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**Leadership Styles and Students Motivation or
Demotivation at their Work Places Empirical Evidence –
University of East London**

A dissertation submitted in partial fulfilment of the requirements of the Royal
Docks Business School, University of East London for the degree of **Master of
Business Administration – International Business**

May 2013

[15,799]

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Abstract

This research is on leadership styles and its relation to students' motivation or demotivation at their work places. A survey was conducted by administering a questionnaire to Students of University of East London to determine which leadership style they find motivating as well as leadership behaviours they find demotivating, with emphasis on transformational and transactional leadership. Questionnaire tailored to suit transactional and transformational leadership behaviours were administered to fifty (50) students through convenience sampling and data was analysed by Statistical Package of Social Sciences (SPSS). The result indicated a positive and significant relation between transformational leadership style and students' motivation at work. Contingent reward, associated with transactional leadership style, also indicated a positive relation with motivation. However, Management by Exception (another feature associated with the transactional leadership style) shows a negative relation with students' motivation at their work places. Thirty three percent (33%) of students agreed that they were motivated by their leaders' personal qualities, whilst forty six (46%) indicated their leaders supportive behaviours motivated them. Twenty one (21%) percent of students find nothing motivating about their leaders and fifteen percent (15%) find nothing demotivating. The result also indicated that students experience transformational leadership style more commonly than transactional.

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Chapter I

Introduction

In present-day business environment, human capital represents a vital resource in the organisations. These organisations require strong and resilient leaders. Effective leadership constitutes the backbone of any organisation or group achieving its set goals or objectives, staff motivation and turnover rate. Mills (2005) indicated that it is practically infeasible for a group or organisation to achieve its set targets without a leader. To emphasise the importance of leadership and followers' motivation which is related to organisational performance, and the disparities between leadership and management, Bennis (1989) indicated that there will be the need for new generation of leadership, leaders and not managers, for organisations to subsist in the 21st century. If this statement was made more than twenty years ago it indicates the importance of leadership on employee motivation which leads to organisational performance.

In the past decades, leadership has been studied comprehensively in different perspectives but because of diverse methodology there are diverse theories. According to Grint (2010), there is no leader if there are no followers; therefore his definition for leadership is "having followers". However, others such as House and Mitchell (1975) and Drath and Palus (1994) see leadership not just as having followers, but rather, as a process and an observation of the person for greater understanding.

Perhaps, the most apposite definition of leadership is that of Fiedler (1967) stating that, leadership is an interaction between individuals under the

control of unequal rule and influence, persuaded to achieve targets or objectives of a company. Leadership, (Northouse, 2007) is a practice whereby a group of individuals are influenced by a single individual to accomplish mutual objectives. Fiedler (1967) and Northouse (2007) recognised the fact that a leader must be able to influence followers.

Leadership definition by House (2004) made mention of the fact that a leader should influence and motivate followers. This indicates that motivation constitute a fundamental part of leadership. Bryman (1992) indicated that leaders are perceived as individuals in a group with an objective to be achieved, and also influence the behaviour of others often referred to as subordinates. Leadership is therefore more than just having followers (Grint 2010), it is the ability of the leader to influence and motivate subordinates, followers' skills and the situation under which the leader is compelled to lead (Fiedler, 1967; Bryman, 1992; Northouse, 2007; House 2004 and Horner 1997). The success of a leader is than not just determined by been effective but also by his/her ability to influence and motivate followers. Followers who are motivated will perform beyond expectation (Podsakoff et al., 1990) and make extra effort in achieving the organisation's objectives.

These days research is focused on how to maintain, increase and enhance motivation in organisation, perhaps one of the motivational factors that need extra attention is leadership. As indicated by McClelland (1961), much importance is given to employees' needs and motives in the study of motivation. However, according Rajeswari (2011) cited by Iqbal et al., (2012), even though much is done by researchers in this area, there is still more

work to be done by scholars on employee work motivation. Organisations are sometimes confronted with challenges in the identification of main factors that motivate their employees, hence a research on students considered as prospective employees and leaders could address these challenges. Leadership perhaps is one of the essential factors in work motivation that has witnessed systematic trends over the years.

Leadership Approaches and Trends

Trait Approach

Before 1980s, leadership was focused and categorised into three main research approaches namely trait, behavioural and situational theories. Trait approach, the earliest leadership theory, focused on which leader is deemed the most effective. The trait approach identifies the personal qualities or characteristics that made a leader outstanding and effective. This approach assumes that leaders are innate and not made. This leadership approach acknowledges physical factors such as age, height, individual capabilities, and intelligence level as well as the leaders' personality – self-confidence, introverts and extroverts (Bryman, 1992).

Indeed leadership traits have a polemic history. Malos (2011) indicated that in the 19th and the early 20th century, the "great men" leadership concepts were extremely common. These theories asserted that, the characteristics of leaders were innate and more often leaders are people from wealthy families. This "great men" theory developed to trait theory in the twentieth century. Malos (2011) however argued that trait theory made no postulation as to

whether leadership traits were inborn or developed; rather a clear distinction was made between leaders and non-leaders based on physical idiosyncrasies which are highly hereditary.

However, Stogdill (1948) cited by Bryman (1992) provided evidence to debunk the trait theory of leadership for its failure to take into account situational adjustment in leader's behaviour. His research proved that no trait was universally related to effective leadership because situational constraints play significant role. Leaders are therefore not made mainly on possession of a combination of traits. Despite this assertion, another study by Stodgill (1948) based on a compilation of twelve other related leadership study, indicated nine out of the twelve researches confirmed that a successful leader must be taller than his/her followers or subordinates. The other two researches confirmed the opposite whiles one considered height as immaterial to leadership. The missing link in trait approach is its failure to recognise situational and subordinate needs and the failure to elucidate the significant of the different characteristics identified.

Behavioural Approach

According to Bryman (1992, p. 5), reviews of trait approach such as that of Stogdill led to the notion that traits in leadership are relatively unimportant. However, to resolve the inadequacies in trait theory (Tzeng, 1999) a behavioural or style approach was developed. Behavioural or style, two leadership theory terms used interchangeably (Bryman, 1992) describe what leaders do with emphasis on leader's style of leadership and its related effectiveness on followers. Three leadership styles were presented by White

and Lippert (1953) namely democratic, authoritative and unbinding. Out of these three, democratic is perceived as the best.

Another well acclaimed leadership behaviour is that of Ohio State University (1957), a research conductor on military leaders using the Ohio University Leader Behaviour Description Questionnaire (LBDQ) suggested two general clustering of leader behaviours i.e. consideration and initiating (Stogdill, 1974 cited by Northouse, 2013). Consideration connotes how leaders promote mutual trust as well as solidarity in the relationship between themselves and their followers (Bryman, 1992). According to Bryman (1992) initiating structure is a leadership style which refers to leaders that allocate specific tasks and responsibilities to followers and will normally ensure that these tasks are fully scheduled by playing a very active part in the scheduling.

It is believed that considerate leadership behaviours result in a pleasant work environment and motivate followers but not effective in terms of task execution. Initiating on the other hand reduces job satisfaction and motivation but viewed as effective by superiors of leaders (Bryman, 1992, p.5). Leaders that exhibit high level of consideration and initiating are seen by their superiors as been very effective (Bryman, 1992, p. 5). However, many research carried out to determine the most effective leadership style in a specific situation shows a high in either consideration or initiating is most effective while other research shows a high in both consideration and initiating structure is the best form of leadership (Northouse, 2013, p. 76).

Situational Approach

Leadership is not only about the activities of the leader, but also involves situations and the environment created by the leader (Horner, 1997). Effective leadership therefore depends on situational factors. These factors were not considered in trait and behavioural theories of leadership. To tackle these failings situational approach was developed (Tzeng, 1999). The idea behind this theory was that different situations or circumstances required different kinds of leadership (Northouse, 2013, p. 99). In other words to be an effective leader, there is the need to take into consideration situational factors. These situational factors include follower's skills and activities, the environment created by the leader; leaders' characteristics as well as other work related circumstances (Horner, 1997; Tzeng, 1990).

House and Mitchell (1974) cited by Northouse (2013, p. 138) presented the path-goal theory, this theory explains how leaders can help followers achieve their goals through the various paths by selecting suitable behaviours based on followers' situation and needs. The path-goal theory asserts that leaders generate motivation by increasing types and number of payoffs and clearing obstacles on path leading to followers' goals through coaching and direction (Northouse, 2013 p.138). It also maintains that, followers' job motivation and satisfaction and followers' acceptance of the leader, are all affected by leadership behaviours. Path-goal theory divides leadership into four categories namely directive, supportive, achievement-oriented and participative (House and Mitchell, 1974 cited by Northouse, 2013).

Contemporary Approach

Since early 1980's, research on leadership shifted away from complex concepts. Recent leadership theories consist of transactional, transformational, laissez faire, charismatic and ethical leadership theories. Transformational leadership similar to charismatic, proposed by Burns (1978) believes that leaders inspire their followers to place the interest of the organisation above their own interest. Transactional leadership assert that leaders use rewards and discipline to motive followers (Bass, 1985). Laissez faire on the other hand refers to nonexistence of leadership, it is the most inactive and ineffective leadership style in almost all studies carried out on leadership (Bass and Avolio, 1994). The extensive and diverse form of research on leadership, propose that there are different and appropriate ways to lead or leadership styles. However, this researcher aims to focus on two most widely researched leadership styles transformational and transactional.

Research Question

Literature on leadership styles has clearly shifted from complex theories in the twenty first century. The focus is on transformational or charismatic and transactional leadership styles with emphasis on what leaders should do to motivate followers. This may perhaps be due to the fact that these two leadership styles propound by Burns (1978) and modified for organisational management by Bass (1985) encompasses most characteristics identified in the leadership theories propounded from the early 1930's to the late 1960's. Except for traits approach, which distinguishes leaders from non-leaders, other leadership theories outlined in the earlier paragraphs relate leadership

to motivation, examples include Ohio University (1957) which made mention of consideration as leadership style that promote camaraderie, respect and mutual trust, and initiating structure where work is properly structured with clear cut role responsibilities. Consideration leadership behaviours are similar to that of transformational leadership behaviours identified by Bass (1985) as Individualised consideration where leaders treat followers as distinct individuals by providing supportive climate, mutual respect, and inspirational motivation where leaders communicate high expectation and play an effective role in achieving these expectations (Northouse, 2013, p.193).

Initiating structure on the other hand, is similar to contingent reward a feature of transactional leadership behaviours were leaders provide followers with clear cut roles or tasks and the specific rewards or punishments that they may receive. Initiating structure is considered very effective but reduces motivation and job satisfaction (Bryman, 1992). Contingent reward is also considered as reasonably effective but not as effective in inspiring and motivating subordinates to accomplish greater level of performance (Bryman, 1992). White and Lippert (1953) also propounded three leadership behaviours democratic, authoritative and unbinding. It can be deduce that democratic has some similarities with transformational leadership style whereas authoritative leadership behaviours share some similarities with transactional leadership.

Another example of leadership with emphasis on followers' motivation is House and Mitchelle (1974) path-goal theory which identified directive,

supportive, achievement-oriented and participative as leadership styles (House and Mitchell, 1974 cited by Northouse, 2013). These could also be related to Bass's (1985) four I's subsets transformational leadership that is: Idealised influence, Inspirational motivation, Intellectual stimulation and Individualised consideration. These three leadership theories democratic, authoritative and unbinding (White and Lippert, 1953), consideration and Initiating structure (Ohio University, 1957) and path-goal (House and Mitchell, 1974) clearly indicates how and what a leader must do to motivate followers to perform beyond expectations, whereas trait theory indicates who is considered an effective leader based on innate qualities of the leader. As indicated by Bryman (1992) been an effective leader does not mean these leaders motivate followers.

One could perhaps say that transformational and transactional leadership styles are incorporates path goal theory, democratic and authoritative as well as consideration and initiating structure all of which indicate what a leader should do to motivate followers. In the nutshell a research on transformational and transactional leadership styles and its relation to motivation is a research on most leadership behaviours identified and their relation to motivation.

Though there is substantial literature on transformational and transactional leadership as well as its relation to motivation, most focus on what a leader needs to do to motivate followers ignoring what followers themselves have to do to be motivated at their work places. To be motivated at work does not only depend on leaders, it also includes followers and their needs. A follower

working just to meet what Maslow (1970) refers to as basic or physiological needs will be willing to work in any organisation irrespective of the leadership styles as long as these basic needs are met; as compare to another follower whose needs can be classified under self-actualisation or belongingness needs (Maslow, 1970) this follower is likely to have leadership as an essential motivational factor at work. The researcher assumes that most university students are in work to meet their physiological or basic needs; they may therefore be motivated by the transactional aspect of leadership which rewards accomplishment, any other leadership behaviours is likely to be demotivating. This research therefore addresses the fundamental question: "Which Leadership Style do Students find Motivating or Demotivating at their Work Places?" To determine this, a survey was conducted to collect data from respondents using questionnaires.

Research Objectives

The purpose of this study is to critically examine transactional and transformational leadership styles and determine which of the two motivates or demotivates students at their work places as well as determine whether students are motivated by other work factors aside leadership. However, other concomitant aims include the following:

- Ascertain leadership styles that students have experienced – transactional or transformational or both to support or debunk the notion that contemporary leaders are becoming transformational rather than transactional.

- To support or oppose the notion that Transformational leaders motivate followers.
- Propose practical recommendations that leaders can adopt to create a motivating atmosphere for followers.

Hypotheses

The under listed Hypotheses were developed.

Hp1: Students' motivation at their work place is highly and positively related to transformational leadership style.

Hp2: Students' experience transformational leadership at their work place more commonly than transactional leadership.

Hp3: Transactional leadership style – Management by Exception Passive (MBE–P) is negatively related to students' motivation at work

Hp4: Transactional leadership style – Management by Exception Active (MBE–A) is negatively related to students' motivation at work.

Hp5: Transactional leadership style – Contingent Reward (CR) is negatively related to students' motivation at work.

These hypotheses are subsequently justified in the literature review.

