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MODERATOR AND MEDIATOR EFFECT OF SELF-EXPRESSION ON THE IMPACT OF JOB ROLE FITNESS ON WORK RISK TAKING: A ROLE THEORY PERSPECTIVE

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Abstract

The increasing importance of science at the national and international education level makes it necessary to investigate the activities of academicians in their organizations. The aim of this research, which is based on role theory, is to investigate the effects of work role fit (suitability job role) and self-expression behaviors on the risk-taking of the academicians' job. In the research, an electronic questionnaire was conducted to 400 academicians who were determined by the voluntary sampling method, which is one of the non-random methods. The obtained data were analyzed with SPSS, GSCA and AMOS package programs. As a result of the research analysis; it has been observed that the academicians' work role fit has a moderator effect on the effect of self-expression on risk-taking behavior. The fact that the academicians acted by his work role fit positively and significantly affected his risk-taking behavior. Self-expression behavior had a mediating effect on the effect of work role fit on risk-taking behavior. The academicians for the work role fit positively and significantly affected the self-expression behavior. In addition, the behavior of the academicians to express herself in the workplace positively and significantly affected risk-taking behavior towards the job. The results obtained reveal the original value of the academicians in the academic working environment.

Keywords: *Role theory, Work role fit, Self-expression, Risk-taking.*

İŞ ROLÜNE UYGUNLUĞUN İŞE YÖNELİK RİSK ALMA ÜZERİNDEKİ ETKİSİNDE KENDİNİ İFADE ETMENİN DÜZENLEYİCİ VE ARACI ETKİSİ: ROL KURAMI PERSPEKTİFİ

Öz

Ulusal ve uluslararası eğitim düzeyinde bilimin her geçen gün daha fazla öneminin artması, akademisyenlerin organizasyonlarındaki faaliyetlerinin araştırılmasını gerekli kılmaktadır. Rol kuramını temel alan bu araştırmanın amacı, akademisyenin işine yönelik risk almasında iş rolüne uygunluğu ve kendini ifade edebilme davranışlarının etkilerini araştırmaktır. Araştırmada, tesadüfi olmayan yöntemlerden gönüllü örnekleme yöntemi ile belirlenen 400 akademisyene elektronik anket yapılmıştır. Elde edilen veriler SPSS, GSCA ve AMOS paket programları ile analiz edilmiştir. Araştırma analiz sonucunda; akademisyenin iş rolüne uygunluğunun risk alma davranışı üzerindeki etkisinde, kendisini üst derecede ifade etme davranışının düzenleyici etkisi olduğu gözlemlenmiştir. Akademisyenin iş rolüne uygun hareket etmesi risk alma davranışını pozitif ve anlamlı olarak etkilemiştir. İş rolüne uygunluğun risk alma davranışı üzerindeki etkisinde kendini ifade edebilme davranışı aracı etkiye sahip olmuştur. Akademisyenin iş rolüne uygunluğu kendini ifade edebilme davranışını pozitif ve anlamlı bir şekilde etkilemiştir. Ayrıca akademisyenin işyerinde kendini ifade edebilme davranışı işine yönelik risk alma davranışını pozitif ve anlamlı olarak etkilemiştir. Elde edilen sonuçlar akademisyenin, akademik çalışma ortamındaki özgün değerini ortaya koymaktadır.

Anahtar Kelimeler: *Rol kuramı, İş rolüne uygunluk, Kendini ifade etme, Risk alma.*

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1. INTRODUCTION

The main problem of the research is to determine the factors that may contribute to the risk-taking of academicians in their work-related activities. Taking risks for work in organizations may be related to the employee's feeling comfortable in the workplace. This comfort can contribute to the employee's ability to express (or explain) himself easily. The role that the employee assumes in the workplace can also help him with the risks he takes in his activities. These different situations in the working environment can be shaped by the structure of both the employee and the organization. It is easier for very social individuals to adapt to the role and express themselves. In addition, the workplace's not imposing sanctions on negative consequences for the risks to be taken in the organization, or allowing employees to take risks may contribute to the risk-taking behavior of individuals. In the research, the risk-taking of the activities in the organization of the academician was examined in terms of self-expression and suitability for the job role. It is thought to provide different perspectives and important contributions to the literature with the variables used in the research.

In the literature, it is emphasized that role theory is based on several basic propositions. First, role theorists state that some behaviors are intertwined and related to the characteristics of individuals (as the form of roles). They also emphasize that roles are often associated with groups of people who share a common identity (forming social positions). From another perspective, it is explained that people are generally aware of their roles, and to some extent, roles are governed by the reality of awareness (expectations). In addition, it is stated that roles continue to exist because of their consequences (functions) and because they are generally embedded in larger social systems. As a result, it is emphasized that individuals should be taught (socialized) their roles in terms of role theory, and in this case, they can find happiness or sadness in their performance (Biddle, 1979). In this respect, academics need to act by following their activities in today's academic world. Because, if the academician integrates himself with his work and creates a movement area suitable for his role, he can express himself more easily to his colleagues. The ability of the academician to express himself should be taken into account for the healthy conduct of mutual relations in the field of study. In addition, the ability of the academician to express himself may also have an impact on his risk-taking behaviors towards his activities. This situation can contribute significantly to the behavior of the academician, who acts by his work role, to express himself to other colleagues. It can also contribute to the risk-taking behaviors of the academic who acts by following his role. Because acting by the role and the power to express oneself easily can facilitate risk-taking for activities.

In today's educational environment, academics can take various risks for their work within the framework of their activities. In addition to these risks, academics also have behaviors to act in accordance with their roles and to express themselves to those with whom they are in dialogue. Academicians are in contact with other colleagues in the activities they carry out for both education and academic progress. This situation reveals the importance of the behaviors they will exhibit towards their colleagues in the working environment. The risks that academics take in their activities can create integrity in terms of both their job roles and their ability to express themselves.

2. LITERATURE REVIEW

In the literature, some researchers attribute roles to functions, some to actors in the system, and others to behaviors that confirm the individual's position or reflect his image (Biddle, 1986). Role theory forces individuals to adopt an interactive approach as it defines roles in a social context. In addition, role fulfillment is determined by the reactions of other individuals. For this reason, role theory emphasizes that individual difference variables are regulatory rather than determining (Solomon et al., 1985). In addition, role theory was concerned with the behavioral patterns that are common to socially individual groups and the cognitive and emotional events underlying these patterns. In this respect, the concept of role can be examined in terms of the behavior of educators (Beezer, 1974). This situation can interactively clarify the effects of the roles that academicians assume for their activities, the risks to their jobs, and their ability to express themselves. Because interaction with other academicians in the working environment can impose a regulatory task on behaviors. In addition, the conscious and emotional activities of academicians in their work environment can clarify whether they act in accordance with their role, whether they take risks in their work, and at what level they express themselves.

