



Addis Ababa University
College of Business and Economics
School of Commerce

**Effect of Leadership Style on Employee's Motivation: The Case of
Zeleman Communication, Advertising and Production**

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**Final Project Work Submitted to the School of Graduate Studies of
Addis Ababa University, College of Business and Economics, School
of Commerce In Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Business Leadership**

Advisor: Teklegiorgis Assefa (Asst. Prof.)

July, 2021

Addis Ababa, Ethiopia

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DECLARATION

I, the undersigned, declare that this research project entitled “: Effect of Leadership Style on Employee’s Motivation: The Case of Zeleman Communication, Advertising and Production” is my original work and has not been presented for any degree in any other University and that all the sources of materials used for the thesis have been duly acknowledged.

Declared by: Sophia Seifu

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Letter of Certification

This is to Certify that the thesis prepared by Sophia Seifu, entitled: Effect of Leadership Style on Employee's Motivation: The Case of Zeleman Communication, Advertising and Production under my supervision. This project work is original and suitable for the submission in partial fulfilment of the requirement for the award of Master of Arts Degree in Business Leadership

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This is to certify that the thesis prepared by Sophia Seifu entitled Effect of Leadership Style on Employee's Motivation: The Case of Zeleman Communication, Advertising and Production; which is submitted in Partial Fulfillment of the Requirements for the Degree of Masters in Business Leadership (MBL). Complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

A study was carried out with the goal of determining the effect of the three leadership styles on employee motivation. This study's population consisted of Zeleman's permanent full-time employees. In order to collect quantitative data, the researcher employed census technique to select participants of the study. Data was collected using the standard Multifactor Leadership Questionnaire, and employee motivation was assessed using a self-rating questionnaire disseminated online through Google Forms. Cronbach's alpha was used to test the reliability of the Multifactor Leadership Questionnaire and motivation items' validity and reliability. Descriptive statistics, inferential statistics, two-tailed Pearson correlation, and regression analysis were used in the study. The study indicate that transformational and transactional leadership styles are the most prevalent at Zeleman. The regression results also revealed that transactional leadership style affects employee motivation at Zeleman work places, followed by transformational leadership style and laissez-faire leadership style.

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A great thank and a special gratitude goes to my families for giving me continual guidance, support and encouragement to carry out this study.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

In today's complex and changing environment leadership is a highly valued commodity (Fiedler, 1996). Since the effectiveness of a leader is a major determinant of success or failure of an organization, which creates the employee's motivation or lack thereof (Fiedler, 1996). The concept of leadership has gained a lot of attention from managers to researchers worldwide. A review of the leadership literature reveals there are many different definitions and styles of leadership. The main reason for the wide variety of leadership definitions and styles is the changing nature of leadership (Northouse G. P., 2010). It is important to realize that, leadership styles which were considered effective in certain time or situation can lose their effectiveness once a social value, time or cultures changes we can take Fredric Taylor's scientific management theory which for that time was very effective. This study argues that as our societies move toward a more democratic political system our organizations are moving toward employee involvement and participation.

Leadership is a highly sought asset in today's diverse and evolving world. Since a leader's effectiveness is a big determinant of an organization's success or failure, the idea of leadership has gotten a lot of attention from managers to scholars all over the world. It's important to remember that leadership styles that were deemed successful at one point in time or a specific situation lose their effectiveness as social values, time, or cultures shift (Northouse G. P., 2010).

The distinction between management and leadership is not either-or; rather, it's a balance. While powerful leaders are more than just excellent managers, an essential aspect of their credibility stems from their management expertise. The distinction between management and leadership is not a dichotomy, but rather a blend or balance. Both are needed in today's knowledge-based organizations. (Murray Hiebert Bruce Klatt, 2000).

“Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles.” —John Kotter, LEADING CHANGE

As stated by Nitin Nohria, Boris Groysberg, and Linda-Eling Lee in their 2008 Module; Employee Motivation a Powerful New Model, leaders who want to increase employee motivation should pay attention. It's difficult to argue with the widely held belief that a motivated workforce leads to improved organizational success, which is backed up by empirical evidence. But, more specifically, what steps will leaders take to fulfill the four drives and, as a result, boost their employees' overall motivation?

Most employees need the motivation to feel good about their jobs and perform optimally. Some employees are money motivated while others find recognition and rewards personally motivating. Motivation levels within the workplace have a direct impact on employee productivity. (GANTA 2014)

Key factors contributing to employee motivation are employees' needs, working environment, responsibilities, supervision, fairness and equity, effort, employees' development, and feedback and rewards (Khuong and Hoang, 2015).

The highly complex networks that exist between bureaucratic organizational structures and leadership conventions interact and mutually support the acceleration of organizational outcomes that result in successful team motivation (Hanson & Ford, 2010).

1.2The Case Organization

Zeleman is an Ethiopian, integrated full-service, communications, advertising, and production agency. We are the only full-service agency with all capabilities built-in house to provide the most efficient and cost-effective solutions for our clients.

The agency has long-term relationships with Ethiopia's biggest brands and international organizations from Diageo, Ethiopian Airlines, Coca-Cola, Tiger Brands, UNICEF, Save the Children, Unilever, IFC, and many more. As one of the largest media buyers in Ethiopia Zeleman also has strong relations with all media owners in the country. Zeleman creates an amazing communications experience and help its customers reach their goals 3x faster than their competitors.

1.3 Statement of the problem

Organizational leaders are truly effective only when they are motivated themselves, and when their concern for others motivates them, and when their actions are invariably guided primarily by the criteria of benefit to others, even if it comes at some cost to oneself.(Kanungo and Mendonca, 1996b).

The company has a variety of motivation programs in place to encourage employees to improve their performance and job satisfaction. Among these are full health insurance coverage, an annual bonus and salary increase, and job grade advancement based on overall employee performance and profit amount. There is also an incentive for those who brought innovative ideas and work approaches.