Dissertation Outline

This research is organised in the following manner: First, (Chapter I) set out and introduce the topic stating the research question, objectives and Hypotheses. Second, (Chapter II) review relevant literature on leadership styles, management and work motivation. Based on this understanding, build a conceptual framework and develop Hypotheses. Third, (Chapter III)

describe the research methodology. Fourth, (Chapter IV) report and analyse findings of the survey. Finally, (Chapters V and VI) discuss the implications and present conclusion and recommendations.

Chapter II

Literature Review

Management and leadership

It is assumed that managers are leaders and vice versa, however some managers do not exhibit leadership behaviours, besides leadership can be performed without necessarily been in a managerial position. Bass (2010) and Yukl (2010) argue that management and leadership cannot be regarded as synonymous; however there are disparities in the extent of overlap. According Grint (2010, p.15) a manager is in charge of organisational stability and daily duties while a leader needs to come up with innovative and creative ways of executing tasks.

The disparities between leadership and management were earlier clarified by Adler and Grundersen (2008, p.166) who indicated that leaders affect the thought and behaviour of followers through persuasion rather than the use of coercion. Leaders assist in shaping the vision of the organisation; managers on the other hand act proficiently within the vision (Adler and Grundersen, 2008, p.166). However, it is worth noting that for an organisation to be successful there is the need not only for strong leaders but also strong managers, this indicates that leaders and managers complement each other, though they both have different and distinct characteristics (Kotter, 2001). Even though Kotter (1990a) sees leadership and management as two separate entities, he acknowledges that both complement each other. Leadership is about developing and aligning followers to the organisation's visions, motivate followers, challenge and

change the systems when required, develop new vision, empower, inspire and have a long term focus (Kotter, 1990a, p. 188 and Storey, 2011, p.8).

Management on the other hand involves budgeting and Planning, controlling, staffing, trade in barter relationship, focus on each detail and procedure; concentrate on the short run instead of long run (Kotter, 1990a, p.188 and Storey, 2011, p.8). It can be deduced from the above that managers exhibit transactional behaviours while leaders exhibit transformational behaviours. Transactional and transformational leadership styles can be perceived as two opposed leadership styles, however a research conducted by Bass (1985, p. 27) assert that transformational leadership style augments transactional methods of organisation management. Given this assertion of transactional and transformational leadership styles, it can be deduced that a manager is likely to exhibit both transactional and transformational leadership behaviours (Lowe and Kroeck, 1996, p.2)

Business administrators or executives may either rely on leadership or management in dealing with subordinates in different times taken into consideration situational factors. This echoes the situational leadership style of (Bryman, 1992) where leaders treat followers taken into consideration situational factors. Leadership in organisations must not merely be about the possession of personality traits (Bennis and Nanus, 1986; Cawthon, 1996) but rather the ability of the leader to influence followers Burn (1978) and followers' needs should be considered as vital. Indeed leadership has nothing to do with unusual personality traits, nor has it anything to do with charisma and is neither the preserve of the selected few (Kotter, 2001, p.3).

Transformational versus Transactional

Transformational and transactional leadership styles originated when Bass (1985) applied the idea of Burn (1978) of political leadership to organisation management. To begin with, procedures used by transformational leaders to inspire their subordinate are different. This leadership style encompasses varying subordinates' objectives and values so that work is performed based on the fact that it conforms to values as opposed to the notion that efforts will be rewarded (McKenzie et al., 2001). Thus, as opposed to transactional, transformational leadership style influence subordinates through internalisation process (Kelman, 1958 cited by McKenzie et al., 2001) rather than instrumental acquiescence.

It is worth noting that Bass and co-authors further developed Bass's 1985 theory on leadership and come up with the concept that transformational leadership style encompasses intellectual stimulation, individualised consideration, idealized influence and inspirational motivation. Transactional leadership on the other hand covers active and passive management by exception as well as contingent reward. Following this clear distinction between leadership styles, recent years has witnessed significant research (Dumdum, Lowe and Avolio, 2002). However, little research has been done on transactional leadership as opposed to transformational, most of these study (Singer and Singer, 2001; Deanne et al., 1997; Medley and Larochelle, 1995) made use of the Multifactor Leadership Questionnaires developed by Bass and co (Bass and Avolio, 1990; Seltzer and Bass, 1990).

In all, eight characteristics have been associated with both transactional and transformational leadership styles. According to Dvir et al., (2002, p.736), transformational leadership is made up of Inspiration, Individualised consideration, Intellectual Stimulation and Idealised Influence. Inspiration also known as inspirational motivation refers to leaders who stimulate team spirit thereby making followers enthusiastic and positive about the organisation's future (Bromley and Kirschner-Bromley, 2007, p.55). Furthermore, Bass (1990, p.22) elucidates that Inspirational leaders often communicate greater expectations and express essential objectives in a much simpler way for their followers.

Individualised consideration on the other hand, treats followers as distinct individuals based on their peculiarities through coaching and mentoring (Bass, 1990, p.22). It also refers to leaders who provide supportive environment for followers and listen prudently to their individual needs (Northouse, 2013 p.193). This leadership characteristic uphold effective communication. In other words leaders pay special attention to progress and achievements of their followers (Bromley et al., 2007).

Intellectual stimulation refers to leaders that inspire subordinates or followers to be innovative and develop effective problem solving skills (Bass, 1990, p.22). This leadership characteristic was further labelled as leaders who search for creative and new ideas from their followers to solve the organisation's problems, as well as inspire them to adopt new approaches in performing their tasks (Bromley et al., 2007, p.55).

Idealised Influence sometimes interchanged with charisma refers to leaders who provide followers with a mission and vision, and attracts their trust and respect (Bass, 1990, p.22). Idealised Influence was used instead of charisma in various circumstances including training (Bass, 1999). Charisma was also used in defining the characteristics of a transformational leader (Bass, 1990, p.22). Recently, Antonakis (2012) identified idealised influence as the emotional aspect of leadership.

Transactional leadership was equally associated with four characteristics. Contingent Reward refers to leaders who acknowledge followers' accomplishments and reward good performance as a form of contract exchange (Bass, 1990, p.22). Management by Exception Active (MBE-A) refers to leaders who constantly monitor followers' performance and take corrective measures when deviations from standards are spotted. MBE - Passive (MBE-P) refers to a leader who intervenes only when their followers fail to meet set standards (Bass, 1990, p.22). The fourth behaviour of transactional leadership is laissez-faire connoting the nonexistence of leadership.

Transformational Leadership Style

In 1985, Bass applied the idea of Burn (1978) political leadership to organisation management, developed a formal theory of transformational leadership which has since seen further refinement. Transformational leadership, as per Bass's definition Bass (1985) is a practice where a leader tries to increase the awareness of his/her followers about what is important and right, as well as motivate them to perform beyond expectation. In other

words, by conveying their personal standard, transformational leaders are able to unite followers and change their objectives and beliefs. According to Bass (1985) it is a form of leadership that result in individual's higher performance achievements than hitherto thought possible. Transformational leadership accept the fact that there is the need for power and influence. According to Bass et al., (1987), the leader-follower relationship is characterised by powerful emotion where the follower has complete confident and trust in the leader.

Indeed transformational leadership is one of the most researched approaches to leadership and it is considered as the new leadership paradigm (Northouse, 2013; Bryman, 1992). Transformational leadership (Burns, 1978), acknowledge the fact that leaders should inspire their followers to place the interest of their organisation above their interest. According to Burn (1978), leaders and followers morally motivate themselves. In other words, transformational leadership style is not only about follower acquiescence; it includes changes in followers' needs, beliefs and values. Secondly, leaders have the right to exert their authority, reveal the vision of the organisation to their followers and inspire them to be innovative and accept change for a successful development of their organisation. However not all leaders transform their subordinates in this positive way, hence Bass (1998) come up with the term pseudo transformational leadership, a term he used to refer to leaders who affect followers negatively by seeking their own selfish interest.

The characteristics of transformational leadership cited by Bass (1985a) are: Charisma that is the inherent qualities of the leader that generate excessive referent power. This excessive referent power according to Downton (1973) is due to the fact that followers put their leaders on high pedestal, seek their approval and hardly criticise them. Inspirational motivation on the other hand is the capability to emotionally communicate imminent idealistic situations. This kind of leader exudes power and influences followers through visionary methods. Intellectual stimulation encourages creative and innovative thinking and avoids public criticism of follower's mistakes. The leader gives opportunities to followers to try new strategies, these strategies are not criticised even if it differs from that of their leader's (Bass and Avolio, 1994). The last characteristic identified by Bass and Avolio (1994) is individual consideration; where each follower is given attention based on the individual's peculiarities towards achievement through mentoring and coaching.

Perhaps House (1977) theory of charismatic leadership came similar in meaning to the notion of Bass (1985) and Burns (1978) transformational leadership. House (1977 p.189) refer to charismatic leaders as leaders who by virtue of their own abilities have extraordinary and profound effect on followers. House (1977, p.189) additionally contended that the term is use to describe leaders who by their impact inspire followers to achieve exceptional feats. Transformational and charismatic leadership styles both gain influence by exhibiting essential personal qualities or characteristics. These qualities describe by Bass (1985) include desire to influence, self-confident, resilient opinion in moral uprightness of ones values and

dominance. However a study carried out by Rowold and Heinitz (2007) cited by Northouse (2013, p.194) indicated that though charismatic and transformational leadership were overlapping, both were different from transactional leadership and had a unique construct. Accordingly, fundamental transformational leadership behaviours include image building, goals articulation, exhibiting confidence and follower motivation. These behaviours can motivate and influence followers without necessary exchanging goods or rights or both which characterise transactional leadership.

Study on transformational leadership model indicate a positive trend examples of which can be found in Bryman (1992) "Charisma and Leadership in Organisations", where he cited organisational studies indicating that transformational leadership style is positively related to followers' motivation, job satisfaction and performance. Other researches (Bass, Avolio and Goodheim, 1987; Bass et al., 1987; Avolio and Bass, 1988) stated similar results in a number of field studies from a variety of samples and organisational sceneries. A study conducted by Walumbwa et al., (2005), on financial companies in United States and Kenya indicated a positive and strong correlation between transformational leadership, job satisfaction, motivation and commitment in both countries.

Leadership research findings example (Rowold and Rohmann, 2009) support the notion that contemporary leaders are becoming more transformational than transactional even though other research such as (Singer and Singer, 2001) concluded that it is the combination of the two leadership styles and

the situational factors that make a leader effective. There is evident (Podsakoff et al., 1990) that transformational leadership motivate their subordinates to perform beyond expectations by providing suitable role models, tailored support to individual's needs, promote the acceptance of team or group objectives and vision, and express high expectations in followers' performance. These characteristics of transformational leadership are relatively different from MBE-A, MBE-P and contingent reward associated with transactional leadership.

Other empirical evidence of a positive and motivational impact of transformational leadership on followers as compared to transactional and laissez-faire includes that of Idris and Ali (2008); McKenzie et al., (2001); Medley & Larochelle, (1995). This could perhaps be due to the fact that Bass and co-authors upheld the view that leaders display transactional and transformational leadership behaviours. In other words, transactional leadership is a prerequisite for effective transformational leadership (Bass and Avolio, 1990). It is therefore possible to assume that the leaders assessed in these studies adopted aspects of transactional leadership in order to be effective transformational leaders. Nonetheless, a research carried out on police officers in New Zealand and employees of three Taiwan companies by Singer and Singer (2001) indicated that leadership style is sometimes affected by situational constraints, this study collaborated the preference for transactional leadership as against transformational. Based on this, the researcher come up with the first two Hypotheses:

Hp1: Students motivation at their work place is highly and positively related to transformational leadership style

Hp2: Students experience transformational leadership at their work place more commonly than transactional leadership

Despite these positive assertions, transformational leadership according to critics lack conceptual clarity as it covers varied activities and characteristic (Northouse, 2013, p.194). Besides it seems to focus on leaders somehow ignoring followers, it will be a herculean task if not an impossibility for a leader to turn his/her followers into creative and innovative thinkers if they simply are indifferent or do not possess any of these traits. Also, a study carried out by Tracey and Hinkin (1998) indicated an overlap between the four characteristics of transformational leadership which means these four dimensions are not clearly defined. Bryman (1992) further pointed out that charismatic and transformational leadership are used interchangeable, in some leadership models, charismatic is a leadership style; while others identify charisma as an aspect of transformational leadership. Another critic (Antonakis, 2012) indicates that, research is yet to substantiate the argument that indeed transformational leaders transform followers and organisations.

Northouse (2013, p.203) feared the potential of transformational leadership been abused. Besides, the charismatic aspect of transformational leadership place organisations in high risk since this could be used destructively (Conger, 1999; cited by Northouse, 2013, p.204). Bass (1998) also acknowledges the fact that not all leaders can transform their subordinates or followers in a positive way, hence come up with a term pseudo transformational leadership, a term used to refer to leaders who affect followers negatively by seeking their own selfish interest. This type of

leaders can be detrimental to followers' behaviour and organisational performance.

Transactional Leadership Style

In 1978, Burns describe transactional leadership as an exchange between a leader and the follower in which the leader provides reward for the follower's effort. Transactional leadership style consists of an exchange between a leader and followers. This exchange clearly state what the leader requires from his/her followers as well as specify the conditions and rewards for fulfilling the requirements (Bass and Avolio, 1994). Robinson considers transactional leadership as a leader whose primary objective of leadership is to use social exchange for transactions (Robinson, 2007). Bass and Avolio (1994) divided transactional leadership into two parts: Contingent Reward (CR) which is related to exchange or barter between leaders and followers, and Management By Exception – positive and negative or active and passive (MBE–A and MBE–P). With MBE–A, leaders actively monitor performance of followers in terms of deviance from set objectives and take appropriate corrective action if necessary, whereas MBE–P leaders wait for deviance to occur before taking action.

MBE has its origin in contingent theory Bass (1990) where followers are punished or rewarded for their actions. MBE–P hardly set an action plan and normally become involved only when required, this leadership style does not motivate subordinates who must wait to be informed of their failures (Hater and Bass, 1988). On the other hand, MBE–A frequently search for deviations and develop systems that detect impending deviation in advance (Hater and

Bass, 1988). However, both leadership styles – MBE–P and MBE–A tend to come into contact with followers only when there is a deviation from set objectives, they are therefore regarded as bearers of negative feedback (Hater and Bass, 1988). Even though followers are compelled to strive for perfection in achieving their objectives, they are not inspired or motivated to go beyond set targets and will rather prefer to stick to routine tasks (Hater and Bass, 1988).

