership development programs designed to cultivate participative and inclusive management practices among administrators and department heads. Such programs should emphasize not only the theoretical underpinnings of participative leadership but also practical skills such as active listening, inclusive decision-making, and methods to foster empowerment among faculty.

In parallel, institutions must work to establish robust channels for transparent communication that facilitate open dialogue at all levels. By creating structured forums, regular town hall meetings or digital platforms for feedback—universities can ensure that faculty members have safe avenues to express their ideas and concerns. These channels should be complemented by clear policies that protect individuals from negative repercussions when they share constructive feedback or engage in critical discussions.

Furthermore, it is essential to enhance the degree of autonomy afforded to faculty. Institutions should consider revising policies to grant more freedom over teaching methods, research initiatives, and administrative contributions. When faculty members are given genuine opportunities to shape their professional roles, they are more likely to develop a strong sense of ownership and commitment, which in turn reduces turnover intentions.

Recognizing that faculty are not a homogeneous group, tailored support programs must be developed to address the distinct needs of different demographic segments. For instance, initiatives designed specifically for early-career faculty or those from underrepresented groups can help mitigate unique challenges and foster a sense of belonging. Such tailored interventions ensure that leadership strategies are responsive to the varied expectations and experiences of faculty, thereby maximizing their effectiveness.

Finally, academic institutions should establish continuous monitoring systems that utilize data-driven retention analytics to track faculty engagement and turnover trends over time. Regular assessments—through surveys and focus groups—should inform the dynamic refinement of leadership and retention strategies. By integrating ongoing feedback into policy revisions, universities can remain agile and responsive to emerging challenges, ensuring that their efforts to enhance faculty retention are both sustainable and effective.

In summary, the recommendations emphasize the need for a holistic, enduring approach to leadership and retention. By investing in leadership development, enhancing transparent communication, increasing faculty autonomy, tailoring support to diverse needs, and continuously monitoring outcomes, academic institutions can build a culture that not only retains talent but also promotes a thriving, innovative, and engaged academic community.

7. Theoretical Implications of the Study

This study makes significant contributions to the literature on organizational behavior and leadership, particularly in the context of academic institutions. The findings offer several theoretical implications that deepen our understanding of the relationships between participative leadership, psychological safety, psychological empowerment, and talent retention:

- *Expanding leadership theory*: The study reinforces the importance of participative leadership as a key driver of positive organizational outcomes, especially in academic settings. By demonstrating that participative leadership enhances talent retention through the mediating effects of psychological safety and empowerment, the research adds depth to existing leadership models. It highlights how inclusive and collaborative leadership practices can create an environment where faculty members feel valued, secure, and empowered, ultimately fostering their commitment to the organization.
- *Enhancing understanding of psychological mechanisms*: The findings underscore the critical role of psychological safety and empowerment as mechanisms that link participative leadership to talent retention. This extends the understanding of how leadership practices influence employee outcomes beyond traditional metrics such as job satisfaction or performance. Specifically, the study reveals that psychological safety is particularly important for female faculty members, while psychological empowerment resonates more strongly with male faculty members. These insights align with and expand upon prior research, such as Edmondson's (1999) work on psychological safety and Spreitzer's (1995) research on psychological empowerment.
- *Longitudinal insights*: By adopting a longitudinal design, the study provides valuable insights into the temporal dynamics of leadership effects. The findings reveal that the impact of participative leadership on retention becomes more pronounced over time, as consistent participative practices gradually enhance feelings of psychological safety and empowerment. This temporal perspective enriches our understanding of how leadership practices evolve and accumulate their effects, emphasizing the importance of sustained efforts in fostering a supportive organizational culture.

- *Demographic considerations in leadership research***:** The study introduces nuanced insights into how demographic factors, such as age and gender, shape responses to leadership practices. For instance, older faculty members were found to respond more positively to psychological safety and empowerment, aligning with Maslow's hierarchy of needs, which suggests that older individuals often prioritize higher-order psychological needs. Similarly, gender differences were observed, with women showing stronger responses to psychological safety and men to psychological empowerment. These findings highlight the importance of considering individual differences in leadership research and practice.
- *Integration of psychological constructs*: The study integrates participative leadership with key psychological constructs—psychological safety and empowerment—offering a comprehensive framework for understanding their interplay. This integration supports theories such as Self-Determination Theory (SDT), which emphasizes the importance of autonomy, competence, and relatedness in fostering employee motivation and retention. The findings also align with the broader literature on organizational behavior, which underscores the role of leadership in shaping workplace experiences and outcomes.
- *Cumulative benefits of participative practices*: The study emphasizes the cumulative and long-term benefits of participative leadership practices. By demonstrating that the effects of psychological safety and empowerment on retention grow stronger over time, the research highlights the importance of consistency in leadership practices. This finding reinforces the idea that participative leadership is not a one-time intervention but a sustained effort that requires ongoing commitment from organizational leaders.