Leader-follower relationships, motivational factors, communication, ease of understanding each other with regard to the job at hand, skills required to perform the job, and the rewards and returns from that performance are all important factors in such work arrangements. This paper makes an effort throughout its progress to investigate this and other factors related to leaders and supervisors' roles in motivation, as well as employee attitudes toward leaders' approaches.

1.4 Research question

The study has answered the following questions;

Q1- What is the effect of transformational leadership style on employee motivation of Zeleman?

Q2- What is the effect transaction of leadership style on employee motivation of Zeleman?

Q3- What is the effect of laissez fair leadership style on employee motivation of Zeleman?

1.5 Research objectives – general and specific

1.5.1 General Objective of the study

To assess the effect of leadership styles on employees' motivation of Zeleman

1.5.2 Specific objectives of the study

- To assess the effect of transformational leadership style on employees Motivation.
- To assess the effect of transactional style on employees Motivation.
- To assess the effect of laissez fair leadership style on employees Motivation.

1.6 Definition of Terms

1.6.1 Conceptual definition

Leadership: According to Lawal (1993), Leadership is the process of influencing others to work willingly toward an organizational goal with confidence. Leadership is usually defined simply

because the process of influencing people to direct their efforts toward achievement of some particular goal or goals. Leadership is the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals, Alberto Silva, (2016)

Leadership style: Leadership style is that the way and approach of providing, direction, implementing plans and motivating people as seen by the workers, it includes the whole pattern of explicit and implicit actions of their leaders, Davis (1993).

Employees; are individuals who work part-time or full-time under the terms of a contract or employment, whether oral or written, express or implied, and who have recognized rights and responsibilities.

Motivation- the extent to which persistent effort is directed toward a goal (Campbell, Dunnette, Lawler & Weick).

Employee or Worker: means a person who has an employment relationship with the employer accordance with Article 4 of Ethiopian labor proclamation, Federal NegaritGazeta, (2004).

1.7 Significance of the study

Manager's leadership is one of the key factors that ensures the success of an organization. Leaders not only motivate employees to improve their job performances, but also inspire employees to perform more than expected by their job requirements (Nawoselng'ollan & Roussel, 2017).

Currently, many organizations face challenges such as high staff turnover rate, lack of commitment and work-related stress among employees (Asrar-ul-haq & Kuchinke, 2016). This has resulted in low productivity and efficiency to align/ achieve the organizations' goals.

Using various MULTIFACTOR LEADERSHIP QUESTIONNAIRE instruments, this study attempted to access various leadership styles and related motivation patterns and recommend the results to the company. The stakeholders for this research are the employees, management and the owners of Zeleman. This research will help them in the future to motivate their employees more.

1.6 Scope of the study

This research conceptually focuses on the effect of leadership styles on employees' motivation but only focusing on three types of leadership styles were used as variables. The studies among different employee motivation measurement models are considered.

The scope of this research is limited to leadership styles and employee motivation. Future research could concentrate on developing other frameworks for investigating other variables such as employee satisfaction, commitment, and performance as they relate to motivation and leadership styles. Methodologically this research uses a census research to make conclusion for the population. Additionally, the main source of this data was questionnaire and secondary data. This paper can be used as a foundation or groundwork for future feature research.

1.7 Limitations of the study

Challenges faced while conducting the research was the uncooperativeness of the employees which brought number of respondents to be lower than expected with 90% respondents, so it was difficult to be accurate.

1.8 Organization of the study

There are five chapters in this study paper. The first chapter addresses and offers a brief overview of background information on the topic at hand, as well as the statement of the issue, objectives, research questions, study scope, and limitations. The second chapter contains a summary of relevant literature as well as a presentation of current studies and their results on the research subject. The third chapter describes the study's research methods, including the methodologies that was used in the actual research. Chapter three presents population and sample, type and design of the research methodology utilized. It also describes source of data, data collection procedures, Ethical consideration and finally demonstrate data analysis with reliability and validity of the study. Chapter four encompasses the topics data presentation, analysis and interpretation. On a final note, Chapter five incorporates summaries of major findings, conclusions and recommendations of the study.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

The aim of the literature review is to describe the main theoretical approaches briefly based on the existing academic sources and introduce the basic concepts associated with leadership, employee motivation, as well as compare relationship of leadership with employee motivation based on the research topic.

2.1 Theoretical Review

1. Leadership

Many people believe that leadership is a way to improve their personal, social, and professional lives. Corporations seek those with leadership ability because they believe they bring special assets to their organizations and, ultimately, improve the bottom line. Academic institutions throughout the country have responded by providing programs in leadership studies (Northouse, 2016).

1.1 LEADERSHIP DEFINED

There are many ways to finish the sentence “Leadership is . . .” As Stogdill (1974) pointed out in a review of leadership research, there are almost as many different definitions of leadership as there are people who have tried to define it. It is much like the words democracy, love, and peace. As Northouse (2016) stated although each of us intuitively knows what we mean by such words, the words can have different meanings for different people.

Leadership, in parallel with developments, has become the most critical factor of organizational success or failure in every period of history. Recent developments in the factors affecting business life have transformed basic dynamics such as competition. The leadership phenomenon has been of intense interest to humankind in every period of history (Bickes and Yilmaz, 2020).

Most of the hundreds of leadership definitions to date deal with one or more of the following: goal achievement, the group or organization, its structure, and interpersonal relationships. This situation, which stands out in the definitions, shows a strong relationship between leadership and organization. Briefly, leadership exists in all organizations (Bickes and Yilmaz, 2020).

The word “leadership” is divided into three sections: “lead,” “-er” and “-ship.” The first part, “lead,” means being a pioneer or taking the first place. The second part, “-er,” refers to a person who performs a role or function or undertakes a responsibility. The last part, “-ship,” as in “scholarship,” refers to a skill, ability, or art (Bickes and Yilmaz, 2020).

1.2 Contrasting Management and Leadership

The distinction between management and leadership is not either-or; rather, it’s a balance. While powerful leaders are more than just excellent managers, an essential aspect of their credibility stems from their management expertise. As you read this table, keep in mind that the distinction between management and leadership is not a dichotomy, but rather a blend or balance. Both are needed in today’s knowledge-based organizations (Murray Hiebert Bruce Klatt, 1976).