CR on the other hand, is a reward linked to performance of followers. Followers' efforts are recognised by rewards upon achieving targets. The leader indicates to followers, targets that need to be accomplished in order to be entitled to the agreed rewards. The follower and the leader agree on a reward system and work to meet the agreed expectations for certain accomplishment or behaviours (Bass, 1990). Though there is little research on CR it has been reasonably found to be effective even though not as motivating to followers as compared to transformational leadership (Bass and Avolio, 1994). Therefore:

Hp3: Transactional leadership style – MBE–P is negatively related to students' motivation at work.

Hp4: Transactional leadership style – MBE–A is negatively related to students' motivation at work.

Hp5: Transactional leadership style – CR is negatively related to students' motivation work.

Critics of transactional leadership style believe that it is a kind of leadership style that results only in expected outcomes as compared to transformational leadership that results in performance well above what is expected from

followers or subordinates (Northouse, 2013, p.193).

Motivation Theories

Leadership definition by House (2004) made mention of the fact that a leader should influence and motivate followers, this indicate that motivation constitute a fundamental part of leadership. The success of a leader therefore depends on his/her ability to motivate followers. However, motivation cannot only be attributed to leadership style especially in a work environment where individuals may be motivated or demotivated by different factors. Some of these factors may be based on individual needs, financial and non-financial benefits. Motivation is difficult to measure as individual's behavioural characteristics are based on different motives resulting into an intense research into work motivation with no general consensus on approaches and frameworks (Richard et al., 1991). It is worth noting that motivation is driven by needs, however, followers who are motivated by a particular leadership style may willingly put in much effort to achieve set objectives with the notion that this effort satisfies a particular individual need.

Motivation according to Iso-Ahola (1989) is the power that drives a person to behave in a particular manner. In other words, actions taken by individuals are based on forces at work in them. McClelland (1985) is of the opinion that the tendency to strive for a broad category of incentives that are fused with affect is based purely on motives; Sargent and Sedlacek (1990) indicated that individuals are forced to act in ways that will fulfil their needs. Individuals therefore may stay in employment not necessary because they are motivated

by leadership style but rather to fulfil a particular need.

According to Maslow (1970), every individual has needs which he classifies in hierarchical order. The topmost of Maslow's hierarchy of needs is self-actualization followed by self-esteem needs, safety needs, belongingness and physiological needs. Herzberg two factor theory (cited by Hofstede, 1980) of motivation differentiate between hygienic needs and motivators. The hygienic needs of Herzberg correlate with Maslow physiological and safety needs, while the motivators can be related to self-esteem and self-actualization. Aside Maslow and Herzberg, McClelland (1985) developed achievement and power motives; he believes individuals perform because there is a need to be achieved. It is evident that Maslow's theory of needs, which encompasses McClelland's achievement motives in a much broader term, assumes that lower needs must be duly satisfied before moving to a higher need. However Maslow theory of motivation has witness considerable criticism as opposed to McClelland, the critics believe that needs cannot be arrange in order of importance neither can an individual be able to fully satisfy a particular need completely before moving to the next one (Steers et al., 1996).

Work Motivation

According to Pinder (1998, p.11) work motivation is made up of active forces which originate within and beyond an individual being, to start work-related behaviours and to ascertain its direction, form, duration and intensity. Jansen (2002) indicates that motivation is an intention to behave whereas Landy and Becker (1990) are of the opinion that, there is a common

understanding that, motivated behaviours involve any or all of the following essential behaviours: direction, intensity, termination and initiation. One of the main tasks of leaders according to Steers and Porter (1987) in an organization is to motivate followers to exhibit high level of performance.

Leaders primary task according (Irum et al., 2012) is to motivate followers to exhibit high performance level in an organisation, It is therefore prudent that a leader is aware of how to motivate his/her followers to enhance performance, and advance the concept of accountability in the organisation. According to Kihlgren et al., (2003) motivation derived from a supportive work environment indicates a sense of safety in individual's role with wider notion than stability, and it also means working in a respectful and pleasant atmosphere. However, motivational factors differ in relation to individuals as well as industries, Khojasteh (1993) found substantial difference between private and public sector employees with regards to the value they place on interpersonal relations. This research concluded that one of the most influential motivational factor is interpersonal relation; to some extent, it can be considered an effective management strategy to aid employee motivation when there is a cordial interpersonal relation between peers, team leaders and subordinates (Khojasteh 1993).

One must not lose sight of the fact that motivation is relative, in other words what motivate a particular person may not necessary motivate others. Secondly, there are other motivational factors in a working environment aside leadership styles; this could be financial or non-financial benefits. Individuals could be motivated by transformational or transactional

leadership styles or by any of the five needs develop by Maslow – physiological, safety and security, belongingness, esteem and ego, self-actualisation or deficiency or growth needs (Maslow, 1968 cited by Steers et al., 1996, p.14). Therefore leadership styles at a particular stage of an employee life circle may perhaps be irrelevant to motivation at work. For example, an employee working to satisfy physiological needs will neither be motivated or demotivated by leadership styles as long as his/her needs are met, as opposed to another employee working to satisfy Maslow's esteem and ego needs or self-actualisation needs or McClelland's achievement, power, affiliation and autonomy needs.

Chapter III

Research Methodology

Methodology represents the approach use in studying research topic, this outline different approaches and the way each were used. According to Colin (2004) methodology is a study of methods. It refers to data collection techniques, design, settings, analysis and reporting of a research work. The purpose of this chapter is to outline the research methods on which the researcher tailored this study to achieve the research objectives.

The researcher differentiated between quantitative and qualitative research methods and selected the most apposite. Secondly, considered the various methods of data collection and sampling technique, discussed the sample size and the techniques adopted. Other issues considered in this chapter include data collection techniques, data analysis and interpretation as well as the reliability and validity of the research. Lastly, the challenges encountered in data collection and the research as a whole will be discussed.

Quantitative and Qualitative Research Approach

The researcher adopted a quantitative method for data collection in determining the leadership style that motivate or demotivate students at their work places and other research objectives. This method is considered as the most appropriate for this research in terms of checking the validity of the concepts of transactional and transformational leadership. Besides, leadership style or behaviour is not a new topic; there is enormous literature (Grint, 2010) on leadership styles that the researcher made used off.

Another reason for chosen quantitative method is because there is a level of precision in relation to questions to ask target population to determine the kind of leadership style experienced and its relation to motivation.

Qualitative study is centred on an in-depth study rather than a wide-ranging one. Traditionally, quantitative research is linked to positivism, it deals with knowing in order to predict, to predict in order to achieve what a person wants, and this is held as the essence of positivist reasoning. Quantitative research as a measuring technique requires for a monistic methodology involving the explanation of a phenomenon with regards to its causes, as well as individual or unconnected causes conforming to universal laws (Tebeian, 2012 p. 318). The reason for this choice of research methods is based on the distinction between quantitative and qualitative outlined in subsequent paragraphs.

In qualitative research, data is collected through focus groups, case study, interviews, inductive analysis techniques and observations (Kisely and Kendall, 2011). Quantitative methods of data collection on the other hand, deal with standardized and numerical data gathering which is focused on hypothesis with logical data analysis (Kisely and Kendall, 2011). Quantitative research methods allow for easy interpretation of data and data reliability can also be verified (Vicol, 2010). The main focus of quantitative research (Pratima and Kevin, 2012) is the connotation of empirical outcome which is generally the reason behind the research.

In spite of the differences, quantitative and qualitative research methods have some concept similarity, the quantitative model is categorised as

validity and reliability, while the equivalent in qualitative methods includes trustworthiness, triangulation to mention but a few (Kisely and Kendall, 2011). According to Vicol (2010), a qualitative research method involves much detailed owing to limited analysis model as compared to quantitative. However it is criticised for dealing with comparatively low sample size and not suitable for generalisation in other targeted markets. However, other researchers such as Robertshaw (2007) are of the opinion that quantitative research methods create a change in behaviour that can affect the truthfulness of the result. This situation can occur when the target population is aware of the topic and possible questions before undertaking the study. However this is not applicable to this research as respondents are neither aware of the topic or the questions.

The challenges surrounding the measurement of levels of motivation took into consideration the specificity of the study and of the included variables. However, this should not be considered as a limitation of the study, reason been that, the research concept may encounter changes, so that motivation or demotivation of students at work places can be ascertain by factors other than leadership styles and the theories of motivations presented in this research. The researcher critically analysed existing specialised literature before decided on the present approach in order for the research to reach an empirical level. Considering the challenges in obtaining empirical evidence and the volume of sample to be analyse, the method of this research will focus on quantitative dimension rather than qualitative.

For an all-inclusive overview, beginning from the research scope identification, motivation and demotivation, the researcher conducted theoretical investigations analysing likely influential factors. This documentary research therefore helped specialised the analysis to these main factors: leadership styles with emphases on transformational and transactional behaviours and factors that motivates or demotivates students at their work places. Having defined and elucidated the theories under discussion, the exploratory study upheld pursuing the identified research objectives and hypotheses so as to build a theory subject to additional analysis applying quantitative research and a survey.

This research aim to critically examine the modern day leadership style i.e. transformational sometimes referred to as charismatic and transactional in relation to student's motivation or demotivation at work. This prompted the researcher to ask this question "Which Leadership Style do Students Find Motivating or Demotivating at their Work Places?" The essential objectives are to determine which of the two leadership styles motivate or demotivate students. Secondly to determine whether students are motivated by other factors aside leadership. Thirdly, to ascertain leadership styles that students have experienced – transactional or transformational or both to support or debunk the notion that contemporary leaders are becoming transformational rather than transactional. Also, to support or oppose the notion that transformational leader motivates followers. In other words to promote leadership style that helps organisations achieve or exceed objectives whiles maintaining employees moral and motivation to look beyond their own interests towards those that will benefit their organisation. Finally, to

propose practical recommendations leaders can adopt to create a motivating atmosphere for followers.

Methods of Data Collection

Gathering data constitutes a vital part of an efficient research, besides it is challenging to decide the most suitable and credible method for data gathering. Based on this, the method use in collecting data depends on research objectives and the researcher. Irrespective of the challenges it is important that the researcher gain access to data to facilitate research analysis. According to Zikmund (2003) there are various research techniques and data gathering methods, these methods of collecting data includes questionnaires and interviews for quantitative research, semi-structured and unstructured interviews, focus groups and so on for qualitative. The most suitable method for this research and the reasons for selecting this method are discussed in subsequent paragraphs.

Questionnaire and Interview

Questionnaire is considered the most effective means of collecting data so as to determine the leadership style experience by respondents and other research objectives compare to methods such as semi-structured or unstructured interviews and focus groups. The reasons being that, conducting interviews to determine the leadership style experienced by respondents and whether they find it motivating or demotivating may require note taking which can result in data being distorted or miscommunicated in the documentation process (Aksu, 2009). Secondly, it has been revealed

(Roulston, 2011) that interviews at times do not follow proposed plan, to avoid these derailment the researcher selected questionnaire as a means for collecting data. Thirdly, administering a questionnaire does not required specialised training, this can equally be done in a number of ways e.g. via internet, post and social network site (Steve et al., 2008).

As opposed to questionnaire which requires less or no training at all in administering, interviews (Aksu, 2009) are deemed successful based on the expertise of the interviewer and readiness of the interviewee which are lacking in this context. Furthermore, the researcher can reach out to greater number of respondents through questionnaires rather than semi structured or unstructured interviews, ethnography, diaries and focus groups. Opting for questionnaire saved time and cost and captures the recommended number of respondents to complete the survey.

These notwithstanding, this method of data collection has its disadvantages, some questionnaires were returned half completed and unreadable handwriting. Despite these short comings, questionnaire was the most suitable technique to collect data of this magnitude. Questions asked were neither sensitive nor personal; hence some respondents were willing to complete it immediately without requesting for privacy, accentuating Zikmund, (2003) notion that very sensitive questions may see respondents requesting for confidentiality and may be willing to give the right answers to these questions only in private and anonymously.

The research data was gathered through convenience survey of target population. The questionnaires, prepared in English were administered

personally to respondents with a cover note assuring them that the survey is voluntary and anonymous, most importantly they can withdraw if they so wish. With the exception of demographical questions and two (2) open ended questions, the rest of the questions were based on five-point Likert scale with 1 being “strongly agree” and 5 being “strongly disagree”.

The researcher design the questionnaire based on transformational and transactional leadership behaviours identified by Bass and Avolio (1994), in contrast with similar researches that used the widely acclaimed measuring instrument – Multifactor Leadership Questionnaire (MLQ). However this has minimal effect on external validity because MLQ was design by Bass (1985) taken into account the leadership behaviours identified by the researcher. A copy of the questionnaire used for this study is made available in appendix 1 of this research.

Source of Data

Data for this research was gathered from primary source. Primary source of data is gathered from questionnaire administered through convenience sampling of students to gain knowledge about their conviction on transformational and transactional leadership styles and its influence on motivation and demotivation.

The hard copy of questionnaire was administered by the researcher to students of University of East London the target population, in the University’s library, cafeteria, lecture halls and halls of residence. The frequencies distribution results of the collected data will be represented in

forms of tables, as well as charts. The data to be collected will be analysed by means of Chi-square and sample test in Statistical Package for Social Sciences (SPSS).

Sampling Strategy

Even though a simple random probability sampling would have been suitable for this research, the researcher opted for convenience sampling a type of non-probability sampling because it was impossible to obtain a comprehensive mailing list of target population due to data protection act. Having carefully examined the nature of the research and topic, it is vital to choose a strategy that can facilitate answering the research question.

This research does not require information from each unit of the whole population as this will be unachievable looking at the time frame and can be very expensive therefore the best option is a non-probability sampling. Lastly, adopting a simple random probability sampling using manual processes will be a very long and tedious process considering the sample and target population where each and every respondent has equal opportunity to be randomly selected (Sudman, 1976).

Sample Size

To determine the leadership style that motivate or demotivate students of University of East London, sample size of students was taken from target population through convenience sampling. According to Zikmund (2003), sample is a subset of target population. The objective of extracting a sample

from target population is to have an outcome representing target population rather than having to include everyone in the target population so as to save time and cost (Fisher, 2004 p. 59). In this study, it is impossible considering the time frame to study the whole target population; it is more feasible given the target population, to select a sample that can generate applicable result.