2.1. Work Role Fit

In the literature, “social adjustment” is parallel to “personal adjustment”, which is expressed as the degree to which an individual’s abilities, interests, and work-related needs are effectively used, satisfied, and reinforced by the job role (Dik & Duffy, 2009). Research also states that “emotional adjustment, disharmony, and deviance” affect behavior in all job roles (Rafaeli & Sutton, 1987). This situation shows that suitability for work is a situation that is shaped by the influence of both the individual and the environment. Because of personal adjustment, the individual’s personality structure and emotions can have important effects. In addition, both individual and environmental variables may contribute to the social adaptation to the activities in the working environment.

An individual’s emotional commitment to their job values and roles in the organization can promote subjective changes in person-organization fit (Lim et al., 2019). This may be related to the employee’s satisfaction with the work environment and the ability to find a field of activity in which he can easily express himself. Because the employee’s acceptance of his role and fulfilling the requirements of that role can contribute to his integration with the organization.

Some individuals may take preconceived notions that only the privileged can experience a sense of meaning and purpose in their life or work role. For some, difficulties may make it easier to pursue a job or profession (Dik & Duffy, 2009). Sometimes, although it is a prerequisite for both role and extra-role behavior, it may not be considered sufficient for individuals to stay in the organization (Meyer & Allen, 1991). This shows that it will not be enough to act by the role in the continuity of activities in the organization. In addition, it shows that variables such as the employee’s perspective on his work and organization, the degree of perception of the difficulties of the job, the level of motivation, and the working environment conditions can affect the role behavior.

Academicians’ awareness of their knowledge and skills necessary for their future roles contributes to their responsibilities (Wahat, 2011). This shows that personal goals for the future in academia can make significant contributions to the work role of the academician. In particular, it is very important that the effort of the academician for academic progress can act linearly with the organizational goals. In addition, the knowledge and experience gained in academic advancements can support behavior appropriate to the job role.

In the literature, the idea that expectations in organizations produce behaviors is specific to role theory and has been investigated as a concept related to conformity. In terms of many research role theories, it is assumed that adjustment is a good thing, and that social integration and personal satisfaction can be greater when individuals comply with their own and others’ expectations (Biddle, 1986). In this respect, role theory states that individuals’ role expectations are affected by both their characteristics and the environment they are in. For this reason, role theory suggests that employee performance will be a function of both the individual and the organization (Welbourne et al., 1998). In addition, it is emphasized in role theory that role behavior can be expanded with an integrated social interaction model that matches internal role adaptation and external role performance (Broderick, 1998). In this respect, the fact that the employee exhibits behaviors appropriate to his role in both internal and external outputs in his organization can also contribute to the role theory socially. As a result, the individual who acts by his job role can make positive contributions to himself and the organization both personally and organizationally.

In studies on job role suitability in the literature; Kahn (1990) stated in his research that individuals seek job roles that help them to express themselves in their activities. He emphasized that when individuals have an experience appropriate to the job role, they will feel more effective in a job that helps them express themselves in terms of their self. He also performs roles; stated that situations such as expressing themselves, withdrawing and defending themselves are important in terms of their job roles. Macan et al. (1994) stated in their research that men and women do not have different job perceptions in terms of job suitability, and there is a similar situation in terms of age. Olivier and Rothmann (2007) revealed in their research that the suitability of the employee for the job role affects the psychological meaningfulness positively and significantly. In their research, Zyl et al. (2010) revealed that relevance to the job role in the organization mediates the relationship between work orientation and psychological meaningfulness, and partially mediates the relationship between work orientation and work engagement. In their research on educators, Rothmann and Hamukang’andu (2013) revealed that

having a job orientation positively affects job role suitability, job role suitability positively affects psychological meaningfulness, and job orientation has an important mediating effect on the relationship between job orientation and psychological meaningfulness experience at work. Saudi et al. (2021) revealed that the company employee's suitability for his job has a positive effect on his performance.

2.2. Self-Expression

Successful self-expression of the individual demonstrates his expressiveness. Successful and consistent expression of the individual's unique self; It requires traditional elements of expressiveness such as "readiness or fluency, clarity and effectiveness". People who cannot express themselves are those who "can't express themselves" or, in everyday terms, "can't make themselves felt" (Johnstone, 1996). This shows that self-expression is related to the other party's awareness and understanding of this situation. Because even though the individual thinks that he expresses himself well internally, it reveals that the way the addressee understands, perceives and interprets this situation is very important.

The self-worth perceived by the employees in the organization should contribute to their ability to act comfortably in expressing their true feelings in their interactions with other employees (Ozcelik, 2013). In this respect, higher education employees, who are allowed to express themselves more in the workplace at the organizational level, can be more motivated and productive in the organization, and this can increase their organizational productivity and performance (Cavise, 2019). In addition, the academician, who expresses himself comfortably within the organization, may also have important contributions to the risks he may take towards his job.

In organizations, the concepts of originality and self-expression can be integrated into socialization processes (Cable et al., 2013). It is very important for those who work in the academic environment to be able to express themselves easily and to make significant contributions both to themselves and to their organizations. Being able to express oneself in individual and organizational relations in the working environment can also make important contributions to the healthy conduct of a social environment. This situation shows that the behavior patterns of individuals should be taken into consideration to express themselves clearly in the working environment.

Role theory complements work on relationship intensity by focusing on key behavioral factors that can determine different degrees of interaction (Broderick, 1998). In this respect, the behaviors of employees to express themselves in their behaviors in their organizations can create important results in terms of role theory. Because the interaction of the employees in the organization with each other and the roles they undertake for their activities can have important effects on the way they can express themselves.

In the literature, it is emphasized that employees with low self-expression behavior are less satisfied with their jobs, are more likely to think about leaving the organization, display more indifference towards their jobs, have imaginary behaviors at work, and are more likely to complain about their jobs (Bonjean et al., 1994). In this respect, researches; Argyris (1973) stated in his research that high-level employees accept the external aspects of jobs (wages and security) as they are and focus on opportunities for self-expression and individual success in their jobs, in line with the emphasis on self-management in the organization. In his research, Johnstone (1996) emphasized that it is very important for individuals to express themselves by making connections between their options and their results while creating their discourse as well as writing and speaking. She also stated that the individual should act in harmony with a unique personal voice while expressing himself. In his research, he emphasized that self-expression is not only based on psychological and effective discourses but also includes social reasons. Bettencourt and Sheldon (2001) stated in their research on university students that individuals' feeling authentic in their roles in social groups is related to how much they feel connected to the group. They emphasized that expressing authentically oneself in has positive contributions to strong feelings of social group cohesion and subjective well-being.

In other researches on the subject; In their research at different stages, Chen et al. (2009) emphasized that if self-regulatory burnout occurs when the role of the individual conflicts with the power of temperament, this situation is not only related to low level of self-expression, but also that this situation may be related to harmony

beyond the low self. Cable et al. (2012) emphasized in their research that the participants at the individual (focusing on personality) level exhibit more authentic self-expression behavior than the participants at the organizational (focusing on the institution) level, and that the originality of self-expression positively affects job performance. Ostapenko (2015) revealed in his research that the self-expression values of employees harm work efficiency and negatively affect the productivity of the organization. Cavise (2019) stated in his research that employees in higher education are motivated by policies that restrict their freedom of expression in their workplaces. He emphasized that self-expression provides increased productivity and motivation, which affects job performance with few restrictions.