Table 2.1 Manager and Leader comparison table

Manager	Leaders
Success based on predictability	success based on innovation and adaptation
Goals	vision and values
Pans	energy
Defines vision and purpose statements	lives vision and purpose
Defines value statements	models values
Does things right	does the right things

top-down strategy	leadership at all levels; everyone strategic
measurement of activities	measurement of results
short-term results emphasized	long-term results, big picture emphasized
linear, rational, analytical	systems, aligning the whole, intuitive
“head stuff” (e.g., behavior, compliance)	“heart stuff” (e.g., morale, commitment)
controls	inspires, creates new ways, coaches, mentors
one best style (plan, organize, delegate, control)	multiple, situational leadership roles and styles
techniques	principles
focus on content	sets context, pays attention to process
quality control	everyone responsible for quality
inward-looking	customer-focused
individual effort and reward	individual and team effort and reward
management knows best	all together know best
success as personal success	success as the success of others
best for organization (focused on bottom line)	best for organization in society

Source: Adapted from Murray Hiebert and Bruce Klatt. (2001). The Encyclopedia Of Leadership A Practical Guide To Popular Leadership Theories And Techniques. McGraw-Hill. New York, NY: p. 35

1.3 The Evolution of Leadership Definitions

Beginning in the 1970s and rapidly accelerating during the 1980s, there has been a further change – one that places leadership in a pivotal role as an essential part of achieving ever-better productivity and performance (Kippenberger, 2002).

1900–1929- Definitions of leadership appearing in the first three decades of the 20th century emphasized control and centralization of power with a common theme of domination. Leadership was defined as “the ability to impress the will of the leader on those led and induce obedience, respect, loyalty, and cooperation” (Moore, 1927, p. 124).

1930’s- Traits became the focus of defining leadership, Leadership was also identified as the interaction of an individual’s specific personality traits with those of a group; it was noted that while the attitudes and activities of the many may be changed by the one, the many may also influence a leader (Northouse, 2016).

1940’s- The group approach came into the forefront with leadership being defined as the behavior of an individual while involved in directing group activities (Hemphill, 1949).

1950’s Three themes dominated leadership definitions during this decade:

Continuance of group theory, which framed leadership as what leaders do in groups;

Leadership as a relationship that develops shared goals, which defined leadership based on the behavior of the leader; and

Effectiveness, which leadership was defined by the ability to influence overall group effectiveness.

1960’s- The prevailing definition of leadership as behavior that influences people toward shared goals was underscored by Seeman (1960) who described leadership as “acts by persons which influence other persons in a shared direction” (p. 53) (Northouse, 2016).

1970’s- The group focus gave way to the organizational behavior approach, where leadership became viewed as “initiating and maintaining groups or organizations to accomplish group or organizational goals” (Rost, 1991, p. 59) (Northouse, 2016).

1980's-This decade exploded with scholarly and popular works on the nature of leadership, bringing the topic to the apex of the academic and public consciousness (Northouse, 2016).

- **Do as the leader wishes.** Leadership definitions still predominantly delivered the message that leadership is getting followers to do what the leader wants to be done.
- **Influence.** Probably the most often used word in leadership definitions of the 1980s, the influence was examined from every angle. To distinguish leadership from management, however, scholars insisted that leadership is a non-coercive influence.
- **Traits.** Spurred by the national bestseller *In Search of Excellence* (Peters & Waterman, 1982), the leadership-as-excellence movement brought leader traits back to the spotlight. As a result, many people's understanding of leadership is based on a trait orientation.
- **Transformation.** Burns (1978) is credited for initiating a movement defining leadership as a transformational process, stating that leadership occurs "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 83).

Into the 21st Century- Debate continues as to whether leadership and management are separate processes, but emerging research emphasizes the process of leadership, whereby an individual influences a group of individuals to achieve a common goal, rather than developing new ways of defining leadership. Among these emerging leadership, approaches are

- authentic leadership, in which the authenticity of leaders and their leadership is emphasized;
- spiritual leadership, which focuses on leadership that utilizes values and sense of calling and membership to motivate followers;
- servant leadership, which puts the leader in the role of servant, who utilizes "caring principles" to focus on followers' needs to help these followers become more autonomous, knowledgeable, and like servants themselves; and
- Adaptive leadership, in which leaders encourage followers to adapt by confronting and solving problems, challenges, and changes.

Despite the multitude of ways in which leadership has been conceptualized, the following components can be identified as central to the phenomenon: (a) Leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals (Northouse, 2016).

1.4 Leadership Theories

Leadership theories follow a chronological development parallel to the evolution of management approaches. These theories are listed and explained below in chronological order:

1. Trait theory
2. Behavioral leadership theories
3. Situational leadership theories

1. Trait theory

The theory of traits states that some characteristics distinguish the leader from the followers. Basically, there are four types of research to determine what these characteristics are. The first type of research attempts to explore the characteristics and skills that a person needs who will pursue a leadership career or as an informal leader in a group. In some studies, the leader is compared with the non-leaders in terms of characteristics and skills.

The second type of research aims to determine the role of talents and characteristics in the success of a leader in his current position. The third type of research is a long-term study that takes several years to determine the talents and characteristics of leading candidates who deserve to rise to a higher position. The fourth type of research aims to compare successful leaders. In these studies, the differences and similarities between managers who reach the top and the talents and characteristics of managers who could not progress in their careers because of early retirement or plateauing (lack of chance for further development) are investigated (Bickes and Yilmaz, 2020). The trait perspective suggests that certain individuals have special innate or inborn characteristics or qualities that make them leaders and that it is these qualities that differentiate them from non-leaders (Northouse, 2016).

Leaders with significant and distinctive characteristics and talents can be successful in one case and may not be in another. Therefore, success cannot be guaranteed by the characteristics. For this reason, interest in this approach had disappeared for a long period. In these studies, researchers aim to add a limited number of characteristics to the leadership literature. Among these characteristics, emotional intelligence, drive, motivation, honesty, integrity, self-confidence, cognitive ability, business knowledge, and charisma are discussed (Bickes and Yilmaz, 2020).