The sample size for this research is fifty student respondents from University of East London. Convenience sampling method was used to survey fifty respondents, focusing on transactional and transformational leadership behaviours.

Reliability and Validity

According to Collis and Hussey (2009) reliability is the level to which a research tool used twice or more than twice in quantitative study produces the same result if replicated. Because positivist view reliability as extremely important replication tends to be of high importance. Most research on transformational or transactional leadership used MLQ; MLQ is administered to leaders and or followers. Followers rate their leaders and leaders rate themselves. Followers are asked to indicate how frequently their leaders exhibit some leadership behaviours from a rater of “Not at all” to “frequently” Since this research is not about assessing a leader or identifying the prominence of a particular leadership behaviour e.g. individualized consideration, deviation from the norm of using MLQ will not affect the reliability of this research in anyway. This is based on the fact that the reliability of the research tool, that is the questionnaire with nineteen (19)

items outlining the various leadership behaviours experienced by respondents, were tailored based on the characteristics of transactional and transformational leadership identified by Bass and Avolio (1994), and the behaviours identified in the MLQ of Bass and Avolio (2004) cited by Northouse (2013, p. 213) eliminating ambiguity in the research tool.

In other words the researcher used a “Likert” scale instead to a “rater” used in MLQ but with the same leadership behaviours identified in MLQ. This was to prevent leading questions and researcher bias, which can affect the validity of the research. The researcher asked two open ended questions to determine leadership behaviours that respondents find motivating or demotivating at their work places. This was to determine whether respondents’ were motivated by leadership style experienced, or by factors other than leadership at their work places. Likert scale questions was posed with 1 being “strongly agree” and 5 “being strongly disagree”.

In terms of internal validity, nineteen (19) items clearly distinguishes transformational leadership from transactional – MBE–A, MBE–P and CR. However, generalising the research findings may encounter some setbacks, as data was gathered when most students were on holidays. Nonetheless According to Saunders et al., (2009, p. 53) validity defines relationship between variables stating whether the outcome of findings are about what they actually appear to be.

Data Analysis

Analysis of data gathered through questionnaires will be carried out using

Chi-square and sample test in Statistical Package for Social Sciences (SPSS). For detail analysis and clearer understanding of data, this research made use of charts, bar charts and tables. Moreover data was analysed based on responses given by respondents, their dependent as well as independent variables. Lastly, data collected was used to substantiate research objectives and the Hypothesis.

Limitations of the Survey

The most acclaimed research tool for this kind of research is Bass's MLQ, however it was very cumbersome getting clearance from copy right owners to use the questionnaire hence the need for the researcher to design a suitable one. The questionnaire was divided into three sections, with nineteen (19) Likert scale questions and two open ended questions which respondents found too demanding even though the researcher reduced the number of open ended questions after pretesting to a smaller sample of respondents.

The initial plan was to carry out a simple random probability sampling and administer questionnaire using the internet and the university mailing list to save cost and ecosystem. However, this idea was abandoned because of challenges in getting a mailing list of respondents, hence the use of convenience sampling and the manual distribution of printed copies of questionnaires in the library, the school cafeterias and lecture halls.

Another challenge identified during the administration of the questionnaires was that the ensuing two weeks prior to the administration of the questionnaire was Easter break for students. Most students had therefore

gone home. The few remaining students hovering around the library and cafeterias where the questionnaire was administered were either international students who for one reason or the other could not go home during the break or very assiduous students preparing either to submit their dissertation or take their final examination in May. Almost half of the questionnaires were administered during that period. There is therefore the probability that this could impact on the generalisation of findings. However steps were taken to ensure that respondents were students and not guests or staff of the University.

During data analysis, the researcher discovered that despite stating six different industries or sectors, respondents were unable to identify their sector and choose "other". This resulted in substantial percentage of respondents 20.8 percent; "other" in fact was the sector with the highest number of respondents, ten (10) respondents from a total number of forty eight (48) respondents. However judging from the answers given in the open ended questions in terms of leadership behaviours that respondents find demotivating, statements such as "A bit bossy/ a bit stressed" "Swearing and shouting at me/Does not listen" "Screaming/nagging/facing over trivial issues" the researcher assumes could be associated perhaps with very busy restaurants and bars which falls under "Accommodation/Food sector". This could indicate an ambiguity relating only to question number four (IV) in section A.

Chapter IV

Data Analysis and Interpretation

Descriptive Statistics

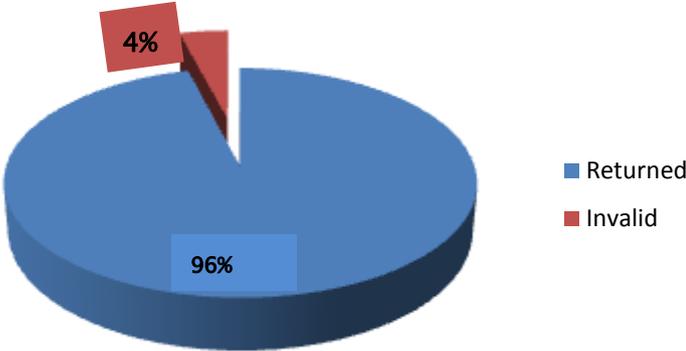
Data for this research was gathered through questionnaire as indicated in the research methodology. Fifty (50) questionnaires were distributed strictly to students of University of East London, by the researcher in the University’s library, cafeteria and lecture halls. All fifty (50) questionnaires were duly collected, but two (2) were invalid because of unreadable handwriting. The subsequent paragraphs contain data analyses and discussions of findings.

Response rate of questionnaire is illustrated below:

Demographic Statistics

	Age	Gender	Qualification	Are you currently working	Sector/ Industry
N Valid	48	48	48	48	48
Missing	0	0	0	0	0

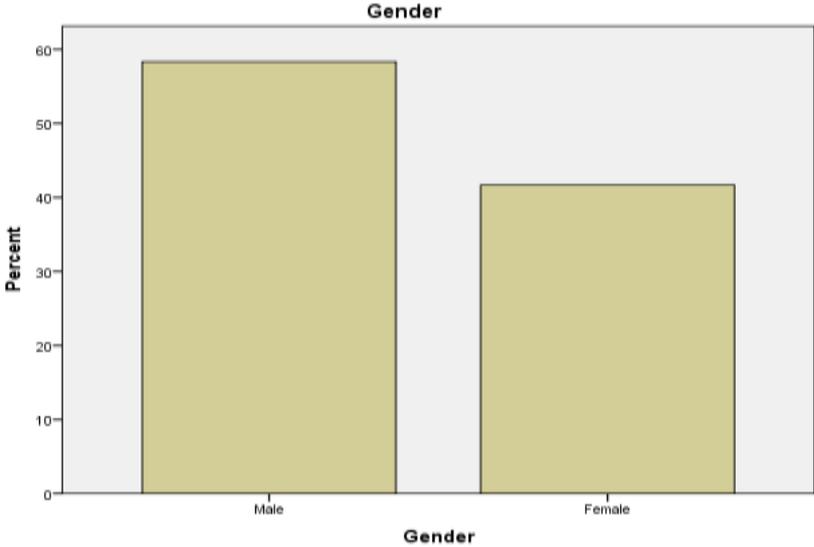
The response rate is depicted in the pie chart below. Fifty returned questionnaires, forty eight (48) valid and two (2) invalid.



Q1. Gender of respondents

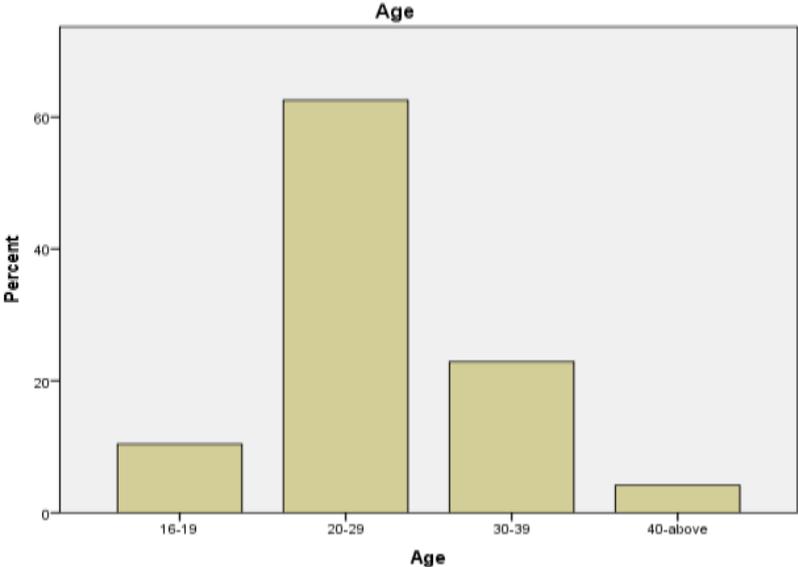
Total valid respondents were forty eight (48) made up of twenty (20) females and twenty eight (28) males.

Chart 1



Q2. Age group of respondents

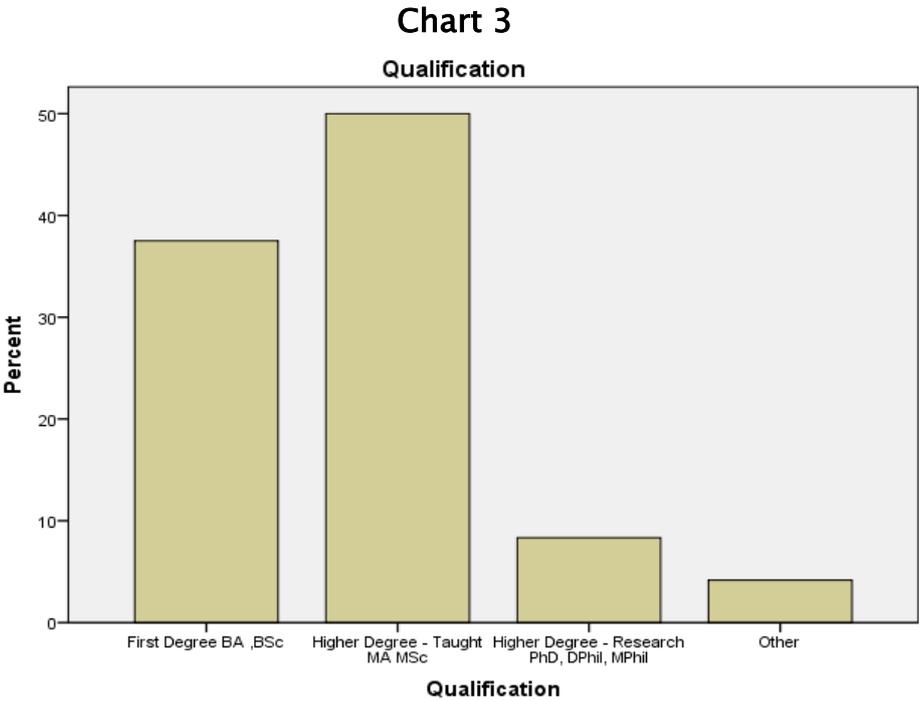
Chart 2



The total number of respondents within the ages of 16–19 is five (5) which constitute 10.42 percent of total respondents. Those within the age bracket

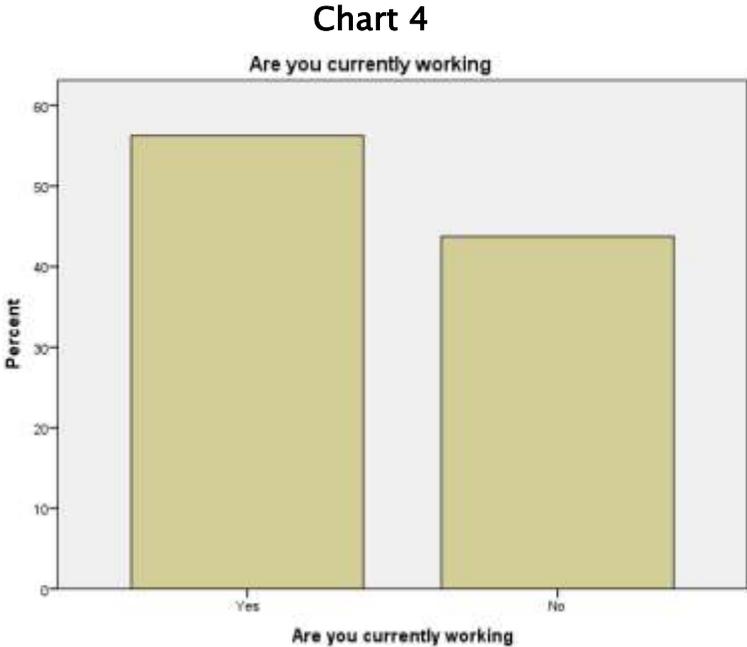
of 20–29 constitute 62.50 percent with the highest number of respondents – thirty (30). Eleven (11) respondents were between the ages of 30–39 and constitute 22.92 percent. Just two (2) respondents were above the age of forty (40) or forty (40) taken up 4.17 percent of the total respondents of forty eight (48).