In Sum: The findings of this study not only confirm the theoretical relationships hypothesized but also provide nuanced insights into the dynamic interplay between leadership, psychological factors, and demographic variables over time. By bridging gaps in the literature and offering a deeper understanding of the mechanisms underlying talent retention, this research contributes to the advancement of leadership theory and practice in academic and organizational contexts.

8. Managerial Applications of the Study

The findings of this study have several managerial implications for university administrators and academic leaders, offering a broader perspective on how to apply these insights in practice:

- Improving leadership practices:
    - The study underscores the importance of selecting and developing leaders who can foster participative environments, by prioritizing participative leadership qualities during the selection process and providing ongoing training, institutions can create a culture of inclusivity and collaboration that enhances talent retention.
    - Leaders should be held accountable for consistently applying participative practices, as the study highlights the cumulative and long-term benefits of these behaviors.
- Customized engagement strategies:
    - Institutions should adopt engagement strategies that account for demographic differences. For example, senior faculty members may benefit from initiatives that reinforce their sense of value and contribution, while female faculty members may require additional support to enhance their psychological safety.
    - Gender-specific initiatives, such as mentorship programs and leadership development opportunities, can help address the unique needs of different groups.
- Retention metrics and monitoring:
    - Establish clear metrics for monitoring retention, such as faculty satisfaction surveys and turnover rates segmented by demographic groups. Regularly assess these metrics to identify areas for improvement and refine retention strategies accordingly.
    - Use data-driven insights to make informed decisions about leadership practices and organizational policies.

- Investing in professional development:
    - Offer professional development opportunities, such as workshops, conferences, and research grants, to empower faculty and increase their commitment to the institution. These initiatives should focus on enhancing both technical and leadership skills, enabling faculty to feel more competent and autonomous in their roles.
    - Create structured career advancement programs that provide clear pathways for growth and recognition.
- Creating a culture of empowerment:
    - Foster a culture where faculty members feel valued and empowered by involving them in governance and decision-making processes. Establish formal mechanisms, such as faculty committees and advisory boards, to ensure their voices are heard and their contributions are recognized.
    - Promote transparent communication channels that allow faculty to express their ideas, concerns, and feedback without fear of negative repercussions.
- Addressing economic and psychological needs:
    - While financial considerations remain a critical factor in retention decisions, institutions should not overlook the importance of psychological safety and empowerment. Develop strategies that address both financial and psychological needs, such as competitive compensation packages combined with supportive leadership practices.
    - Provide targeted support for younger faculty members, who may be grappling with financial instability and career pressures.
- Long-term commitment to participative leadership:
    - Recognize that the benefits of participative leadership, psychological safety, and empowerment are cumulative and require sustained efforts over time. Institutionalize participative practices as a core organizational value and

ensure they are consistently applied across all levels of leadership.

- Incorporate metrics related to psychological safety and empowerment into leadership performance evaluations to ensure alignment with organizational goals.

9. Study limitations and future research directions

9.1 Study limitations

- **Temporal scope**:
  - While the study employed a longitudinal design, the observation period spanned only two years. Although this timeframe allowed for an initial assessment of trends over time, a longer study period could provide a more comprehensive understanding of how participative leadership influences faculty retention in the long run. Extending the study over five or more years may reveal more nuanced patterns in leadership impact and retention dynamics.
- **Limited scope of leadership styles**:
  - This study exclusively examined the effects of participative leadership without considering alternative leadership styles, such as transformational, servant, or authentic leadership. Different leadership approaches may exert varying influences on psychological safety, empowerment, and talent retention. Future research could compare multiple leadership styles to offer a more comprehensive understanding of their relative effectiveness.
- **Focus on a single dependent variable**:
  - The study investigated the impact of participative leadership on single dependent variable -talent retention-, while retention is a crucial organizational outcome, leadership styles may also affect other key performance indicators, such as employee turnover, creativity, organizational commitment, burnout, institutional performance, and decision-making quality. Future studies could explore a wider range of dependent variables to fully capture the impact of leadership behaviors.

- **Limited mediation variables**:
    - This research examined only two psychological mediators, psychological safety and psychological empowerment. However, other factors, such as employee involvement in decision-making, team participation, and workplace well-being, could also mediate the relationship between participative leadership and retention. Future studies could incorporate additional mediators to provide a more holistic view of the mechanisms underlying leadership effects.
- **Limited demographic considerations**:
    - The study focused on two demographic moderators—age and gender—while excluding other potentially influential variables such as marital status, income level, geographic location, and years of experience. These factors may play a role in shaping how faculty members perceive leadership practices and their impact on retention. Future research could consider a broader range of demographic variables to refine the understanding of contextual influences on leadership effectiveness.
- **Sample size and generalizability**:
    - The study was conducted at a single private university in Egypt, which may limit the generalizability of the findings to other academic settings, particularly governmental universities. These institutions may operate under different regulatory frameworks, leadership selection criteria, and faculty retention policies. Future studies could include a broader range of universities to capture variations in leadership impact across different educational contexts.