3 Behavioral Leadership Theories

The starting point for behavioral leadership theories was work undertaken in the 1930s at the University of Iowa by German-born psychologist Kurt Lewin – one of the founding fathers of social psychology. The behavioral theory states that leaders are “made and not born” which is opposite to the concept of the Great man theory (Sethuraman and Suresh, 2014).

4 Situational leadership theories

The premise of this approach is that different situations demand different kinds of leadership. A serious examination of situational approach theories began in the late 1960s by Hersey and Blanchard (1969) and Reddin (1967) (Northouse, 2018). The situational theory emphasizes that the leaders will choose the best style of leadership based on the situation and the group to be influenced (Sethuraman and Suresh, 2014).

1.5 Leadership and Power

The concept of power is related to leadership because it is part of the influence process (Northouse, 2016). Power is the capacity or potential to influence. People have power when they can affect others’ beliefs, attitudes, and courses of action. Judges, doctors, coaches, and teachers are all examples of people who have the potential to influence us. When they do, they are using their power, the resource they draw on to effect change in us (Northouse, 2016).

Table 2.2 Six Bases of Power

Referent Power	Based on followers’ identification and liking for the leader. A teacher who is
----------------	--

	adored by students has referent power.
Expert Power	Based on followers' perceptions of the leader's competence. A tour guide who is knowledgeable about a foreign country has expert power.
Legitimate Power	Associated with having status or formal job authority. A judge who administers sentences in the courtroom exhibits legitimate power.
Reward Power	Derived from having the capacity to provide rewards to others. A supervisor who gives rewards to employees who work hard is using reward power
Coercive Power	Derived from having the capacity to penalize or punish others. A coach who sits players on the bench for being late to practice is using coercive power.
Information Power	Derived from possessing knowledge that others want or need. A boss who has information regarding new criteria to decide employee promotion eligibility has information power.

SOURCE: Adapted from "The Bases of Social Power," by J. R. French Jr. and B. Raven, 1962, in D. Cartwright (Ed.), *Group Dynamics: Research and Theory* (pp. 259–269), New York: Harper & Row; and "Social Influence and Power," by B. H. Raven, 1965, in I. D. Steiner & M. Fishbein (Eds.), *Current Studies in Social Psychology* (pp. 371–382), New York: Holt, Rinehart, & Winston.

In organizations, there are two major kinds of power: position power and personal power. Position power is the power a person derives from a particular office or rank in a formal organizational system. It is the influence capacity a leader derives from having higher status than the followers have (Northouse, 2016).

Personal power is the influence capacity a leader derives from being seen by followers as likable and knowledgeable. When leaders act in ways that are important to followers, it gives leaders power (Northouse, 2016).

Table 2.3 Types and Bases of Power

Position Power	Personal Power
Legitimate	Referent
Reward	Expert
Coercive	
Information	

SOURCE: Adapted from *A Force for Change: How Leadership Differs From Management* (pp. 3–8), by J. P. Kotter, 1990, New York: Free Press.

2. Employee Motivation

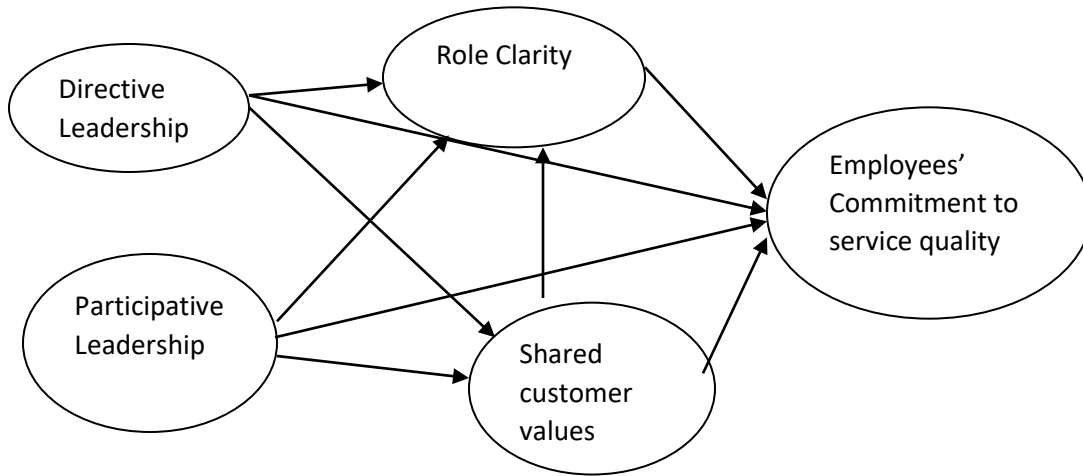
Getting people to do their best work, even in trying circumstances, is one of the managers’ most enduring and slippery challenges. Indeed, deciphering what motivates us as human beings is a centuries-old puzzle. Some of history’s most influential thinkers about human behavior—among them Aristotle, Adam Smith, Sigmund Freud, and Abraham Maslow—have struggled to understand its nuances and have taught us a tremendous amount about why people do the things they do (Nitin Nohria, 2008).

Employee motivation has always been a central problem for leaders and managers. Unmotivated employees are likely to spend little or no effort in their jobs, avoid the workplace as much as possible, exit the organization if given the opportunity, and produce low-quality work. On the other hand, employees who feel motivated to work are likely to be persistent, creative, and productive, turning out high-quality work that they willingly undertake. (GANTA, November 2014)

Inspiring employee motivation requires much more than the old-fashioned carrot-and-stick approach. Today’s manager needs to understand the reasons why employees work and offer the rewards they hope to receive. Motivated employees have the drive to succeed no matter what the project. Managers cannot “motivate” employees, but they can create an environment that inspires and supports strong employee

motivation (GANTA, November 2014).

Figure 2.1: Modified model of Leadership's Influence on Employee Responses



Source: Clark et al (2009)

2.1 Concept of Motivation

Motivation concerns that “psychological processes that cause the arousal, direction, and persistence of behavior” (Ilgen, 1988).