Q3. Qualification of respondents



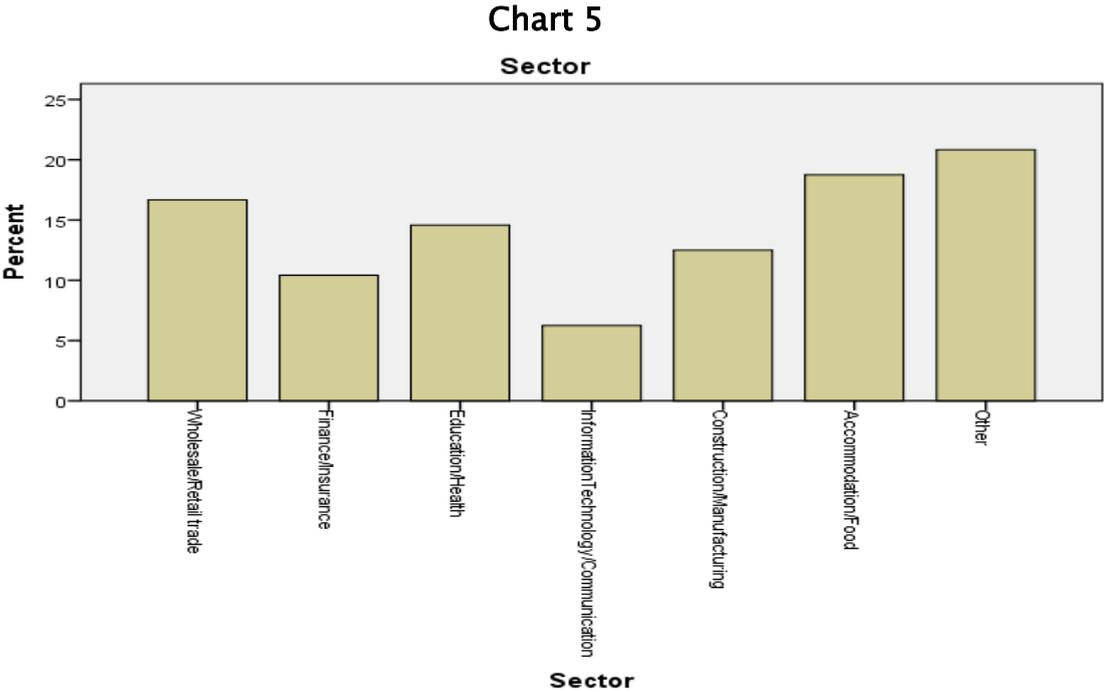
The highest number of responses in terms of respondents’ qualification is those aiming for higher degrees – mainly taught constituting 50.00 percent of the overall respondents. Ensuing taught higher degrees are respondents aiming for their first degree constituting 37.50 percent with eighteen (18) respondents. Higher degree mainly research and other qualification had four (4) and two (2) respondents, constituting 8.33 and 4.20 percent respectively.

Q4. Number of respondents that are currently working



Out of the total respondents of forty eight (48), twenty seven (27) were working as at the time of the survey whiles twenty one (21) respondents were unemployed.

Q5. Working Sector of respondents



Out of the forty eight (48) respondents, ten (10) were with “other sectors”, followed by “Accommodation and Food” industry with nine (9) respondents constituting 20.80 and 18.80 percent respectively. The “Wholesale and the Retail” Industry followed with eight (8) respondents taken up 16.70 percent of the total respondents. “Education and Health” occupied 4th place with seven (7) respondents with a percentage of 14.60 percent. “Finance and Insurance”, “Construction and Manufacturing” each had five (5) and six (6) respondents constituting 10.40 and 12.50 percent respectively. Three (3) respondents out of the total respondents of forty eight (48) were from the Information Technology and communication sector.

Testing of Hypotheses

Each Hypothesis in this research was tested by means of descriptive analysis Chi-square or sample test in SPSS.

Cross tabulation of transformational leadership behaviours with motivation

To accept or reject hypothesis one each variable identified under transformational leadership style were correlated with motivation based on the note below:

NB: $\chi^2(16, N=48)=p\leq.05$; χ^2 = Chi-square, 16=degrees of freedom (df), N= Sample size, p=significant level. The correlation is significant at .05 levels. S=Supervisor, M=Manager and TL = Team Leader. These refers to immediate S/M/TL

Hp1: Students’ motivation at their work place is highly and positively related to transformational leadership style

Q1. I respect, trust and admire my S/M/TL

Table 1 **Crosstab**

			I was/am highly motivated at my work place					Total
			Strongly Agree	Agree	Neutra l	Disagree	Strongly Disagree	
I respect, trust and admire my S/M/TL	Strongly Agree	Count	4	11	3	2	0	20
		% within I was/am highly motivated at my work place	44.4%	64.7%	25.0%	40.0%	0.0%	41.7%
	Agree	Count	1	6	4	2	0	13
		% within I was/am highly motivated at my work place	11.1%	35.3%	33.3%	40.0%	0.0%	27.1%
	Neutral	Count	4	0	3	1	1	9
		% within I was/am highly motivated at my work place	44.4%	0.0%	25.0%	20.0%	20.0%	18.8%
	Disagree	Count	0	0	0	0	1	1
		% within I was/am highly motivated at my work place	0.0%	0.0%	0.0%	0.0%	20.0%	2.1%
	Strongly Disagree	Count	0	0	2	0	3	5
		% within I was/am highly motivated at my work place	0.0%	0.0%	16.7%	0.0%	60.0%	10.4%
	Total	Count	9	17	12	5	5	48
		% within I was/am highly motivated at my work place	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1a **Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	38.870 ^a	16	.001
Likelihood Ratio	37.386	16	.002
Linear-by-Linear Association	11.635	1	.001
N of Valid Cases	48		

a. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .10.

To test hypothesis one (*H_{p1}*) that is students' motivation is highly and positively related to transformational leadership, (table 1a) shows a

significant relationship between motivation and the transformational leadership behaviour identified under idealised influence. That is $\chi^2(16, N=48)=38.870, p=.001, (p =.001 < .05)$.

Q3 I want to emulate my S/M/TL

Table2 Crosstab

			I want to emulate my S/M/TL					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I was/am highly motivated at my work place	Strongly Agree	Count	0	5	3	1	0	9
		% within I want to emulate my S/M/TL	0.0%	33.3%	20.0%	14.3%	0.0%	18.8%
	Agree	Count	5	7	2	3	0	17
		% within I want to emulate my S/M/TL	100.0%	46.7%	13.3%	42.9%	0.0%	35.4%
	Neutral	Count	0	3	5	1	3	12
		% within I want to emulate my S/M/TL	0.0%	20.0%	33.3%	14.3%	50.0%	25.0%
	Disagree	Count	0	0	4	1	0	5
		% within I want to emulate my S/M/TL	0.0%	0.0%	26.7%	14.3%	0.0%	10.4%
	Strongly Disagree	Count	0	0	1	1	3	5
		% within I want to emulate my S/M/TL	0.0%	0.0%	6.7%	14.3%	50.0%	10.4%
Total	Count	5	15	15	7	6	48	
	% within I want to emulate my S/M/TL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 2a Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.236 ^a	16	.003
Likelihood Ratio	38.955	16	.001
Linear-by-Linear Association	12.306	1	.000
N of Valid Cases	48		

a. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .52.

$\chi^2(16, N=48)=36.236, p=.003$ That is ($p =.003 < .05$). Transformational leadership behaviour classified as idealized influence (table 2a) with independent variable – motivation indicates a significant relation with motivation.

Q7. My S/M/TL leader is passionate about high ethical and moral standards

Table 3 **Crosstab**

		S/M/TL is passionate about high ethical and moral standards					Total	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
I was/am highly motivated at my work place	Strongly Agree	Count 4	4	1	0	0	9	
		% within S/M/TL is passionate about high ethical and moral standards	30.8%	17.4%	16.7%	0.0%	0.0%	18.8%
	Agree	Count 8	9	0	0	0	17	
		% within S/M/TL is passionate about high ethical and moral standards	61.5%	39.1%	0.0%	0.0%	0.0%	35.4%
	Neutral	Count 1	7	3	1	0	12	
		% within S/M/TL is passionate about high ethical and moral standards	7.7%	30.4%	50.0%	25.0%	0.0%	25.0%
Disagree	Count 0	2	2	1	0	5		
	% within S/M/TL is passionate about high ethical and moral standards	0.0%	8.7%	33.3%	25.0%	0.0%	10.4%	
Strongly Disagree	Count 0	1	0	2	2	5		
	% within S/M/TL is passionate about high ethical and moral standards	0.0%	4.3%	0.0%	50.0%	100.0%	10.4%	
Total	Count 13	23	6	4	2	48		
	% within S/M/TL is passionate about high ethical and moral standards	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 3a Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.524 ^a	16	.000
Likelihood Ratio	37.571	16	.002
Linear-by-Linear Association	21.729	1	.000
N of Valid Cases	48		

a. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .21.

$\chi^2(16, N=48)=42.524, p=.000$ That is ($p = .000 < .05$). Idealised influence subscale of transformational leadership behaviour (table 3a) with independent variable - motivation indicates a significant relation with motivation.

Q10. S/M/TL is an effective listener

Table 4 Crosstab

			S.M/TL is an effective listener					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I was/am highly motivated at my work place	Strongly Agree	Count	5	2	1	1	0	9
		% within S.M/TL is an effective listener	41.7%	11.1%	12.5%	16.7%	0.0%	18.8%
	Agree	Count	6	10	1	0	0	17
		% within S.M/TL is an effective listener	50.0%	55.6%	12.5%	0.0%	0.0%	35.4%
	Neutral	Count	1	6	3	2	0	12
		% within S.M/TL is an effective listener	8.3%	33.3%	37.5%	33.3%	0.0%	25.0%
	Disagree	Count	0	0	2	2	1	5
		% within S.M/TL is an effective listener	0.0%	0.0%	25.0%	33.3%	25.0%	10.4%
	Strongly Disagree	Count	0	0	1	1	3	5
		% within S.M/TL is an effective listener	0.0%	0.0%	12.5%	16.7%	75.0%	10.4%
Total	Count	12	18	8	6	4	48	
	% within S.M/TL is an effective listener	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 4a Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.862 ^a	16	.000
Likelihood Ratio	43.798	16	.000
Linear-by-Linear Association	23.849	1	.000
N of Valid Cases	48		

a. 24 cells (96.0%) have expected count less than 5. The minimum expected count is .42.

$\chi^2(16, N=48)=43.862, p=.000$ That is ($p =.000 < .05$). Transformational leadership behaviour classified as individualised consideration (table 4a) with independent variable – motivation indicates a significant relation with motivation.

Q14. My S/M/TL urges me to be innovative and creative

Table 5 Crosstab

		S/M/TL urges me to be innovative and creative					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I was/am highly motivated at my work place	Strongly Agree	Count 3	4	1	1	0	9
		% within S/M/TL urges me to be innovative and creative 33.3%	20.0%	10.0%	20.0%	0.0%	18.8%
	Agree	Count 4	10	2	1	0	17
		% within S/M/TL urges me to be innovative and creative 44.4%	50.0%	20.0%	20.0%	0.0%	35.4%
	Neutral	Count 1	4	5	1	1	12
		% within S/M/TL urges me to be innovative and creative 11.1%	20.0%	50.0%	20.0%	25.0%	25.0%
	Disagree	Count 0	2	2	1	0	5
		% within S/M/TL urges me to be innovative and creative 0.0%	10.0%	20.0%	20.0%	0.0%	10.4%
	Strongly Disagree	Count 1	0	0	1	3	5
		% within S/M/TL urges me to be innovative and creative 11.1%	0.0%	0.0%	20.0%	75.0%	10.4%
Total	Count 9	20	10	5	4	48	
	% within S/M/TL urges me to be innovative and creative 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 5a Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.742 ^a	16	.011
Likelihood Ratio	28.232	16	.030
Linear-by-Linear Association	11.893	1	.001
N of Valid Cases	48		

a. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .42.

$\chi^2(16, N=48)=31.742, p=.011$ That is ($p =.011 < .05$). Transformational leadership behaviour categorised as intellectual stimulation and inspirational motivation (table 5a) with independent variable – motivation indicates a significant relation with motivation.

To test hypothesis two (*Hp2*) which determines the leadership style commonly experience by students, paired sample statistics test was used. A “null” (*Hp0*) as well as an “alternative” hypotheses (*Hp1*) were introduced. If (*Hp0*) is less than significant level (2-tailed) reject *Hp0* and accept *Hp1* and vice versa. The significant level is .05 therefore if $Hp0 < .05$ reject *Hp0*, otherwise accept *Hp1*. The alternative hypothesis is *Hp2*.

Hp 2: Students experience transformational leadership at their work place more commonly than transactional leadership

Hp0: Students do not experience transformational leadership at their work place more commonly than transactional leadership

Table 6 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	I respect, trust and admire my S/M/TL	2.13	48	1.282	.185
	I want to emulate my S/M/TL	2.88	48	1.178	.170
Pair 2	S/M/TL will rather wait for things to go wrong before trying to fix it	3.81	48	1.085	.157
	S/M/TL monitors my duties and takes when deviation is spotted	2.33	48	1.136	.164

Table 6a

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	I respect, trust and admire my S/M/TL – I want to emulate my S/M/TL	-.750	.957	.138	-1.028	-.472	-5.432	47	.000
Pair 2	S/M/TL will rather wait for things to go wrong before trying to fix it – S/M/TL monitors my duties and takes when deviation is spotted	1.479	1.650	.238	1.000	1.958	6.210	47	.000

Table 6a indicates that students experience transformational leadership style more commonly than transactional. (Mean = $-.750$ and 1.479 ; $sd=.957$ and 1.650 ; $t= -5.432$ and 6.210 ; $df = 47$ and $sig = .000$ (two-tailed) $Sig = .000 < .05$ therefore H_{p2} is accepted.

Cross tabulation of transactional leadership behaviours with motivation

NB: $\chi^2(16, N=48)=p \leq .05$ $\chi^2 =$ Chi-square, 16=degrees of freedom “df”, N= Sample size, p =significant level. The correlation is significant at .05 levels. S=Supervisor, M=Manager and TL = Team Leader. These refers to immediate S/M/TL

***H_{p3}*:** Transactional leadership style – Management by Exception

Passive (MBE–P) is negatively related to students’ motivation at work.

***H_{p4}*:** Transactional leadership style – Management by Exception Active

(MBE–A) is negatively related to students’ motivation at work.

***H_{p5}*:** Transactional leadership style – CR is negatively related to students’ motivation at work.

Q8. S/M/TL monitors my duties and takes action when deviation is spotted

(MBE-A)

Table 7 **Crosstab**

		S/M/TL monitors my duties and takes when deviation is spotted					Total	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
I was/am highly motivated at my work place	Strongly Agree	Count 4	2	2	0	1	9	
		% within S/M/TL monitors my duties and takes when deviation is spotted	40.0%	8.7%	25.0%	0.0%	25.0%	18.8%
	Agree	Count 4	10	2	1	0	17	
		% within S/M/TL monitors my duties and takes when deviation is spotted	40.0%	43.5%	25.0%	33.3%	0.0%	35.4%
	Neutral	Count 2	7	2	0	1	12	
		% within S/M/TL monitors my duties and takes when deviation is spotted	20.0%	30.4%	25.0%	0.0%	25.0%	25.0%
	Disagree	Count 0	3	2	0	0	5	
		% within S/M/TL monitors my duties and takes when deviation is spotted	0.0%	13.0%	25.0%	0.0%	0.0%	10.4%
	Strongly Disagree	Count 0	1	0	2	2	5	
		% within S/M/TL monitors my duties and takes when deviation is spotted	0.0%	4.3%	0.0%	66.7%	50.0%	10.4%
Total	Count 10	23	8	3	4	48		
	% within S/M/TL monitors my duties and takes when deviation is spotted	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 7 a Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.449 ^a	16	.028
Likelihood Ratio	27.919	16	.032
Linear-by-Linear Association	5.770	1	.016
N of Valid Cases	48		

a. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .10.