9.2 Future Research Directions

- **Investigating alternative mediators**:
    - While this study examined psychological safety and empowerment as mediators, future research could explore additional factors such as organizational justice, trust, and workplace well-being. These variables may offer deeper insights into the mechanisms linking participative leadership to faculty retention.

- **Cross-cultural and multi-institutional comparisons**:
    - Expanding the study to include universities from diverse cultural and institutional settings could help determine how participative leadership functions across different regulatory and social contexts. Comparative studies across multiple universities or regions would provide a broader understanding of contextual influences on leadership effectiveness.
- **Application in other sectors**:
    - The study focused on academia, but participative leadership likely influences retention dynamics in other sectors, such as healthcare, corporate environments, and governmental institutions. Investigating these settings could offer insights into sector-specific leadership strategies and their impact on employee commitment.
- **Integration of technological advancements**:
    - With the increasing role of digital tools in workplace collaboration, future research could examine how technology facilitates participative leadership, especially in hybrid or remote work environments. Understanding how virtual leadership practices affect psychological safety and empowerment could be crucial in evolving academic and professional landscapes.
- **Longitudinal studies with extended timeframes**:
    - Although this study employed a longitudinal design, extending the observation period beyond two years could provide a more comprehensive view of long-term leadership effects. Future research could incorporate additional time points to capture sustained impacts on retention, performance, and institutional commitment.
- **Examining financial and economic influences**:
    - Economic factors, such as faculty compensation, job security, and institutional funding, play a critical role in retention decisions. Future studies could explore the interaction between financial incentives and psychological factors to develop more holistic retention strategies, particularly in regions with economic constraints.

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الأمان النفسي والتمكين النفسي كوسيطين لتأثير القيادة التشاركية على استبقاء الكفاءات: دراسة طولية

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الملخص

هدف الدراسة: تهدف هذه الدراسة الطولية إلى قياس تأثير القيادة التشاركية على استبقاء الكفاءات في مؤسسات التعليم العالي على مدار عامين (٢٠٢٢–٢٠٢٤)، مع التركيز على الدور الوسيط لكل من الأمان النفسي والتمكين النفسي. كما تستكشف الدراسة التأثيرات المعدلة لكل من العمر والنوع، مما يوفر فهمًا أعمق لديناميكيات القيادة وتأثيرها على استبقاء أعضاء هيئة التدريس بمرور الوقت.

المنهجية: تم تنفيذ الدراسة في جامعة فاروس بمصر، حيث شملت العينة الأولية ١٦٠ عضو هيئة تدريس، ومع مرور الوقت انخفض العدد إلى ١٢٠ في السنة الثانية و٩٠ في السنة الثالثة نتيجة عوامل الاستنزاف الطبيعي. تم جمع البيانات باستخدام استبيانات مُعتمدة لقياس القيادة التشاركية، والأمان النفسي، والتمكين النفسي، واستبقاء الكفاءات. تم تحليل البيانات باستخدام نماذج الانحدار، وتحليل الوساطة (PROCESS Macro، SEM)، وتحليل التباين (ANOVA) لدراسة تطور العلاقات بين المتغيرات عبر الزمن.

النتائج: كشفت النتائج أن القيادة التشاركية تعزز استبقاء الكفاءات من خلال تأثيرها الإيجابي على الأمان النفسي والتمكين النفسي، حيث تزايدت هذه التأثيرات بمرور الوقت، مما يشير إلى الفوائد التراكمية للقيادة التشاركية عند تطبيقها بشكل مستدام. كما أوضحت الدراسة أن العمر والنوع يؤثران على هذه العلاقة، حيث كان أعضاء هيئة التدريس الأكبر سنًا أكثر استجابة للأمان النفسي، بينما كان الرجال أكثر تأثرًا بالتمكين النفسي.

الاستنتاجات: تؤكد الدراسة على الدور المحوري للقيادة التشاركية في خلق بيئة أكاديمية داعمة ومحفزة نفسيًا، مما يسهم في تعزيز استبقاء الكفاءات في مؤسسات التعليم العالي. كما تسلط الضوء على أهمية مراعاة العوامل الديموغرافية عند تصميم استراتيجيات القيادة والاستبقاء. تقدم هذه النتائج توصيات عملية للمؤسسات الأكاديمية، لا سيما الجامعات الخاصة ذات الموارد المحدودة، للحد من معدلات دوران أعضاء هيئة التدريس وتعزيز التزامهم المؤسسي على المدى الطويل.

الكلمات المفتاحية:

"استبقاء الكفاءات"، "القيادة التشاركية"، "الأمان النفسي"، "التمكين النفسي"، "التعليم العالي"، "الدراسة الطولية".