2.2 The Four Drives That Underlie Motivation

Because the four drives are hardwired into our brains, the degree to which they are satisfied directly affects our emotions and, by extension, our behavior. Let’s look at how each one operates. (Nitin Nohria, 2008)

1. **The drive to acquire-** The drive to acquire tends to be relative (we always compare what we have with what others possess) and insatiable (we always want more). We experience delight when this drive is fulfilled, discontentment when it is thwarted. This phenomenon applies not only to physical goods like food, clothing, housing, and money but also to experiences like travel and entertainment (Nitin Nohria, 2008).
2. **The drive to bond-** The drive to bond, when met, is associated with strong positive emotions like love and caring and, when not, with negative ones like loneliness and anomie. At work, the drive to bond accounts for the enormous boost in motivation when employees feel proud of belonging to the organization and for their loss of morale when

the institution betrays them. (Nitin Nohria, 2008).

3. **The drive to comprehend-** In the workplace, the drive to comprehend accounts for the desire to make a meaningful contribution. Employees are motivated by jobs that challenge them and enable them to grow and learn, and they are demoralized by those that seem to be monotonous or to lead to a dead end. Talented employees who feel trapped often leave their companies to find new challenges elsewhere. (Nitin Nohria, 2008)
4. **The drive to defend-** The drive to defend tells us a lot about people's resistance to change; it's one reason employees can be devastated by the prospect of a merger or acquisition—an especially significant change—even if the deal represents the only hope for an organization's survival (Nitin Nohria, 2008).

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2.3 The Organizational Levers of Motivation

The reward system- The drive to acquire is most easily satisfied by an organization's reward system—how effectively it discriminates between good and poor performers, ties rewards to performance, and gives the best people opportunities for advancement. (Nitin Nohria, 2008)

Culture- The most effective way to fulfill the drive to bond—to engender a strong sense of camaraderie is to create a culture that promotes teamwork, collaboration, openness, and friendship (Nitin Nohria, 2008).

Job design- The drive to comprehend is best addressed by designing jobs that are meaningful, interesting, and challenging (Nitin Nohria, 2008).

2.4 Leadership Style and Employee Responses

Different leadership styles can have vastly different effects on the employees' service-related actions. In this section, we discuss how leadership style influences shared customer-oriented values, role clarity, and employees' commitment to service quality (Safa, 2011).

Leadership style is the, relatively consistent pattern of behavior that characterizes a leader. Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. If the task is highly structured and the leader has a good relationship with the employees, effectiveness will be high on the part of the employees.

2.4.4 Transformational /Charismatic Leadership styles

In terms of charismatic leadership, a leader makes his/her followers believe that their leader has extraordinary leadership abilities (Hoang, August 2015).

The transformational leadership style concentrates on the development of followers as well as their needs (R., 2014). Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their leadership capacity. Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization (Riggio, 2006).

Bass (1990), proposed four behaviors or components of transformational leadership to incorporate charisma, inspirational motivation, intellectual stimulation, and individual consideration.

Idealized influence: serving as a role-modeling character who instills pride, hope, and respect, as well as having a gift for identifying what's practically necessary and disseminating the mission's how-to.

Inspirational motivation: identifies the use of pictures and symbols by the leader to raise the

expectations and expectations of their followers about the mission and vision.

Individualized consideration: bringing in hands-on learning and it occurs when the leader delegates specific tasks, provides coaching, educates, and treats each follower as an individual.

Intellectual stimulation: Follower cognitive enhancement occurs when the leader encourages followers to think in new ways, focusing on problem-solving and requiring them to employ reasoning before taking action.

Leadership styles in different settings have found transformational leaders more influential and promotable than transactional accomplice Rubin et al, (2005); Judge and Bono, (2000). Moreover, additional experiment confirms that transformational administration is unequivocally related with worker's performance , such as, cut down in turnover rates, more hoisted measure of gainfulness, agent satisfaction, creative ability, target accomplishment and disciple flourishing Eisenbei and Boerner, (2013); Garcia- Morales et al, (2008); Keller, (1992).

2.4.5 Transactional Leadership styles

This leadership style starts with the idea that team members agree to obey their leader when they accept a job. The transaction usually involves the organization paying team members in return for their effort and compliance (Rose Ngozi Amanchukwu, 2015). The transactional leader will first validate the relationship between performance and reward and then exchange it for an appropriate response that encourages subordinates to improve performance (R., 2014).

Transactional leadership is a reinforcement technique requiring constant application. There are two major components of transactional leaders

Contingent Reward: is when the leader provides rewards if the subordinate performs in accordance with the performance expectations or expends the necessary effort, Densten, (1999). The contingent reward aspect of transactional leadership should also relate positively to performance in that these leaders clarify expectations and recognize achievements that positively

contribute to higher levels of effort and performance, Bass et al, (2003)

Management-by-exception: It represents the taking of action by the leader when the follower does not meet the performance expectations, Densten (1999). In the management-by-exception approach, transactional leaders clarify expectations, specify standards for compliance, define what constitutes ineffective performance, and monitor closely to ensure that deviances and errors are corrected promptly, Bass, (2005).

2.4.6 Laissez-faire leadership

Also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Laissez-faire, this French phrase for “let it be,” when applied to leadership describes leaders who allow people to work on their own. Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give teams complete freedom to do their work and set their own deadlines (Rose Ngozi Amanchukwu, 2015).

Since the theory of laissez-faire leadership implies that laissez-faire leaders are inactive and passive, as opposed to proactive, it is logical to assume that laissez-faire leaders will score high on avoiding and low on collaborating. Thus, the theory of laissez-faire leadership implies a positive relationship between leaders’ scores on laissez-faire leadership and their scores on avoiding and a negative relationship between leaders’ scores on laissez-faire leadership and their scores on collaborating, Hartog et al., (1997).

Advantages of laissez-faire leadership style: are freedom to choose, no burden on the team members, sometimes independent, the group leader hardly requires any preparation time, there is a lot of freedom, own social structures less chance of the leader being unpopular, Hartogetal(1997).