$\chi^2(16, N=48)=28.449, p=.028$ That is ($p =.028 < .05$). Transactional leadership behaviour MBE-P (table 7a) with independent variable – motivation indicates a significant relation with motivation. Table 7a shows that transactional leadership behaviour MBE-P is significantly and negatively related to motivation therefore hypothesis three (*H_{p3}*) is accepted.

Q5. S/M/TL will rather wait for things to go wrong before trying to fix it

(MBE-P)

Table 8

Crosstab

		S/M/TL will rather wait for things to go wrong before trying to fix it					Total	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
		I was/am highly motivated at my work place	Count	0	0	0		6
Strongly Agree	% within S/M/TL will rather wait for things to go wrong before trying to fix it	0.0%	0.0%	0.0%	35.3%	20.0%	18.8%	
I was/am highly motivated at my work place	Count	0	2	2	6	7	17	
	Agree	% within S/M/TL will rather wait for things to go wrong before trying to fix it	0.0%	33.3%	22.2%	35.3%	46.7%	35.4%
	Count	0	3	4	2	3	12	
	Neutral	% within S/M/TL will rather wait for things to go wrong before trying to fix it	0.0%	50.0%	44.4%	11.8%	20.0%	25.0%
	Count	0	1	0	3	1	5	
Disagree	% within S/M/TL will rather wait for things to go wrong before trying to fix it	0.0%	16.7%	0.0%	17.6%	6.7%	10.4%	
Strongly Disagree	Count	1	0	3	0	1	5	
	% within S/M/TL will rather wait for things to go wrong before trying to fix it	100.0%	0.0%	33.3%	0.0%	6.7%	10.4%	
Total	Count	1	6	9	17	15	48	
	% within S/M/TL will rather wait for things to go wrong before trying to fix it	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 8a Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.103 ^a	16	.023
Likelihood Ratio	26.939	16	.042
Linear-by-Linear Association	7.908	1	.005
N of Valid Cases	48		

a. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .31.

$\chi^2(16, N=48)=29.103, p=.023$ That is ($p =.023 < .05$). Transactional leadership behaviour MBE-A (table 8a) with independent variable - motivation indicate a significant relation with motivation. MBE-A is negatively related to motivation and therefore Hypothesis four (*Hp4*) is accepted.

Q11. S/M/TL agrees with me on what needs to be done and what the reward is upon completion of task (CR)

Table 9 Crosstab

			I was/am highly motivated at my work place					Total
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
S/M/TL agrees with me on what needs to be done and what the reward is upon completion of task	Strongly Agree	Count	2	1	1	0	0	4
		% within I was/am highly motivated at my work place	22.2%	5.9%	8.3%	0.0%	0.0%	8.3%
	Agree	Count	5	9	5	3	1	23
		% within I was/am highly motivated at my work place	55.6%	52.9%	41.7%	60.0%	20.0%	47.9%
	Neutral	Count	0	6	3	2	2	13
		% within I was/am highly motivated at my work place	0.0%	35.3%	25.0%	40.0%	40.0%	27.1%
	Disagree	Count	2	1	2	0	0	5
		% within I was/am highly motivated at my work place	22.2%	5.9%	16.7%	0.0%	0.0%	10.4%
	Strongly Disagree	Count	0	0	1	0	2	3
		% within I was/am highly motivated at my work place	0.0%	0.0%	8.3%	0.0%	40.0%	6.2%
Total	Count	9	17	12	5	5	48	
	% within I was/am highly motivated at my work place	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 9a **Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.962 ^a	16	.144
Likelihood Ratio	22.290	16	.134
Linear-by-Linear Association	4.932	1	.026
N of Valid Cases	48		

a. 23 cells (92.0%) have expected count less than 5. The minimum expected count is .31.

Table 9a above test hypothesis five (*H_{p5}*) which states that students' motivation is negatively related to CR. With CR, leaders clearly states what followers must do and what the rewards or punishments are after completion of task. Table (9a) shows a positive relation with independent variable – motivation indicating a significant relation with motivation. That is $\chi^2(16, N=48)=21.962$, $p=.144$ hence ($p =.144 >.05$). Therefore CR is positively related to motivation therefore hypothesis five (*H_{p5}*) is rejected.

Data Analysis and Interpretation

As part of the study a survey was conducted by administering questionnaires to a sample of fifty (50) students in University of East London, two (2) of which were invalid. These students were full time or part time students from different countries and they were asked questions relating to gender, age range, qualification, employment status, the sector they work for and the behaviours they have spotted with their immediate supervisor, manager or team leader.

The results of the survey were analysed using SPSS. Transformational leadership was analysed by first categorising subscale leadership behaviours

into broader headings identified under transformational leadership known as the four I's – Idealised influence, Individualised consideration, Inspirational motivation and Intellectual stimulation. Transactional leadership on the other hand include Contingent Reward (CR), Management By Exception active and passive (MBE–A and MBE–P)

Table 10 contains the summary of transformational leadership behaviours in relations to students' motivation at work their places. This table shows the result of hypothesis one (*H_{p1}*) – transformational leadership style is highly and positively related to students' motivation at their work places.

NB:

Table 1a. Relate transformational leadership behaviour – I respect, trust and admire my S/M/TL to motivation.

Table 2a. Relate transformational leadership behaviour – I want to emulate my S/M/TL to motivation.

Table 3a. Relate transformational leadership behaviour – My S/M/TL leader is passionate about high ethical and moral standards to motivation.

Table 4a. Relate transformational leadership behaviour – My S/M/TL is an effective listener to motivation.

Table 5a. Relate transformational leadership behaviour – urges me to be Innovative and creative to motivation.

S/M/TL = Immediate – Supervisor/Manager/Team Leader

Table 10 Summary of transformational leadership behaviours

Transformational leadership behaviours	Pearson Chi-Square	Asymp. Sig. (2-sided)
Motivation * table 1a	38.870 ^a	.001
Motivation * table 2a	36.236 ^a	.003
Motivation * table 3a	42.524 ^a	.000
Motivation * table 4a	31.742 ^a	.000
Motivation * table 5a	28.449 ^a	.011

Correlation is significant at .05 levels.

To test hypothesis one (*H_{p1}*) that is: transformational leadership style is positively related to students' motivation at their work places, Chi-square tests was used. Table ten (10) demonstrates that transformational leadership style is highly, positively and significantly related to motivation. Table 10 above indicates that $\chi^2 = .001, .003, .000, .000$ and $.011$ therefore $p < .05$, (*H_{p1}*) is therefore accepted.

Table 10 shows a significant positive correlation between motivation and idealised influence a subscale of transformation leadership. Data collected shows evidence (at five percent (5%) significant level) that students are motivated by idealised influence and individualised consideration. This is clearly depicted in table three (3) in which 35.4% of students agree that they were highly motivated by these leadership behaviours and 18.8% strongly agreeing to this statement. However, five (5) respondents out of forty eight (48) strongly disagreed that they were motivated by these leadership behaviours with twelve (12) respondents remaining neutral, perhaps motivated by factors other than leadership style at their work places.

Transformational leadership behaviour – idealised influence as elucidated by Bass (1985a) refers to leaders who uphold high moral and ethical values and are placed on high pedestals by followers and accorded respect, trust and admiration. It is also believed that followers desire to emulate this type of leaders and students are no exception.

Table 10 reveals another effective transformational leadership behaviour with significant positive correlation with motivation referred to as individualised consideration. Students agreed that they were motivated by this leadership behaviour. Bass and Avolio (1994) stated that individually considerate leaders listen effectively to followers and treat them differently by acknowledging individual differences. Followers are treated as distinct individuals based on their peculiarities through coaching and mentoring (Bass, 1990, p.22).

Intellectual stimulation also indicated a significant relation with motivation. Intellectually stimulating leaders are leaders who inspire and urge followers to be innovative and creative as well as develop creative thinking skills (Bass, 1990, p.22). In fact these type of leaders do not criticise followers' mistakes (Bass and Avolio, 1994) and it is not surprising students are motivated by this leadership behaviour as some students mentioned “too much criticisms” “criticise rather than compliment” “reprimand me publicly” as leadership behaviours they find demotivating.

Literature on transformational leadership style more often indicates positive relation with employees' motivation, performance, job satisfaction and organisational performance. Transformational leaders through emotional

appeal, inspire followers to be committed and share in the organisation's objectives (Northouse, 2013). According to Podsakoff et al., (1990) transformational leaders get followers to perform beyond expectation.

Even though this research indicated that students are motivated by transformational leadership style, as compared to other work factors it will be perhaps impossible to assume that they performed beyond expectation as the questionnaire administered did not indicate any performance measurement tool. However it can be concluded that transformational leadership style motivate followers and students are no exception. This relation was expected as similar research carried out by Barbuto (2005) on transactional, transformational and laissez-faire leadership styles, indicated a higher and positive correlation with the four I's in transformational leadership style in relation to followers' work motivation with a variation of less than five percent.

In other words, all the leadership behaviours identified in transformational leadership by (Northouse, 2013, p.193) as the four I's – Idealised Influence, Individualised consideration, Inspirational motivation and Intellectual stimulation are highly and positively related to followers' motivation. However, this leadership behaviours overlaps, as each share similar characteristics, specially individualised consideration and intellectual stimulation where Bass and Avolio (1994) stated new ideas and creative ways of resolving problems in intellectual stimulation, and new learning opportunities created in supportive environment in individualised consideration. According to Bryman (1992), charismatic and transformational

leadership are terms used interchangeable. While charisma is considered as a subset of transformational leadership behaviour, charismatic is a leadership style. This overlap in transformational leadership behaviours was also confirmed in a study carried out by Tracey and Hinkin (1998) indicating that transformational leadership behaviours lack conceptual clarity. A study by Barbuto (2005) further accentuates this overlay between transformational leadership characteristics. Though there was a clear distinction between charismatic and transformational behaviours or variables, there was a significant correlation between the characteristics identified under transformational and charismatic subsets and their relation to motivation.

Transactional leadership style

Table 11 contains the summary of transactional leadership behaviours in relations to students' motivations. This table shows results of hypotheses three (3), four (4) and five (5)

Hp3: Transactional leadership style MBE-A is negatively related to students' motivation at work.

Hp4: Transactional leadership style MBE-P is negatively related to students motivation at work.

Hp5: Transactional leadership style CR is negatively related to students' motivation at work.

N.B:

Table 7a. Relate transactional leadership behaviour – S/M/TL will rather wait for things to go wrong before trying to fix it. (MBE-P)

Table 8a. Relate transactional leadership behaviour – S/M/TL monitors my duties and takes action when deviation is spotted. (MBE–A)

Table 9a. Relate transactional leadership behaviour – S/M/TL agrees with me on what needs to be done and what the reward is upon completion of task. (CR)

S/M/TL = Immediate Supervisor/Manager/Team Leader

Table 11 Summary of transactional leadership behaviours

Transactional leadership behaviours	Pearson Chi-Square	Asymp. Sig. (2-sided)
Motivation * table 7a MBE–P	28.449 ^a	.028
Motivation * table 8a MBE–A	29.103 ^a	.023
Motivation * table 9a CR	21.962 ^a	.144

Correlation is significant at .05 levels.

Hypotheses three and four (*Hp3* and *Hp4*), that is: transactional leadership behaviour MBE–P is negatively related to students’ motivation at work and transactional leadership behaviour MBE–A is also negatively related to students’ motivation at work. These hypotheses were tested using Chi-square, at significant level of .05 in relation to students’ motivation at their work places. MBE–P and MBE–A were negatively related to motivation. Table eleven (11) demonstrates that *Hp3* and *Hp4* are accepted as $\chi^2 = .028$ and .023 respectively, which means $p < .05$ therefore *Hp3* and *Hp4* are accepted. In other words, MBE–P and MBE–A are negatively related to students motivation at their work places.

Hypothesis five (*H_p 5*) states that contingent reward (CR) is negatively related to motivation, Chi-square test proof that students are motivated by CR. In otherwise $\chi^2 = .144$ which means $p > .05$; therefore we reject hypothesis five (*H_p5*) is rejected.

MBE-A and MBE-P only come into contact with followers when there is deviation from standards they are therefore seen as bearers of negative feedback (Hater and Bass, 1988). This could be considered a demotivational factor. As shown in this research students are not motivated by transactional leadership behaviour MBE-A neither are they motivated by MBE-P which could be considered a deviation from the norm. Most often, studies shows at least positive correlation between MBE-A and motivation example is a study carried out by Barbuto (2005) on one hundred and eighty six (186) leaders and seven hundred and fifty nine of their followers (759) indicated that there was a significant positive correlation between intrinsic motivation and MBE-A and CR.

Another example is a research by Webb (2003), this research was conducted on presidents of collated universities and their leadership behaviours in relation to followers' motivation and job satisfaction, the results indicated a significant and positive relation between CR and motivation while MBE-A and MBE-P had negative and significant relation with followers' motivation. Studies carried out on transactional leadership styles and its relation to motivation more often than not gives different outcomes. Interestingly these researches all used the Multifactor leadership questionnaire (MLQ) developed by Bass (1985) and so external validity is guaranteed.

One could perhaps associate these irregularities to the sectors or industries in which these researches were carried out as leadership styles and motivational factors may vary in different sectors. Khojasteh (1993) found substantial difference between public and private sector employees with regards to the value they place on interpersonal relations. This research confirms that one of the most influential factors of motivation is interpersonal relation. Those in the private sector were highly motivated by cordial interpersonal relation between leaders, subordinates and peers as opposed to those in the public sector motivated by financial benefits.