2.3. Risk-Taking

There are many risks in the lives of individuals (Özbek, 2008). Employee risk taking in organizations can involve various activities, such as trying new applications, accepting difficult tasks with a high probability of failure, or being honest about mistakes. Since the individual can be held partially responsible for the costs of the organization in these activities carried out to contribute to the organization, this situation includes risks for both the organization and the employees (Neves & Eisenberger, 2014). In the academic working environment, the ability of academicians to take risks for their activities, their ability to express themselves within their organizations and their suitability for their job role may contribute significantly. This shows that the originality of self-expression and the ability to act by the role can support individual or organizational risk-taking behavior.

In the literature, it is stated that decision-makers first calculate the risks and then choose between alternative risk returns. In this case, it is stated that risk-averse decision-makers will prefer lower risks and may sacrifice some of the returns to reduce outcome variability. It is emphasized that risk-seeking decision-makers will prefer higher risks and may be willing to sacrifice some of the expected returns to increase variability (March & Shapira, 1987).

In role theory, it is emphasized that groups with important status will exhibit less conflict and act more efficiently towards goals (Morgan, 1975). In the literature, roles are expressed as norm expectations that determine and explain behaviors. These norms have been taught to the actors in the social system and it is considered as a situation that they must comply with these norms in their behavior and trust because it allows sanction to others (Biddle, 1986). In the research, it was emphasized that individuals' acting by their roles and expressing themselves easily within the scope of role theory can increase their risk-taking behaviors towards their jobs. Because suitability for the role and the power of self-expression can support job-oriented risk-taking. In this respect, individual risky behavior, which is not emphasized much in the literature, can bring new perspectives to the role theory.

In the studies on risk-taking in the literature; Clifford (1991) in his study, which also took into account prospective educators, found that adults were willing to take moderate or high academic risks in some cases; that academic risk-taking activities arouse stronger self-evaluation motivation than self-improvement motivation; emphasized that adults tend to enjoy academic risk-taking and that learning accompanies academic risk-taking. Ponticell (2003) in his research on educators in the psychology of risk-taking behavior; reasoning, perceptions, and emotions are effective. He stated that the determination of losses in any situation will be determined by reasoning and the importance of losses, the uncertainties in loss, and the individual's perceptions of the situation regarding the degree of risk. In his research, he emphasized that the experience of loss can lead to positive (such as increased self-esteem) or negative (such as disappointment, fear of failure) emotions. Pierre (2015) stated in his research that academicians in higher education should be involved in risk-taking, and they can be open to risk by learning about this situation. He also emphasized that traditional learning methods are developing, innovations in higher education should be appreciated and innovation is a situation that requires taking risks. Zhang et al. (2016) revealed in their research that the organizational risk problems of management personnel depend on their external environment and their own experiences.

In other researches on the subject; In their research on academics, Figueira et al. (2018) revealed that their potential to improve the way they teach, conduct research, or supervise their students depends on their understanding of academic risk-taking. Lu et al. (2018) revealed in their research that interpersonal insecurity

increases the tendency to take risks. Fisk and Overton (2020) in their research on successful or unsuccessful risk-taking behaviors of employees in the workplace; stated that successful risk-taking will improve workplace results, while unsuccessful risk-taking will not create a disadvantage at work. They emphasized that although workplaces that take unsuccessful risks are perceived to be more likely to downsize, people who take unsuccessful risks are more likely to be hired and promoted (compared to risk-averse ones). In their research, they revealed that risk reduces the perception of indecision and that risk-taking acts as a cultural mechanism that protects employees from punishment even if it fails. Jung et al. (2020) emphasized in their research that employees who take risks in their jobs can be more motivated to perform their duties more efficiently and they can dedicate themselves to organizational change by performing complex tasks.

3. METHOD

In the research method, the participation of the academicians was ensured by taking into account the voluntary sampling method. In the research, a purpose was determined for the relationship between academicians' suitability for their job role in their organizations, risk-taking behaviors towards their jobs and self-expression behaviors. Considering this purpose, it is obvious that whether the academicians who volunteered to participate in the research act by their roles, their behavior in expressing themselves in the organization and whether they take risks in their activities will not prevent voluntary participation. Because the variables are related to the activities within the organization and are not related to voluntary participation. In this respect, the voluntary participation of academicians in the research does not cause bias in the results of the research (Baştürk & Taştepe, 2013). This shows that the research method is suitable for the study, and the results obtained can make important contributions to the literature in terms of method. A questionnaire was used as a data collection tool in the research.

3.1. Population and Sample

Considering the pandemic process in 2021, academics were accessed via an electronic questionnaire in line with the purpose of the research. Questionnaires were directed to academics with different titles working at Gümüşhane University and Karadeniz Technical University by e-mail. In the research, 405 of the questionnaires delivered to an average of 2800 academicians were returned. In the research application, the data extraction method was carried out with the help of the SPSS program and 5 questionnaires were removed from the application. The results of the research were evaluated over 400 questionnaires. In the literature, the sample size in terms of continuous variables is calculated with the help of the formula $n = N / [1 + N (e^2)]$ (n=sample size, N=population, e=tolerance value) (Yamane, 1967 cited in Osahon & Kingsley, 2016). Considering the research result, $n = 2800 / [1 + 2800 (0.05^2)]$ was calculated as n=350. This result reveals that the 400 data put into practice in the research represent the sample. Therefore, it shows that the research is feasible.

While creating the research scales, previous studies on the subject were examined. Among these studies, the scale of suitability for the job role has 4 items from the scale questions May et al. (2004) used in their research, the risk-taking scale 4 items from the scale questions used by Newes and Eisenberger (2014), and the self-expression scale of Brown and Leigh (1996). It was adapted to the research in the form of 4 items from the scale questions they used in their research for academicians. In the research, the 5-point Likert technique was used for linear scale questions. In the research questionnaire, there are 6 questions for the demographic information of the academicians, 12 questions for the linear scale items, a total of 18 questions.

3.2. Research Model and Developed Hypotheses

The 3 models created for the application of the research are expressed in Figure 1.