Disadvantages of laissez-faire leadership style: are the group attempts to overstep the limit, unsatisfied minorities, tolerance between the group members is destroyed, misuse of rules, team members are no longer taken seriously, no responsibility, weaker members are held back,

resignation, no initiative, no we feeling, the group does not stick to supervision laws, leaders offer little or no guidance to group members and leave decision making up to group members. This style can be effective in the situations where group members are highly qualified in specific area Avolio and Bass (1991)

Table 2.4: Leadership definition, transformational leadership, transactional leadership, thought leadership and job performance.

Source	Definition
(De Jong & Den Hartog, 2007)	Leadership is defined as a process to influence people to achieve the desired results.
(Hater & Bass, 1988)	Transformational leadership focuses on improving employee’s development, process-oriented, and commitment based on trust and expectations. A transformational leader’s responsibility is to motivate employees to perform beyond expectation.
(Robbins et al., 2009)	Transactional leadership is a leadership style where the leaders lead the followers via punishment and reward. The transactional leader’s responsibility is on role clarification and task completion.
Motowidlo & Kell, 2012)	Thought leadership is a type of leadership that is based on the power of ideas that transform how we think. A thought leader promotes new ideas to superiors or peers. Thought leadership is based on innovation; ideas for new products and services to convince/influence potential followers.
(Motowidlo & Kell, 2012)	Job performance is defined as the total expected value that an individual brings to the organization of the discrete behavioral episodes which carries out over a standard period.

Source: Wen, T. B., Ho, T. C. F., Kelana, B. W. Y., Othman, R., & Syed, O. R. (2019). Leadership Styles in Influencing Employees’ Job Performances. *International Journal of Academic Research in Business and Social Sciences*, 9(9), 55–65.

2.5 EXPLICIT AND IMPLICIT MOTIVATION

There are many frameworks, models, and theories that focus on employee motivation. A few of

the most common are quickly summarized below.

1. Extrinsic Motivation

Extrinsic motivation is the motivation that comes from things or factors that are outside the individual. For example, being motivated to work hard at the office because you are looking for a promotion is a type of extrinsic motivation. Social recognition, money, fame, competition, or material achievements are all examples of extrinsic motivation (GANTA, November 2014).

2. Intrinsic Motivation

Intrinsic motivation is the motivation that comes from within. It comes from the personal enjoyment and educational achievement that we derive from doing that particular thing. For example for people who love music, their motivation to practice the instrument, attend classes, etc., is intrinsic motivation. Intrinsic motivation is crucial in today's work environment. Research shows that it is a key factor in performance and innovation. At a personal level, intrinsic motivation makes your work fulfilling. It's a major reason for deciding to stay on a job. It helps keep your stress level down (GANTA, November 2014).

2.6 TECHNIQUES OF EMPLOYEE MOTIVATION

Job enlargement, job enrichment, and job rotation are three basic approaches;

1. **Job Enlargement:** Job enlargement involves expanding the job of an employee that has them doing more work of a similar nature to what they already do. This may be allowing them to complete the whole task instead of just part of it, for example, packaging the products as well as manufacturing them. (GANTA, November 2014)
2. **Job Enrichment:** Job enrichment is an attempt to give workers more control over their tasks and more responsibility for design, execution, and output. The worker assumes some of the functions previously carried out by his or her immediate supervisor or by other staff (GANTA, November 2014).
3. **Job Rotation:** Job rotation is a practice whereby each employee learns several operations in the manufacturing process and rotates through each in a set period. When employees

rotate, the firm receives information about the quality of various jobs - employee matches, but without rotation, the firm receives only direct information about one match, but the information it gets about this one match is very reliable (GANTA, November 2014).

3. Empirical Review

Here are some previous researches that will be illustrated, which will also be viewed as the fundamentals along with the literature review.

A research was conducted in USA by Karl and Webber (2016) on leadership best practices and employee performance and motivation, the conclusion of the research findings was that when leaders create a work environment where there is employee engagement and participation through leadership best practice, the result is greater employee decision-making ability and in turn a more productive employee with a higher level of performance and motivation.

As Babak Nemaei 2012 mentioned in his reaserch to see the employees motivation and participative leadership from two manufacturing companies the leader used to be better in recognizing employee's efforts and listening to employees ideas however, after the financial crisis the leaders awareness of the regarded factor declined. The main reason for this problem lies in the main disadvantage of transformational leadership which is its dependency on leader's ability.

Based on the result of Babak Nemaei 2012 the comparative research partial use of participative leadership had a more positive effect on innovation than transformational leadership. the proper use of participative leadership can increase the level of innovation and creativity. significantly. Hence, participative leadership style may be the most suitable style for increasing the level of innovation in the employees

We can also see another research done by (Tan Bee Wen et.al, 2019) the research findings

demonstrated there was a relationship between leadership styles and job performances within an organization. Fear management creates stress that can produce the desired outcome in the short term while this success is not sustainable in the long run. On the other hand, a leader who inculcate trust and open working environment where information is shared will form an organization that can take up to any challenge.

We can investigate the following study hypotheses based on the theories and concepts of this theory. The three leadership styles are independent variables, whereas employee motivation is the dependent variable.

H1; Transformational leadership style is positively correlated to motivation.

H2; Transactional leadership is positively correlated with motivation.

H3; Laissez-faire leadership style is positively related with motivation.

H4; Different leadership styles display significantly different levels of motivation.