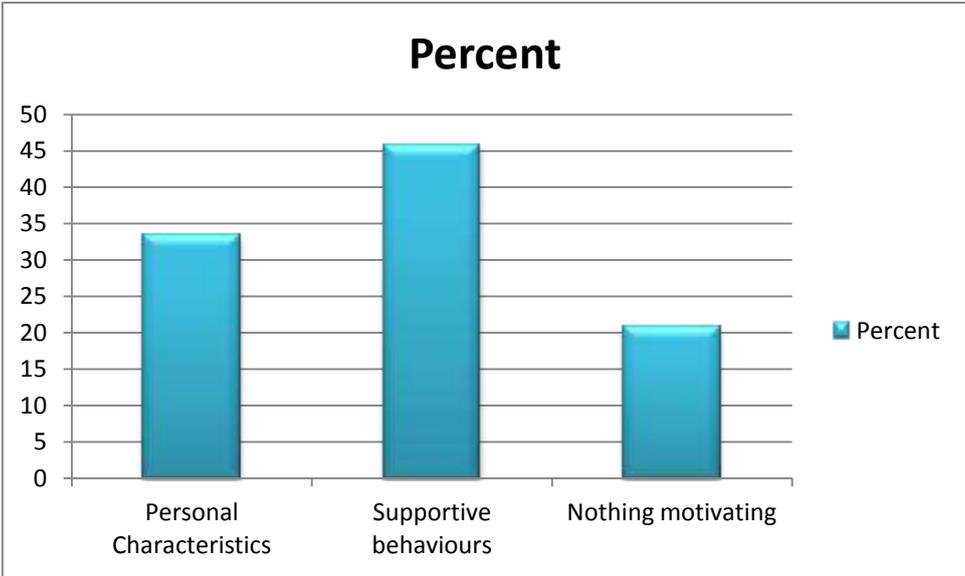
These discrepancies can also be attributed to the fact that followers are motivated by different work factors and situational constraints rather than leadership style alone. According to a research carried out by Singer and Singer (2001) on police officers in New Zealand and employees in three Twain companies transactional leadership style motivated followers to outperform as compare to transformational leadership style this findings Singer and Singer (2001) attributed to situational constrains.

As indicated in literature review of this research, students' motivation could be relative. The researcher assumed that students are more likely to be motivated by needs which Maslow (1970) classified as physiological needs and hence will not be concern about leadership styles but rather focus on transactional aspects of the services they render to organisations, as long as their needs are satisfied they will be motivated. The study shows that students were motivated by one out of the three behaviours classified under transactional leadership style which is contingent reward (CR).

The other behaviours MBE-A and MBE-P were not leadership styles that motivate students at their work places. This could perhaps be due to the fact that CR is linked to performance and reward. This leadership behaviour, according to Bass (1990), leaders indicate to followers, targets that need to be accomplished in order to be entitled to the agreed rewards as opposed to MBE-A and MBE-P where followers must wait to be informed of their failures (Hater and Bass, 1988).

Motivational Behaviours

Chart 6



To determine the leadership style that motivate or demotivate students at their work place, the researcher posed two (2) open ended questions in addition to the likert scale questions for respondents to state two (2) behaviours each of their leaders that motivate and demotivate them at their work places. Out of total respondents of forty eight (48), ten (10) found nothing motivating about their leaders or were motivated by other factors and not leadership style at their work place. Twenty two (22) respondents

associated motivation to supportive leadership behaviours and sixteen (16) associated motivation with leader's personal qualities or characteristics. Their answers clearly indicate that supportive behaviours as well as personal characteristics or personal qualities of leaders are related to motivation. However, it can be deduced that motivation at work is not only about leadership styles but also other work related factors such as financial and non-financial benefits, Maslow's five needs or McClelland's four needs theory.

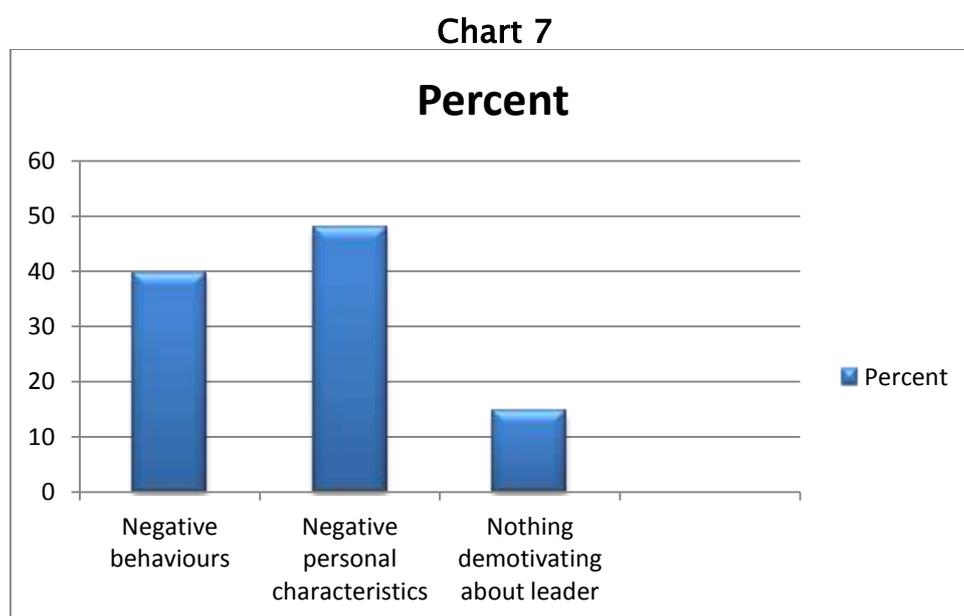
Personal characteristics such as "charming", "smiling", "bold" "charismatic" "physical appearance" "intelligent" "strong" "friendly" were made mention of as motivational behaviours. Even though only (33%) made mention of this characteristics or traits or personal qualities of leaders as motivational factor, it indicate that the traits theory of leadership (Bryman, 1992) which indicated that leaders are born but not made is still vital and confirms that it cannot be written off yet. According to Bryman (1992) these factors classified under three (3) broad categories made up of physical factors such as height and appearance, ability characteristics such as intelligence and fluency of speech, lastly personality features such as intelligence, introvert/extrovert and self-confidence makes a leader effective.

In a study carried out by Stodgill (1948) based on twelve (12) other related leadership study, nine (9) indicated that a leader is successful if he/she is taller than his/her followers or subordinates. However, one must not lose sight of the fact that these assertions were propounded when trait concept of leadership prospered in the 1930's and 1950's (Bryman, 1992). Similar

research might not produce the same result if carried out in today's contemporary world.

if leadership is about inspiring subordinates or followers to place the interest of the organisation above their own interest (Burns, 1978), and been motivated means performing beyond expectation, it is then impractical to conclude that just personal qualities of a leader will inspire and motivate followers to want to perform beyond what is expected of them in comparison with the four I's - Idealised influence, Inspirational motivation, Intellectual stimulation and Individualised consideration identified by Bryman (1992) in transformational leadership behaviour.

Demotivational behaviours



Similar to motivational behaviours, where twenty percent (20%) of respondents indicated that they found nothing motivating about their leaders fifteen percent (15%) also indicated they found nothing demotivating. Negative behaviours that students identified as demotivating (a copy of

which is attached in Appendix IV) includes “too many high expectations” “not open to new ideas” “passive and lazy” “criticise too much” “complains rather than compliments” “indifferent to others plight” “low salary” “authoritative leadership” to mention but a few, these demotivational factors could be considered at the opposite of the supportive behaviours identified in transformational leadership style. Some of these negatives behaviours of leaders featured more than twice examples of which include: “indifferent to others plight”, “complaining and criticising”, “authoritative”, “lack modern ideas”, “resistant to change”, “does not like to be told what to do” and “low salary”. These behaviours can be classified as the opposite of the four I’s identified under transformational leadership.

Chapter V

Conclusion

The research objectives were to determine leadership style that motivate or demotivate students at their work places as well as determine whether students are motivated by factors other than leadership styles. It was also to ascertain leadership style that respondents have experienced transformational or transactional or both. Another objective was to support or oppose the notion that transformational leaders motivate followers and propose practical recommendations that leaders can adopt to create a motivating atmosphere for followers.

The research findings confirmed that students experienced more commonly transformational leadership and found this leadership style motivating at their work places, even though 20% (chart 6) of students indicated they were not motivated by leadership styles at their work places. It could be assumed that they were motivated by factors other than leadership styles. Perhaps motivated by their needs but this could not be substantiated in this research as there was no item in the questionnaire relating other work factors with motivation. 15% (chart 7) of students also indicated they found nothing demotivating about their leaders.

Even though students experienced transformational leadership style more commonly than transactional, there was a challenging in supporting or opposing the notion that contemporary leaders are becoming transformational rather than transactional because out of the total of forty eight (48) respondents, twenty one (21) which is almost half the total number

of respondents were unemployed as at the time of the survey, which means the leaders they referred to in the survey were past supervisors, managers or team leaders.

Empirical evidence shows that students have experienced both transactional and transformational leadership styles but more of transformational, perhaps confirming the research by Singer and Singer, (2001) which concluded that it is the combination of the two leadership styles and situational factors that make a leader effective. Furthermore, there are leaders who exhibit both transactional and transformational leadership styles. According to Bass (1985) transformational leadership augments transactional approaches to management.

This study also shows empirical evidence to support existing hypotheses that all four leadership behaviours i.e. Idealised influence, Inspirational motivation, Intellectual stimulation and Individualised consideration subset of transformational leadership style are highly and positively related to work motivation. However only one of the transactional leadership behaviours – contingent reward, motivates students at their work place; students did not find management by exception (active or passive) motivating.

The result of this study, even though the researcher did not use the well acclaimed Multifactor Leadership Questionnaires (MLQ) support and conforms to those carried out by the use of this leadership assessment tool. Examples include Webb (2003) which indicated a positive relation between motivation and CR, and a negative relation between MBE–A and MBE–P and motivation. A study carried out by Barbuto (2005) on leaders and their

followers also indicated a positive and significant relation between transformational leadership style and followers motivation. Another study by Walumbwa et al., (2005) on leaders in financial companies in United States and Kenya also confirms a positive and strong correlation between transformational leadership style, motivation, job satisfaction, and commitment of followers in both countries.

If transformational leadership style result in followers' motivation hence organisational performance, in some instance followers perform beyond expectation (Podsakoff et al., 1990), it is vital for companies to look out for leaders who possess these leadership qualities to motivate followers. However, it is worth noting that work motivation is relative as employees may have different motivational factors. Even though not hypothetically tested in this research, there are findings example Barbuto et el., (2002) which concluded that some employees' motivation is based on Maslow's (1970) hierarchical theory of needs, which is similar to that of McClelland's (1985) achievement needs and Herzberg's hygienic needs and motivator all of which made significant impact in work motivation theories.

The assumption at the beginning of this research that students are more likely to be motivated by transactional leaders, though the literature review indicated the opposite, the result shows that students were motivated by one of the transactional leadership behaviour that is CR. The results also shows that leaders personal qualities also play a role in followers motivation, as sixteen (16) respondents out of forty eight indicated they were motivated by their leaders personal characteristics as against twenty two (22) respondents

who related their work motivation to supportive leadership behaviours such as “good listener”, “honest”, “making me to be creative” “pay attention to me needs” to list but a few, all of which are supportive behaviours identified by Bass and Avolio (1994) as intellectual stimulation, individualised consideration, inspirational motivation and idealised influence.

Chapter VI

Recommendation

Managerial Implications

Results of this research indicated that students are motivated by transformational leadership style and contingent reward, this clearly has implications for organisational leadership recruitment and development. Every business and organisation expect to achieve its goals and objectives, one of the ways to accomplish these objectives is through effective leadership, leaders that exhibits transformational behaviours. Mills (2005) indicated that it will be virtually impossible for a company or group to achieve an objective without a leader, emphasising the crucial role leaders play in organisational performance. However since this research focused only on a small sample, implementation of this research findings should be done with caution as leadership styles may differ from one organisation to another and motivation is relative.

One of the objectives of this research is to propose practical recommendation that leaders could adopt to create a motivating atmosphere for followers. As indicated in the open ended questions, students are demotivated by leaders who complain rather than compliment; leaders that lack innovative and modern ideas, leaders that are resistant to change, authoritative and passive leaders. To provide motivating work environment for followers, leaders must be innovative and creative, ready to accept change, treat individual members in their organisations or group as a distinct person, must be an effective listener and a motivator.

Future research question

The results of this research provide a couple of opportunities for further future study. It would be worthwhile to identify leadership styles with the various industries or sectors to ascertain if leadership styles vary as per sector. It will be prudent to research on other work motivational factors, example financial and non-financial benefits in relation to leadership styles in organisations to determine which will be considered the most paramount in terms of followers' motivation. Bass (2010) and Yukl (2010) argued that management and leadership cannot be regarded synonymous but this research cannot confirm whether respondents were referring to a leader or a manager, research could be carried out on leadership and managerial behaviours to determine which of the two motivate followers to place the interest of the organisation above their own interest and perform beyond expectation. Judging from the fact that some students made mention of leaders personal qualities or traits as a motivational factor, it will be valuable to carry out a study on leadership traits and its relation to employees' motivation.

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Appendices

Appendix I Questionnaire

This questionnaire is designed for the purpose of eliciting your view on this research question **“Which leadership style do students find motivating or demotivating in their work places?”** The researcher appreciates your assistance in answering this anonymous questionnaire as truthfully as possible in order for the research work to reflect accurate situations on the ground.

It will take less than 10 minutes to complete. Your response in this survey is entirely voluntary and confidential and there are no risks associated with it. However, if you wish, you can withdraw from the survey at any point.

Data from this survey will be reported in the dissertation anonymously.