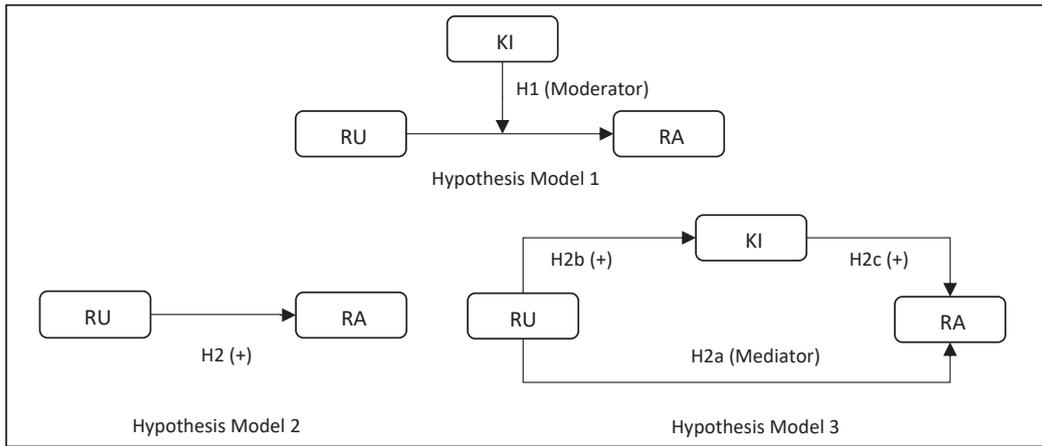


Figure 1: Models Created for the Research

Note: KI=Self-Expression, RU=Work Role Fit, RA=Risk-Taking

While forming the research hypothesis model, the dependent and independent variables were shaped according to the suitability of the academicians for the role they assumed in their work, their ability to express themselves, and the degree of risk-taking for their work. In the research, hypotheses related to moderator, mediator, and direct effects were formed. The hypotheses of the research are expressed as follows.

H1: Academicians' high level of self-expression has a moderating effect on the effect of their work role fit in the workplace on their risk-taking behavior.

H2: Academicians' work role fit in the workplace affects their risk-taking behaviors positively and significantly.

H2a: Self-expression behaviors have a mediating effect on the effect of academicians' work role fit in the workplace on their risk-taking behaviors.

H2b: Academicians' work role fit in the workplace affects their self-expression behaviors positively and significantly.

H2c: Self-expression behaviors of academicians affect their risk-taking behaviors positively and significantly.

3.3. Data and Variables

Data on research analysis and findings were carried out with the help of SPSS, SPSS PROCESS (Hayes), GSCA, and AMOS package programs. In the research, first of all, demographic results of the research data were revealed with the help of the SPSS 21 package program. Afterward, exploratory factor analyzes were carried out in the study. In the research, confirmatory factor analyzes of the scales were carried out with the help of the AMOS 24 package program and the results of the analysis were interpreted in the light of the literature. In the research, to test the hypotheses expressed in the research model, the relations of the scales with each other were revealed (with SPSS Process and AMOS) and the related results were interpreted in the light of the literature. The data related to the research findings and analyzes were examined in detail under the following headings and the relevant results were interpreted.

Table 1: Demographic Characteristics of Academics

Variables	N	%		N	%
Gender			University		
Woman	174	43.5	Gumushane University	154	38.5
Man	226	56.5	Karadeniz Technical University	246	61.5
Experience			Title		
0-5 years	148	37.0	Professor	29	7.3
6-11 years	130	32.5	Associate Professor	55	13.8
12-17 years	36	9.0	Doctoral Lecturer	110	27.5
18-23 years	42	10.5	Research Assistant	88	22.0
24 years and above	44	11.0	Teaching Assistant	118	29.5
Monthly Income			Age		
7000 TL or less	43	10.8	24 or less	21	5.3
7001- 8500 TL	116	29.0	25-31 years	105	26.3
8501 – 9000 TL	131	32.8	32-38 years	128	32.0
9001 – 10500 TL	49	12.3	39-45 years	75	18.8
10501TL and above	61	15.3	46-52 years	41	10.3
			53 and above	30	7.5
Total	400	100.0	Total	400	100.0

Considering the demographic data of the research; it is observed that the majority of the academicians are male (227 persons - 56.5%). When the academics are evaluated in terms of their titles, Lecturer (118 people - 29.5%), Dr. Instructor member (110 people - 27.5%), and Research Assistant (88 people - 22%) academicians are seen to be more. When the academics were evaluated in terms of their experience, it was observed that the majority of the academicians had 0-5 years (148 people - 37%) and 6-11 years (130 people - 32.5%) experience. When the academicians were evaluated in terms of their monthly income, it was seen that those with an income of 8501-9000TL (131 persons - 32.8%) and 7001-8500 TL (116 persons - 17.9%) constitute the majority. When the academicians are evaluated in terms of age, it is seen that those who are 32-38 years old (128 people - 32%) and 25-31 years old (105 people - 26.3%) are more common. When the research is evaluated in terms of the universities of the participants, it is observed that the participants from Karadeniz Technical University (246 people - 61.5%) are in the majority.

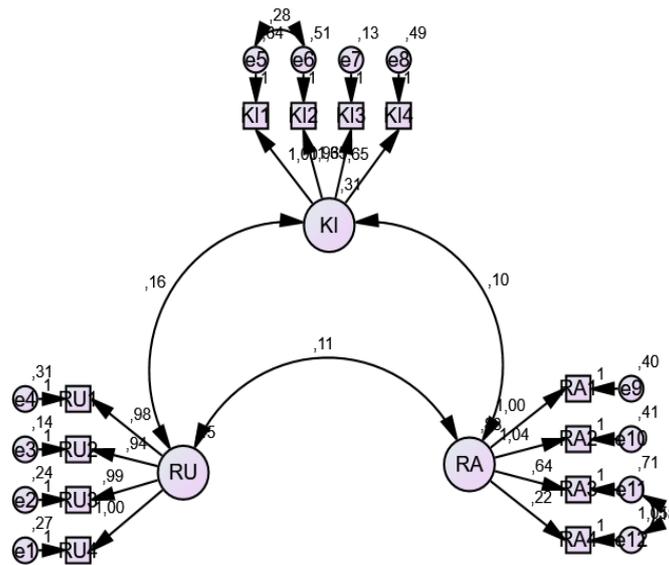


Figure 2: Confirmatory Factor Analysis

Confirmatory factor analyzes of the variables related to the research are presented in Figure 2. As a result of the factor analysis, it is seen that there is a correlation of 0.11 between RU-RA, 0.16 between RU-KI, and 0.10 between KI-RA. The results expressed in Figure 2 are explained in Table 2 and Table 3.

Table 2: Confirmatory Factor Analysis Results

Model Relationships		Standardize β	S.E.	C.R.	P	Correlation
RU	RA	.112	.037	3.049	0.002	.184
RU	KI	.161	.026	6.186	0.000	.436
RA	KI	.099	.031	3.234	0.001	.197

Note: RU=Work Role Fit, RA=Risk-Taking, KI=Self-Expression

In Table 2 of the research, it is seen that there are significant relationships between the suitability of academicians for their job role and their risk-taking behaviors towards their jobs. Significant relationships were found between the academics' suitability for their job role and their self-expression. It is understood that there are also significant relationships between the risk-taking behaviors of academicians and their self-expression behaviors. In the study, it is observed that the correlation value in the RU-RA relationship is 0.184. It was observed that the correlation value in the RU-KI relationship formed the highest value of 0.436. In the RA-KI relationship, the correlation value was calculated as 0.197. In the study, it is understood that all variables have a positive correlation. The literature indexes and acceptable value ranges for the results of the study's confirmatory factor analysis are given in Table 3.