3. Conceptual Framework

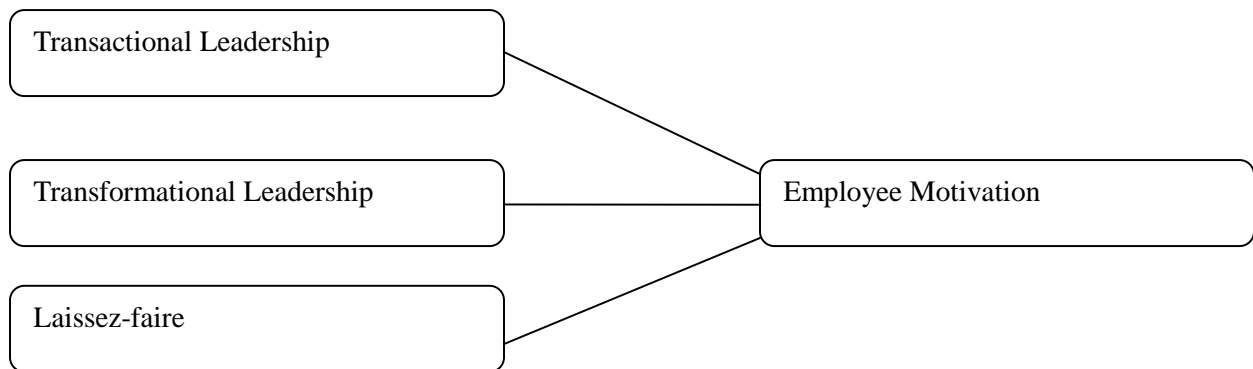


Figure 2.2 Conceptual framework based on from the above theoretical and empirical review

Chapter Three

RESEARCH METHODOLOGY

Methodology

3.1 Introduction

In this study, the researcher aims to better understand how leadership affects employees' motivation. The analysis used descriptive statistical techniques and multiple regression analysis to understand the effect of leadership on employees motivation in Zeleman Communication, Advertising, and Production.

3.2 Research Design

Data was generated using Multifactor Leadership Questionnaire; this was developed by Bass and Avolio (1992). The questions were prepared with aim of fitting with the objective of the research. So, questions in the questionnaire were those relating to leadership styles and employees motivation.

The independent variables were transformational, transactional and laissez-fair leadership styles character, while the dependent variable was employee motivation indicator: aggregate of employee productivity, motivation, extra effort and satisfaction to measure employee motivation. The study used these variables to evaluate the effect of leadership styles on employee motivation of Zeleman's employees. Each independent variable was given equal weighting. Each research questions had five potential responses, ranging from "strongly disagree" to "strongly agree" and scales range from 1 to 5. The dependent variable which was employee motivation indicator variables were rated from "very low" to "very high" and scale range from 1 to 5. The questionnaires were distributed to respondents working in Zeleman using Google forms.

Research Population and Sampling

3.3 Sampling procedure

3.3.1 Sampling Frame

In this study, due to limitation of time & budget, sample of population is framed by employees found in Zeleman Communication, Advertising, and Production.

3.3.2 Sampling technique

In drawing the samples, Census technique was used. Self- administered questionnaires was the main method of data collection.

3.3.3 Sample size

According to the handbook “Principles and Recommendations for Population and Housing Censuses” of the United Nations Statistics Division, a census is defined as the “total process of collecting, compiling, evaluating, analyzing and publishing or otherwise disseminating demographic, economic and social data pertaining, at a specified time, to all persons in a country or in a well-delimited part of a country.”

A census is an attempt to gather information about every member of some group, called the population. For this study the researcher used Census method to gather data. The sample size would be 99 which is the total number of employees of Zeleman.

3.4 Population of the study

A population is the group of units about which the researcher wants to make judgments. These units can be groups of individuals, customers, companies, or products (Mooi and Sarstedt 2011). Target population of this study are employees of Zeleman. The respondents were selected based on census sampling method.

The population was chosen as this research aims to identify the effect of leadership style on employees’ motivation on Zeleman Communication, Advertising, and Production. Thus, the target respondents are those in the population. As per the data from the HR of the company the total population is 99. Thus, population of this study is relatively small and it is difficult to select a sample so the research was done on the whole population.

3.5 Data collection

Qualitative/primary data was obtained through structured questionnaires containing a closed type of questions using a five-point Likert scale to be distributed to the employees. Before receiving the questionnaire, participants were given a cover letter explaining the purpose and to assure the respondents of their confidentiality.

Primary source

The primary source of data for this study was generated using standard Multifactor Leadership Questionnaire and employee self-rating motivation measurement questionnaire administered to respondents.

Secondary source

The company's profile information was obtained from Zeleman's promotional website and total number of workers from employees name list of the company, which was used as a secondary source of data while doing this research. The company's employee name list departmentally was used during Stratified random sampling

3.6 Data Analysis

The data gathered from this sample was analyzed using Statistical Package for Social Science (SPSS). Descriptive statistics such as mean, standard deviation and correlation coefficients was analyzed using SPSS along with inferential statistics to help in predicting the future of the company. Once the validity and reliability of the constructs are established, this study examined the structural model of this study as shown in Figure 4.1. Pearson product-moment correlation also measures the strength and direction of association of variables.

3.7 Reliability and Validity

3.7.1 Reliability

The accuracy of a measurement is referred to as reliability. In order to be trustworthy, the researcher used a variety of mechanisms to prevent potential problems.

As a result, the researcher employed mechanisms such as minimizing participant errors when filling questionnaires, minimizing participant bias, and avoiding researcher errors in this analysis.

3.7.2 Validity

The researcher tried to maintain the study's validity by avoiding double negative questions, avoiding uncertainty about causal direction, and informing the respondent about the study's intent (Creswell, 2009)

Internal validity refers to how well the research results match reality, and because what is being tested is how people view the leader, it is constantly changing as the researcher measures the findings that are aimed to test reality in qualitative researches. Internal validity assesses whether a finding is genuine or not. Therefore the finding in this study should be strongly supported by the result in the context and the general theory in the field.

The term "external validity" refers to the ability to extrapolate the observed relationship from the sample to the entire population. External validity was addressed in this analysis by using a representative sample, and academicians will double-check the study's validity.

3.8 Ethical Consideration

In any research work all ethical standards shall be implemented during data gathering, writing research proposal and in dissemination of final research report (Creswell, 2009).

This study was be governed by the general rules of research ethics in such a way that respondents were requested to provide information on voluntary basis, they were informed about the purpose of the study, and confidentiality of the information was guaranteed. Moreover, the researcher, abide to the rules and regulations of the University.