SECTION A

Please tick appropriate box

I. GENDER

Male

Female

II. AGE GROUP (YEARS)

16 - 19

20 - 29

30 - 39

40 & above

III. Which of the following best describes the type of qualification you are aiming for?

- First degree (e.g. BA, BSc, MEng)
- Higher degree mainly taught (e.g. MA, MSc. Postgraduate Diploma or Certificate)
- Higher degree mainly research (e.g. PhD, DPhil, MPhil)
- Other qualification

Are you currently working? Yes No

IV. Thinking of your most recent/current place of work, please tick the corresponding box

- Wholesale and Retail trade
- Financial/Insurance
- Education/Health
- Information Technology/Communication
- Construction/Manufacturing
- Accommodation and Food
- Other

SECTION B

Please tick **ONE ANSWER ONLY**

Thinking of your most current/recent place of work and your immediate **Supervisor/Manager/Team leader**

1. **I respect, trust and admire my supervisor/manager/team leader**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

2. **My supervisor/manager/team leader takes action only when I fail to meet objectives**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

3. **I want to emulate my supervisor/manager/team leader**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

4. **My supervisor/manager/team leader considers others needs above his/her needs**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

5. **My supervisor/manager/team leader will rather wait for things to go wrong before trying to fix it**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

6. **My supervisor/manager/team leader agrees with me on what needs to be done and what the reward is upon completion of task**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

7. **My supervisor/manager/team leader is passionate about high ethical and moral standards**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

8. **My supervisor/manager/team leader monitors my duties and takes action when deviation is spotted**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

9. **My supervisor/manager/team leader does not intervene until problems escalates**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

10. **My supervisor/manager/team leader is an effective listener**
 Strongly Agree Agree Neutral Disagree Strongly Disagree

11. My supervisor/manager/team leader takes action only when things go wrong

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. My supervisor/manager/team leader does not reprimand me in public

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. My supervisor/manager/team leader believes things must be fixed only when they are broken

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. My supervisor/manager/team leader urges me to be innovative and creative

Strongly Agree Agree Neutral Disagree Strongly Disagree

15. My supervisor/manager/team leader takes action for improvement only when work is below standard

Strongly Agree Agree Neutral Disagree Strongly Disagree

16. My supervisor/manager/team leader does not criticise my ideas even if they are contrary to his/hers

Strongly Agree Agree Neutral Disagree Strongly Disagree

17. My supervisor/manager/team leader acknowledges individual differences

Strongly Agree Agree Neutral Disagree Strongly Disagree

18. My supervisor/manager/team leader is more concerned about what I do wrong rather than what I am good at

Strongly Agree Agree Neutral Disagree Strongly Disagree

19. I was/am highly motivated at my work place

Strongly Agree Agree Neutral Disagree Strongly Disagree

SECTION C

20. Thinking of your most recent/current supervisor/manager/team leader list two (2) characteristics or behaviours that motivated you.

1.....

2.....

21. Thinking of your most recent/current supervisor/manager/team leader list two (2) characteristics or behaviours that demotivated you

1.....

2.....

This is the end of the survey many thanks for completing it. If you have any questions please contact the researcher by email at laditeami@gmail.com

Appendix II Chi-square distribution chart

Chi Square Distribution Table							
d.f.	$\chi^2_{.25}$	$\chi^2_{.10}$	$\chi^2_{.05}$	$\chi^2_{.025}$	$\chi^2_{.010}$	$\chi^2_{.005}$	$\chi^2_{.001}$
1	1.32	2.71	3.84	5.02	6.63	7.88	10.8
2	2.77	4.61	5.99	7.38	9.21	10.6	13.8
3	4.11	6.25	7.81	9.35	11.3	12.8	16.3
4	5.39	7.78	9.49	11.1	13.3	14.9	18.5
5	6.63	9.24	11.1	12.8	15.1	16.7	20.5
6	7.84	10.6	12.6	14.4	16.8	18.5	22.5
7	9.04	12.0	14.1	16.0	18.5	20.3	24.3
8	10.2	13.4	15.5	17.5	20.1	22.0	26.1
9	11.4	14.7	16.9	19.0	21.7	23.6	27.9
10	12.5	16.0	18.3	20.5	23.2	25.2	29.6
11	13.7	17.3	19.7	21.9	24.7	26.8	31.3
12	14.8	18.5	21.0	23.3	26.2	28.3	32.9
13	16.0	19.8	22.4	24.7	27.7	29.8	34.5
14	17.1	21.1	23.7	26.1	29.1	31.3	36.1
15	18.2	22.3	25.0	27.5	30.6	32.8	37.7
16	19.4	23.5	26.3	28.8	32.0	34.3	39.3
17	20.5	24.8	27.6	30.2	33.4	35.7	40.8
18	21.6	26.0	28.9	31.5	34.8	37.2	42.3
19	22.7	27.2	30.1	32.9	36.2	38.6	42.8
20	23.8	28.4	31.4	34.2	37.6	40.0	45.3
21	24.9	29.6	32.7	35.5	38.9	41.4	46.8
22	26.0	30.8	33.9	36.8	40.3	42.8	48.3
23	27.1	32.0	35.2	38.1	41.6	44.2	49.7
24	28.2	33.2	36.4	39.4	42.0	45.6	51.2
25	29.3	34.4	37.7	40.6	44.3	46.9	52.6
26	30.4	35.6	38.9	41.9	45.6	48.3	54.1
27	31.5	36.7	40.1	43.2	47.0	49.6	55.5
28	32.6	37.9	41.3	44.5	48.3	51.0	56.9
29	33.7	39.1	42.6	45.7	49.6	52.3	58.3
30	34.8	40.3	43.8	47.0	50.9	53.7	59.7
40	45.6	51.8	55.8	59.3	63.7	66.8	73.4
50	56.3	63.2	67.5	71.4	76.2	79.5	86.7
60	67.0	74.4	79.1	83.3	88.4	92.0	99.6
70	77.6	85.5	90.5	95.0	100	104	112
80	88.1	96.6	102	107	112	116	125
90	98.6	108	113	118	124	128	137
100	109	118	124	130	136	140	149

Table from Ronald J. Wonnacott and Thomas H. Wonnacott,
Statistics: Discovering Its Power, New York: John Wiley and Sons, 1982, p.352.

Appendix III Demographic tables

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	28	58.3	58.3	58.3
Valid Female	20	41.7	41.7	100.0
Total	48	100.0	100.0	

AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16-19	5	10.4	10.4	10.4
20-29	30	62.5	62.5	72.9
30-39	11	22.9	22.9	95.8
40-above	2	4.2	4.2	100.0
Total	48	100.0	100.0	

QUALIFICATION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid First Degree BA ,BSc	18	37.5	37.5	37.5
Higher Degree – Taught MA MSc	24	50.0	50.0	87.5
Higher Degree – Research PhD, DPhil, MPhil	4	8.3	8.3	95.8
Other	2	4.2	4.2	100.0
Total	48	100.0	100.0	

Are you currently working

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	27	56.3	56.3	56.3
No	21	43.8	43.8	100.0
Total	48	100.0	100.0	

SECTOR

	Frequency	Percent	Valid Percent	Cumulative Percent
Wholesale/Retail trade	8	16.7	16.7	16.7
Finance/Insurance	5	10.4	10.4	27.1
Education/Health	7	14.6	14.6	41.7
Information	3	6.3	6.3	47.9
Valid Technology/Communication	6	12.5	12.5	60.4
Construction/Manufacturing	9	18.8	18.8	79.2
Accommodation/Food	10	20.8	20.8	100.0
Other	48	100.0	100.0	
Total				

Appendix IV Section C

Chart one to three indicates respondents' answers and categorisation of open ended questions, numbers 20 and 21 in SECTION C

X'teristics = Characteristics

Open ended questions - leadership behaviours that students find motivating and demotivating

ID	MOTIVATION	DEMOTIVATION
	1 Open minded/calm	Nothing/N/A
	2 Generous/Proactive	Careless sometimes/N/A
	3 Result oriented/professionalism	not listening effectively/lack process orientation (too much result oriented)
	4 Caring/Polite	Politeness/Smart
	5 Leadership/handling people	Selfish/Attitude
	6 N/A/not motivated at all	Authoritative leadership/Panicking (Panic, creating stress at work place)
	7 Sometimes gives words of encouragement/very proactive	Too much criticism/Does not like to be told what to do
	8 Transparent/Honest	Poor communication methods/indifferent to others
	9 Organised/Appearance	Too strict/does not appreciate
	10 Cant tell/cant tell	Cant tell /cant tell
	11 Team work/Aspiration	Attitude/NA
	12 Accept new ideas/encourage people to do their job very well	Get angry soon/Nothing
	13 N/A/N/A	Makes me to feel pity/harsh criticism
	14 Ethical correct/hones and full of energy	A bit bossy/ a bit stressed
	15 Appraisal/implemented our ideas	bad attitude/less knowledge
	16 Appreciation in work	Blames me for others work/Avoiding and not responding properly
	17 N/A/N/A	N/A/N/A
	18 Hardworking/Friendly	Rude/Impatient
	19 He gives you encouragement/motivation	shouting/does not recognised any of my good work
	20 Trustworthy/bold	Over confident/does not do much
	21 Understanding/Calm	Strict/Arrogant
	22 My motivation did not come from my manager	Too many warning letters/Reprimand me publicly
	23 Positive comments/Rewards	None
	24 N/A/ N/A	N/A/ N/A
	25 Punctual/Hard worker	Criticise too much/complain rather than compliment
	26 Rewards/Training	Complains/Resistance to change
	27 None	Swearing and shouting at me/Does not listen
	28 Hardworking/Time management	Find nothing demotivating
	29 Good time management/Charismatic	None
	30 listener/Taking innovative action	Action after mistakes/Late at work
	31 critising my work when error is spotted/making me to be creative and unique in my ideology	Aggressiveness in giving task or making task done/ shows being in charge. Bossy
	32 N/A/N/A	N/A/N/A
	33 Humble/Sincere	Workaholic/Never Smiling
	34 Team player/Good listener	Has temper/Argues a lot
	35 Creative/Understanding	N/A/N/A
	36 Hardworking/Good listener	Always look sad/gloomy/Does not return greetings
	37 Smiling/Charming	Indifferent to others plights/Not honest
	38 N/A/N/A	N/A/N/A
	39 Creativity/good manner	No modern ideas/Low Salary
	40 Committed/Passionate	Last minute/Very busy
	41 Respect my knowledge-trust-encouraging my plan/looking for talented people	Time limit force/Not specified plan/structure
	42 Pay attention to my needs/Urges me to do more than I can see myself doing	Screaming/nagging/facing over trivial issues
	43 Nothing/Nothing	Passive/lazy
	44 Intelligent/strong	Arrongant/N/A
	45 None	discriminate/very rude
	46 Dilligence/Work ethics	Patronising/Criticism although necessary
	47 Good listener/Hardworking	hold me to higher standards than I am used to/idle
	48 Attention to details/Knowledge of any work done	Too many high expectations/Not always open to new ideas

Categorisation of the leadership behaviours

	Motivation	Negative	Demotivation
1	Personal Attention to details/Knowledge of any work done		Careless sometimes/N/A
2	X'teristics Intelligent/strong		Personal X'teritics Arrongant/N/A
3	Creativity/good manner		discrimate/very rude
4	Smiling/Charming		Last minute/Very busy
5	Creative/Understanding		Workaholic/Never Smiling
6	Humble/Sincere		Complains/Resistance to change
7	Good time management/Charismatic		Rude/Impatient
8	Hardworking/Time management		Abit bossy/ a bit stressed
9	Punctual/Hard worker		Get angry soon/Nothing
10	Understanding/Calm		Makes me to feel pity/harsh criticism
11	Trustworthy/bold		Too strict/does not appreciate
12	Hardworking/Friendly		Politness/Smart
13	Organised/Appearance		Selfish/Attitude
14	Leadership/handling people		discrimate/very rude
15	Generous/Proactive		Arrongant/N/A
16	Open minded/calm		Screaming/nagging/facing over trivial issues
17			Time limit force/Not specified plan/structure
18			Passive/lazy
19			Always look sad/gloomy/Does not return greetings
20			Has temper/Argues a lot
21			Swearing and shouting at me/Does not listen
22			Strict/Arrogant
23			shouting/does not recognised any of my good work
24			bad attitude/less knowledge

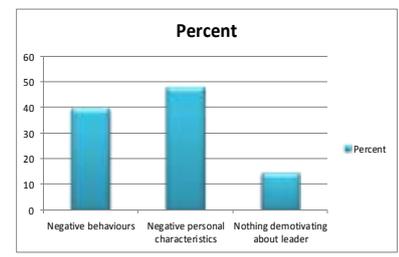
- 1 Supportive Sometimes gives words of encouragement/very proactive
- 2 Behaviours Team work/Aspiration
- 3 Dilligence/Work ethics
- 4 Good listener/Hardworking
- 5 Pay attention to my needs/Urges me to do more than I can see myself doing
- 6 Respect my knowledge-trust-encouraging my plan/looking for talented people
- 7 Committed/Passionate
- 8 Hardworking/Good listener
- 9 Team player/Good listener
- 10 criticising my work when error is spotted/making me to be creative and unique in my ideology
- 11 listener/Taking innovative action
- 12 Rewards/Training
- 13 Positive comments/Rewards
- 14 He gives you encouragement/motivation
- 15 Appraisal/implemented our ideas
- 16 Appreciation in work
- 17 Ethical correct/hones and full of energy
- 18 Accept new ideas/encourage people to do their job very well
- 19 Team work/Aspiration
- 20 Transparent/Honest
- 21 Sometimes gives words of encouragement/very proactive
- 22 Caring/Polite

- Negative behaviours Too many high expectations/Not always open to new ideas
- Passive/lazy
- No modern ideas/Low Salary
- Time limit force/Not specified plan/structure
- No modern ideas/Low Salary
- Aggressiveness in giving task or making task done/ shows being in charge. Bos
- Criticise too much/complain rather than compliment
- Poor communication methods/indifferent to others
- not listening effectively/lack process orientation (too much result oriented)
- hold me to higher standards than I am used to/idle
- Patronising/Criticism although necessary
- Indifferent to others plights/Not honest
- No modern ideas/Low Salary
- Action after mistakes/Late at work
- Too many warning letters/Reprimand me publicly
- Over confident/does not do much
- Blames me for others work/Avoiding and not responding properly
- Too much criticism/Does not like to be told what to do
- Authoritative leadership/Panicking (Panic, creating stress at work place)

Negative behaviours
 Negative personal characteristics
 Nothing demotivating about leader

Personal Characteristics
 Supportive behaviours
 Nothing motivating

Percent



Percent