Table 3: Literature Indexes, Value Ranges and Research Results

Literature Indexes	Value Ranges	Resource	Research Result
CMIN/DF	$0 < \chi^2/sd \leq 5$	Wheaton et al., 1977	3.328
RMR	0 perfect fit close to, <.1	Schreiber et al., 2006	.088
GFI	$\geq .90$	Kriston et al., 2008	.937
AGFI	$\geq .90$	Schermelleh-Engel et al., 2003	.899
RMSEA	$0.05 < RMSE \leq 0.08$	Schermelleh-Engel et al., 2003	.076
IFI	$> .90$	Mars and Hau, 1996	.950
NFI	$\geq .90$	Schermelleh-Engel et al., 2003	.930
RFI	$> .90$	Mars and Hau, 1996	.906
CFI	$\geq .90$	Kriston et al., 2008	.950
TLI	$\geq .90$	Kriston et al., 2008	.932

Considering the results in Table 3 and the acceptable value ranges in the literature, it is observed that the research model is generally within the acceptable value ranges. In the research, CMIN/DF value was 3.328, RMR value was .088, GFI value was .937, AGFI value was .899, RMSEA value was .076, IFI was .950, NFI was .930, RFI was .906, CFI was .950 and TLI was .932. These results reveal that the research is applicable. The factor, reliability, and validity values of the scales of the study are given in Table 4 and Table 5.

Table 4: GSCA-SEM Application Result

Model Fit	Value	Reliability	RU	RA	KI
GFI	0.98	Alpha	0.878	0.695	0.862
SRMR	0.06	Rho	0.916	0.818	0.906
FIT	0.549	AVE	0.732	0.541	0.708
AFIT	0.546				
Path Coefficient		Correlation Component			
RU – RA	0.136	RU	1.0	0.235	0.46
KI – RA	0.216	RA	0.235	1.0	0.279
RU – KI	0.46	KI	0.46	0.279	1.0
HTMT Coefficient		Fornell-Larcker Criterion			
RU – RA	0.32	RU	0.856		
RU – KI	0.523	RA	0.235	0.736	
RA – KI	0.37	KI	0.46	0.279	0.841

In the literature, for a sample larger than 100 people, a GFI value greater than or equal to 0.93 indicates the goodness of fit. It also reveals that model fit is achieved when the SRMR value is 0.080 or less (Cho et al., 2020). In studies, it is stated that if the FIT and AFIT values are greater than 0.500, the model has a good fit, and if the AVE value is greater than or equal to 0.5, valid results will be obtained (Marleno et al., 2018). In GSCA applications, it is stated that the research model is reliable with Alpha and Rho values greater than 0.60 (Soeparto & Kaihatu, 2020). In studies, it is stated that the discriminant validity (HTMT) should take values less than 0.85 for different constructs. (Hair et al., 2017). In the literature, it is stated that the discriminant validity of the Fornell Larcker criterion should be greater than the diagonal values in the row and column (Lowry & Gaskin, 2014). As a result of the research, it was seen that the GFI value was 0.98, the SRMR value was 0.06, the FIT value was 0.549 and the AFIT value was 0.546. Considering the reliability coefficients of the research, it was observed that the Alpha and Rho values were greater than 0.60, and the AVE values were above 0.50. In the research, it is understood that all of the HTMT coefficients have values less than 0.85. In the study, it was observed that the diagonal values were larger than the other values, therefore the Fornell Larcker Criterion had discriminant validity. Considering the values obtained as a result of the research, it is observed that the entire research has valid and reliable value ranges. Considering the direct-effect coefficients in the study, it is understood that suitability for the role has a positive effect on risk-taking (0.136), self-expression has a positive effect on risk-taking (0.216), and suitability for a role has a positive effect on self-expression (0.46). In the study, it is also seen that the variables have positive correlations with each other.

Table 5: Contribution of Research Scales to Explained Variance, Eigenvalues and Factor Loads

Factors		Variance	Eigenvalue	Factor Loads		
			RU	RA	KI	
	Work Role Fit (RU)					
RU1	The job I do in the organization is in line with my expectations.	38.040	2.943	.748		
RU2	I like the identity my job gives me in the organization.			.877		
RU3	The work I do helps me satisfy who I am.			.842		
RU4	My job fits where I want to see myself in the future.			.836		

Risk-Taking (RA)		15.849	2.934								
RA1	I accept jobs that will cause serious problems in my workplace.									.868	
RA2	I put myself at risk to help my workplace.									.880	
RA3	I tell my mistakes that I can easily hide at work.									.701	
RA4	I value luck for new services and applications in my workplace.				.700						
Self-Expression (KI)		13.311	2.187								
KI1	The feelings I express at work are my true feelings.									.730	
KI2	I don't mind being completely myself at work.									.836	
KI3	I am completely free to express myself at work.									.875	
KI4	It's okay to express my realistic feelings at work.				.793						
Kaiser-Meyer-Olkin = .814 Barlett's Test of =2299.261 Sig. = ,000 Cronbach Alpha = .832											

Factor analysis was applied to test the entire hypothesis model created in the research. As a result of the research, it was understood that the KMO value was .814, the Cronbach Alpha value was .832, and the model showed generally significant (Sig. = .000) results. The total contribution of the research scales to the explained variance was calculated as 67.2 (RU=38.04, RA=15.849, and KI=13.311). When the results obtained in Table 5 of the research are evaluated in general, it is observed that the research is applicable. It is seen that the research generally yields valid and reliable results and there are significant relationships between the variables. When the research scales were evaluated in terms of factor loads, RU2 (.877) made the greatest contribution to the research in terms of factor loads in the scale of the suitability of academics for their job role. With this variable, academics stated that they liked the identity their work gave them. RA2 (.880) contributed the most to the risk-taking scale of academics for their jobs. In this variable, academics stated that they could put themselves in a risky position to help their workplaces. Considering the self-expression scales of the academicians, KI3 (.875) provided the highest contribution to the research. In this variable, academics revealed that they are completely free to express themselves in their workplaces.

3.4. Research Hypothesis Model 1 Result

Hayes revealed the effect of the moderator (moderator) variable on the effect of the independent variable on the dependent variable in the SPSS Process Model 1 application. He stated that a new variable (Int_1) was introduced with the determination of the moderator variable (Hayes, 2018). When the strength of the relationship between two variables depends on a third variable, a moderator effect can be mentioned (Preacher et al., 2007). The moderator effects obtained with the Hayesin Model 1 application in the research can be expressed as follows.

Table 6: Research Model 1 Result

Results in the Model						
R	R-sq	MSE	F	df1	df2	P
.3422	.1171	.5507	17.5099	3.0000	396.0000	0.0000
	Coeff	SE	t	P	LLCI	ULCI
Constant	3.2938	.0396	83.2530	.0000	3.2161	3.3716
ZRUo	.1611	.0438	3.6747	.0003	.0749	.2473
ZKIo	.1815	.0421	4.3099	.0000	.0987	.2642
Int_1	.0932	.0302	3.0886	.0022	.0339	.1526
	R2-chng		F	df1	df2	P
X*W	.0213		9.5392	1.0000	396.000	.0022
ZKIo	Effect	SE	t	P	LLCI	ULCI
-8386	.0830	.0434	1.9111	.0567	-.0024	.1683
.2648	.1848	.0469	3.9607	.0001	.0936	.2781
1.0924	.2630	.0624	4.2137	.0000	.1403	.3857

Note: ZRUo or X=Independent variable, RAo or Y=Dependent variable, ZKIo or W=Mediator variable, Int_1 (ZRUo*ZKIo)=Moderator overall effect, Effect=Effective Rate, p<0.05, LLCI=95% confidence lower bound for ULCI=95% confidence interval, Sample Size=400.

Considering the results of Table 6, it can be stated that the research Model 1 is generally significant ($p=0.0000$) and explains the changes ($R^2=.1171$). Considering the variables ZRUo, ZKIo, and Int_1 in the study, it is observed that all of them are significant and have a holistic moderator effect. Considering the moderator effect (ZKIo) of academics' self-expression in the research; It was observed that when the academician's self-expression behavior is low, the effect of suitability for the job role on the risk-taking behavior for his job is low (.0830) and meaningless ($p=0.0567$). It was observed that when the academician's self-expression behavior was at a moderate level, the effect of suitability for the job role on the risk-taking behavior for his job was significant ($p=0.0001$) and the effect increased (.1848). When the academician's self-expression behavior was at a high level, his suitability for the job role increased his risk-taking behavior towards his job (.2630, $p=0.0000$). This result shows that the H1 hypothesis is accepted. This result shows that the higher the self-expression behavior of the individual, the more significant effect the suitability for the job role has on the risk-taking behavior. The relevant results are expressed in Figure 3.

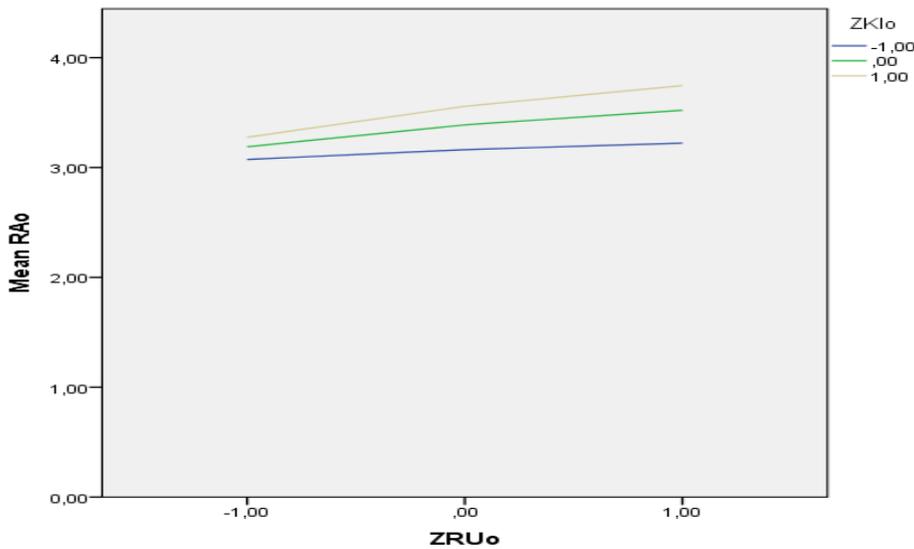


Figure 3: Model 1

When the result obtained in the research H1 hypothesis is evaluated by considering Figure 3; It is observed that when the academician's self-expression behavior is low (bottom line), role fit does not affect risk-taking behavior much. When the academician's self-expression behavior is moderate (middle line), it is seen that suitability for the role increases risk-taking behavior. When the academician's self-expression behavior is at a high level, it is observed that suitability for the role increases the risk-taking behavior even more. These results show how important the suitability for the role and the self-expression behavior of the academician is in risk-taking behavior for work in academia. In other words, in today's academic activity environment, reveals that the working environment can contribute to individuals' ability to express themselves, suitability for the role, and risk-taking for activities.

3.5. Research Hypothesis Model 2 Result

Table 7: Value Ranges of Literature Indexes and Research Model 2 Measurement Results

Literature Indexes	Value Ranges	Resource	Research Result
CMIN/DF	$0 < \chi^2/sd \leq 5$	Wheaton et al., 1977	3.137
RMR	0 perfect fit close to, <.1	Schreiber et al., 2006	.065
GFI	$\geq .90$	Kriston et al., 2008	.967
AGFI	$> .90$	Schermelleh-Engel et al., 2003	.933
RMSEA	$0.05 < RMSEA \leq 0.08$	Schermelleh-Engel et al., 2003	.073

IFI	>.90	Mars and Hau, 1996	.970
NFI	≥.90	Schermelleh-Engel et al., 2003	.956
RFI	>.90	Mars and Hau, 1996	.932
CFI	≥.90	Kriston et al., 2008	.970
TLI	≥.90	Kriston et al., 2008	.953

Considering the results presented in Table 7 regarding Research Model 2, it is observed that all of the literature indices have acceptable value ranges. It was seen that IFI and CFI (.970) had the highest values in fit indices, and GFI (.967) showed perfect fit. The regression measurement results for Model 2 are presented in Table 8.

Table 8: Regression Measurement Result of Research Model 2

Model Relationship	Standardize β	S.E.	C.R.	p	Hypothesis	Explanation
RU -> RA	.247	.080	3.101	0,002	H1	Accept

When the results obtained regarding the Research Model 2 are examined; It is observed that the suitability of academicians for their job role affects their risk-taking behaviors towards their jobs positively (Standardized β = .247) and significantly (p = 0.002). This result reveals that the research H1 hypothesis is accepted. The individual’s suitability for the role contributed to risk-taking in the workplace. The analysis result for Model 2 is given in Figure 4.

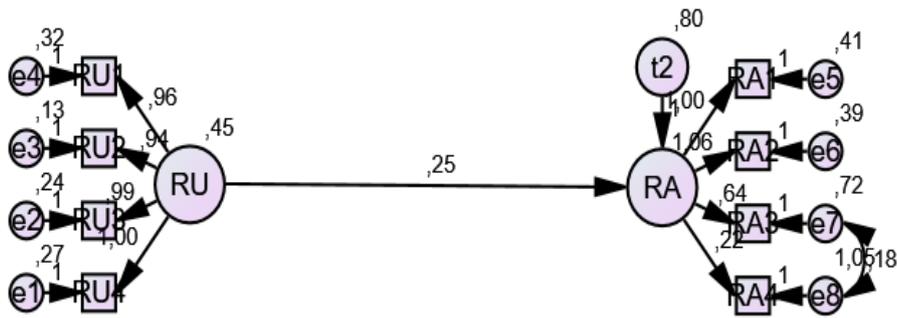


Figure 4: Analysis Result of Model 2

Considering the result obtained in Figure 4 of the research; The suitability of academicians for the role of their work positively and significantly affected their risk-taking behavior towards their work. In this case, it is understood that the H2 hypothesis is accepted, so academicians who carry out activities suitable for their role are not shy about taking risks for work. There may be other external reasons causing this situation. Also, being fit for the role can provide confidence to take risks. This result reveals that for individuals operating in the workplace, having a task suitable for their roles, facilitates them to take risks for their jobs. In addition, suitability for the role shows that the knowledge and experience of the employee’s activities can also have an impact. Because individuals who have sufficient knowledge and experience about their role in the workplace can take risks more easily in their activities.

3.6. Research Hypothesis Model 3 Result

Mediation analysis is a statistical technique used to test hypotheses about the mechanisms by which causal effects are revealed. When this analysis is applied to binary data, it reveals a wealth of mechanisms by which mutual effects are revealed (Coutts et al., 2019: 29). Analysis results of Research Model 3 are presented in Table 9 and Table 10.

Table 9: Literature Indexes, Value Ranges and Measurement Results of Research Model 3

Literature Indexes	Value Ranges	Resource	Research Result
CMIN/DF	$0 < \chi^2/sd \leq 5$	Wheaton et al., 1977	3.328
RMR	0 perfect fit close to, <.1	Schreiber et al., 2006	.088
GFI	$\geq .90$	Kriston et al., 2008	.937
AGFI	$\geq .90$	Schermelleh-Engel et al., 2003	.899
RMSEA	$0.05 < RMSEA \leq 0.08$	Schermelleh-Engel et al., 2003	.076
IFI	$> .90$	Mars and Hau, 1996	.950
NFI	$\geq .90$	Schermelleh-Engel et al., 2003	.930
RFI	$> .90$	Mars and Hau, 1996	.906
CFI	$\geq .90$	Kriston et al., 2008	.950
TLI	$\geq .90$	Kriston et al., 2008	.932

Considering the data obtained as a result of the research on Model 3 and the value ranges accepted in the literature, it is seen that all values are within the perfect ranges accepted in the literature, except for the AGFI (.899) value. Schermelleh-Engel et al. (2003) stated in their research that it is acceptable to have an AGFI value of .85 and above. These results suggest that research analyzes are applicable. In the research, it is seen that IFI and CFI (.950) have the highest values. The results of the regression measurement analysis of Research Model 3 are given in Table 10.

Table 10: Regression Measurement Result of Research Model 3

Model Relationship	Standardize β	S.E.	C.R.	P	Hypothesis	Explanation
RU -> KI	.362	.053	6.867	,000	H2b	Accept
KI -> RA	.237	.107	2.207	,027	H2c	Accept
RU -> RA	.165	.090	1.841	,066	H2a	Accept

When the results of Model 3 are evaluated; it was observed that the suitability of the academicians for the job role affected their self-expression behaviors positively (Standardized $\beta = .362$) and significantly ($p = .000$). This result reveals that the H2b hypothesis is accepted. In the study, it was concluded that academicians' self-expression affects their risk-taking behaviors towards their jobs positively (Standardized $\beta = .237$) and significantly ($p = .027$). This result reveals that the H1c hypothesis is accepted.

In the literature, it is stated that there are two causal paths with three variables that contribute to the outcome variable in mediator models. In this case, there is a direct effect of the independent variable (RU-RA pathway), the effect of the mediating variable (KI-RA pathway), and an effect from the independent variable to the mediating variable (RU-KI pathway) (Baron & Kenny, 1986). In the research, it is emphasized that there is a decrease in the effect of the independent variable on the dependent variable in the mediating model. As a result of the research, there was a decrease in the β coefficients and the relationship between the independent variable and the dependent variable became meaningless. This situation had a complete mediator effect on the KI variable (Pardo & Roman, 2013). In the research, it was concluded that the self-expression behaviors of the academicians have a full mediator effect (Standardized $\beta = .165$ and $p = .066$) on the effect of the suitability for the job role on the risk-taking behaviors of the academicians. In this case, the H1a hypothesis was accepted. The results obtained are expressed in Figure 5 and the relevant results are interpreted.

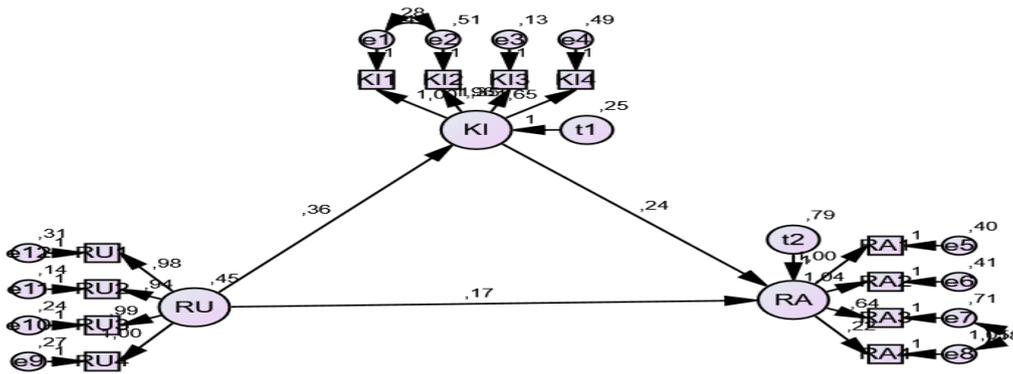


Figure 5: Analysis Result of Model 3

It was observed that all hypotheses formed in Figure 5 were accepted. The suitability of the academicians for the job role affected their self-expression behaviors positively and significantly. This may be because the ability to act by the role constitutes confidence in the behavior of self-expression or the experience of suitability for the role is effective. The positive and significant effect of the academicians' self-expression behaviors on their risk-taking behaviors towards their jobs may be because the academician is more active in his/her work-related activities as well as the fact that the consequences of the risks he takes are not heavy. In the research, the effect of the independent variable on the dependent variable, that is, the effect of academicians' ability to express themselves on the effect of their suitability for the role on their risk-taking behaviors; Their self-expression behaviors may have played an active role both because they are educators (in terms of raising themselves well) and because they have intense dialogues with people. As a result, self-expression had a complementary effect on the impact of the academic's suitability for the role on the risks to his job. This situation reveals the necessity for individuals in the workplace to be able to express themselves clearly in their communication with each other. Considering the contribution of doing a role-appropriate job to the individual's ability to express himself, it is likely that assigning job roles according to individuals' abilities and wishes will produce more positive results for the organization.

4. Conclusion and Discussion

Considering the results of the research; All hypotheses were accepted and all hypotheses showed positive effects. Self-expression behavior had a positive moderator effect on the effect of the academician's suitability for the job role on the risk-taking behavior. As self-expression behavior reaches higher levels, the contribution of job role suitability on risk-taking behavior has increased. The suitability of the academician for the job role increased the risk-taking behavior towards his job. The suitability of the academician for the job role also contributed positively to the behavior of self-expression. The academician's self-expression behavior increased his risk-taking behavior towards his job. Finally, self-expression behavior had a mediating effect on the effect of the academician's suitability for the job role on the risk-taking behavior.

Self-expression behavior had a positive moderator effect on the effect of the academician's suitability for the job role on risk-taking behavior. As self-expression behavior reaches the middle and upper levels, the contribution of job role suitability on risk-taking behavior has increased. This result shows that the more the academician expresses himself in the contribution of the behavior appropriate to his role to the risk-taking for his activity, the more he can contribute to this relationship. When evaluated in terms of role theory, acting by the role supported both risk-taking and self-expression. These two concepts, which are not evaluated together with role theory in the literature, can make important contributions to the theory. Solomon et al. (1985) stated that behaviors are moderators depending on individual difference variables in role theory. The moderator effect of self-expression behavior on the effect of role suitability on risk-taking in the research supports this situation. Clifford (1991) emphasized that adults tend to enjoy academic risk-taking and that learning accompanies academic risk-taking. In the study, the contribution of academicians' suitability for their job role and their self-expression behaviors to risk-taking behaviors towards their jobs supports this situation with different variables (role suitability and self-expression).

The suitability of the academician for the job role positively and significantly affected the risk-taking behavior towards his job. This shows that the more the academician behaves appropriately to the task assigned to him, the more he will increase his risk-taking behavior towards his job. The suitability of the academicians for the job role affected their self-expression behaviors positively and significantly. This situation reveals that acting by the role contributes to the individual's ability to express himself better. Biddle (1986) emphasized in his research that adaptation is beneficial in terms of role theory and that social integration and personal satisfaction can be greater when individuals comply with their own and others' expectations. Contribution to the individual's self-expression behavior and risk-taking behavior towards his/her job may be important in terms of personal and social integration. Kahn (1990) stated that individuals seek job roles that help them to express themselves in their activities. He emphasized that when individuals have experience appropriate to the job role, they will feel more effective in a job that helps them express themselves in terms of themselves. In the research, the contribution of suitability to the job role to self-expression supports the result obtained. Chen et al. (2009) emphasized that if self-regulatory burnout occurs when the role of the individual conflicts with the power of temperament, this situation is not only related to a low level of self-expression but also that this situation may be related to harmony beyond the low self. In this respect, the contribution of suitability to the job role to self-expression can show that the feelings of burnout are not too dominant in academics. Pierre (2015) stated that academics in higher education should be involved in risk-taking, and they can be open to risk by learning about this situation. The contribution of academicians' suitability for their roles to risk-taking behaviors shows that they may be open to risk. Fisk and Overton (2020) emphasized that risk reduces the perception of indecision and that risk-taking acts as a cultural mechanism that protects employees from punishment even if it fails. This shows that taking risks for the job can lead to positive results in terms of suitability for a role in academia.

Self-expression behaviors of academicians positively and significantly affected their risk-taking behaviors towards their jobs. This shows that being able to express oneself easily in mutual relations in the organization also facilitates taking risks for work. Johnstone (1996) stated that the individual should act in harmony with a unique personal voice while expressing himself and that self-expression is not only based on psychological and effective discourses but also includes social reasons. This shows that the social work environment in the academy can have important effects on self-expression behavior. Broderick (1998) emphasized in role theory that role behavior can be expanded with an integrated model of social interaction that matches internal role adaptation and external role performance. The research shows that the individual's ability to express himself or herself can be realized with the effect of both internal and external role performance, with internal role harmony and risk-taking for his job. This situation reveals that risk-taking behavior can be effective in the integrity of the person and the organization. Cable et al. (2012) stated that the originality of self-expression positively affects job performance. In the research, it was observed that being able to express oneself positively affects the risk-taking behavior towards work. Figueira et al. (2018) stated that the potential of academics to improve their methods of teaching, conducting research, or supervising their students depends on their understanding of academic risk-taking. The contribution of the academician's self-expression to risk-taking behavior indirectly supports this situation. Cavise (2019) emphasized that higher education employees, who are allowed to express themselves more at the organizational level, can be more motivated and productive in the organization, which can increase their organizational productivity and performance. The contribution of self-expression to risk-taking behavior towards work has brought new perspectives to this situation. Because it is observed that being able to express oneself easily has important contributions to risk-taking behavior as well as its contribution to productivity and performance. Jung et al. (2020) emphasized that employees who take risks in their jobs can be more motivated to perform their duties more efficiently and they can dedicate themselves to organizational change by performing complex tasks. The contribution of the academician's ability to express himself in the study to his risk-taking for his job may support this situation.

The ability to express themselves had a mediating effect on the effect of academics' suitability for their job role on their risk-taking behaviors. This shows that while suitability for the role supports risk-taking, being able to express oneself has a complementary task to this relationship. Considering the regulatory effect of self-expression behavior in the research reveals how important it is for a person to be able to express himself comfortably in the work environment. Bonjean et al. (1994) emphasized that employees with low self-expression behavior are less

satisfied with their jobs, they may consider leaving the organization, they show more indifference towards their jobs, their imaginary behaviors at work, and the possibility of making complaints about their jobs are quite high. As the self-expression behavior increases in the research, the contribution of the employee's suitability for the job role to the risk-taking behavior for his job can reverse this situation. Welbourne et al. (1998) stated that role expectations of individuals in role theory are affected by both their characteristics and the environment they are in. The fact that the role-appropriate action in the research supports risk-taking, as well as the mediating and regulatory effect of self-expression shows that both individual and organizational effects are important.

Although taking risks for activities in organizations is considered as a negative situation in the literature, the results of the research reveal that there are situations that require employees to take risks regarding their activities. This is especially supported by the fact that the employee behaves by his role and can easily express himself in the workplace. Care should be taken to ensure that the risk or risks taken in organizational activities are balanced. Because the risks to be taken in an uncertain situation can cause very problematic results for the employees.

As a result, it is observed that self-expression behavior has both mediator and regulatory effects on the effect of the academician's suitability for the job role on the risk-taking behavior for his job. In the research, it is seen that all of these relationships create positive coefficients. In this respect, it is very important to act by the role and express oneself to take risks for the job. The research has been limited to academics working in two universities in Turkey. In future research, it can be investigated how job risks change in certain or uncertain situations in the working environment, how being suitable for the role and being able to express oneself can affect these situations and how they can take shape according to the degree of risk.

Ethics Committee: Permission was obtained from Gümüşhane University Ethics Committee with the decision numbered E-95674917-108.99-1441 at its meeting dated 06/01/2021 and numbered 2020/12.

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