The participation of human respondents, certain ethical issues like consent and confidentiality was be considered. Important details of the study including its aim and purpose was available to respondents for them to be able to understand the importance of their role in the completion of

the research. The confidentiality of the participants was also ensured by not disclosing their names or personal information in the research. Only relevant details was revealed. Finally, ethical consideration of proper and due referencing and acknowledgement was also made during the entire research process.

CHAPTER 4

DATA ANALYSIS AND RESULTS OF THE STUDY

This chapter addresses the presentation, analysis and interpretation of the data collected through questionnaires. This chapter presents a demographic description of the sample in terms of age, sex, level of education, marital status, monthly income, and managerial position. And it summarizes the response of participants of the research when it comes to effect of leadership styles on employees' motivation on Zeleman Communication, Advertizing, and Production.

4.1. Response rate

From the sample required which was 99 participants a total of 89 questionnaires were able to be gathered which gives 90% response rate. All of the responses were gathered through Google Forms – Online Survey tool.

4.2. Data Presentation

4.2.1 Demographic characteristics of respondents

This research focused on the main demographic characteristics such as Age, Gender, Educational levels, marital status and monthly income to gather the demographic data.

Table 4.1: Summery of Respondents demographic data

Demographic Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Age	18-30	70	78.7	78.7	78.7
	31-40	16	18.0	18.0	96.6
	41-50	2	2.2	2.2	98.9
	51-60	1	1.1	1.1	100.0
	Total	89	100.0	100.0	

Demographic Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Marital Status	In a relation	14	15.7	15.7	15.7
	Married	32	36.0	36.0	51.7
	Single	43	48.3	48.3	100.0
	Total	89	100.0	100.0	

Demographic Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Female	52	58.4	58.4	58.4
	Male	37	41.6	41.6	100.0
	Total	89	100.0	100.0	

Demographic Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Education Level	1st degree	65	73.0	73.0	73.0
	2nd degree and above	17	19.1	19.1	92.1
	Diploma	7	7.9	7.9	100.0
	Total	89	100.0	100.0	

Demographic Characteristics		Frequency	Percent	Valid Percent	Cumulative Percent
Monthly Income (in ETB)		1	1.1	1.1	1.1
	< 10,000	49	55.1	55.1	56.2
	10,001 – 20,000	27	30.3	30.3	86.5
	20,001 – 30,000	10	11.2	11.2	97.8
	30,001 – 40,000	2	2.2	2.2	100.0
	Total	89	100.0	100.0	

Source: Own survey SPSS result (2021)

According to the data presented, 78.7% of the respondents were under age group of 18-30 years old; 18% of the respondents were under age group of 31-40 years, 2.2% of the respondents were under age group of 41-50 years and the remaining 1.1% were under 51 - 60 years old.

According to the data presented in table 4.1, 41.6% of the respondents were male and the remaining 58.4% of the respondents were female. This indicates that out of 89 employees around 37 employees were male and the remaining 52 employees were female.

The educational level of the respondents in the above table demonstrates that the majority of the respondents have a decent educational background, with 73% having a first degree and 19.1% having a second degree or higher.

Majority of the respondents earn less than 20,000 birr. 55.1% and 30.3% of the employees earn <10,000 birr and 10,001 – 20,000 birr respectively. The rest 11.2%, 2.2% of the employees earn 20,001 – 30,000 and 30,001 – 40,000 respectively. In addition 48.3% of the employees are single, 15.7% are in a relation and the rest 36% of the employees are married.

4.3 Descriptive Statistics

As a measurement of employee motivation and motivation indicator dimension, Table 4.2 to Table 4.5 presents result of descriptive analysis result from reward system, trust building and participative decision making.

All parts of the dimensions are processed, analyzed and interpreted through SPSS in order to achieve the desired result as follows.

4.3.1 Validity and Reliability of Likert Scales

Cronbach's alpha was used to calculate the reliability scale, and the best value set has 0.7. (Ali, 2013). Cronbach's alpha reliability denotes the internal consistency of the participants' responses to all of the questionnaire items, indicating the degree to which items that are independent measures of the same concept are correlated with each other. Many countries had tested the validity and reliability of Multifactor Leadership Questionnaire and motivation items several times (Bass & Avolio, 1995).

Cronbach's alpha was used in the study to test the reliability. Thus, the Multifactor Leadership Questionnaire result for three styles is 0.9861 for transactional items, 0.9550 for transformational items, and 0.9856 for laissez faire items. This means that the Multifactor Leadership Questionnaire was within an acceptable range. In addition, the Cronbach's alpha coefficient for

motivation was 0.9107. This demonstrates that the Cronbach alpha result for motivations is very good and acceptable.

Table 4. 2:Cronbach’s Alpha Reliability test for MLQ and Motivation.

Item	N	Mean	Standard Deviation
Transformational items.	89	1.020907	0.9861
Transactional items.	89	.8327789	0.9550
Laissez-faire items.	89	1.00335	0.9856
Motivation items		.1830901	0.9107

Source: Own survey SPSS result (2021)

4.3.2 Descriptive Statistics of dependent and independent variables

The following table presents result of descriptive analysis result from Motivation items followed by Transformational, Transactional and laissez-faire items respective frequency and percent.

Table 4.3:Motivation items mean, standard deviations, percent and frequency.

Motivation Items		Rating				
		Very low	low	Average	high	Very high
How do you rate the level of your motivation against the standard/specification of products/services?	F	3	6	11	35	34
	%	2.82	7.04	12.68	39.44	38.03
How do you rate your productivity against the standard/target set?	F	1	1	15	39	33
	%	1.41	1.41	16.9	43.66	36.62
How do you rate the amount of your extra effort that you use to accomplish your daily and new tasks?	F	0	3	14	40	33
	%	0	2.82	15.49	45.07	36.62

How do you rate the amount of your extra effort that you use to accomplish your daily and new tasks?	F	3	8	29	30	20
	%	2.82	8.45	32.39	33.8	22.54

Source: Own survey SPSS result (2021)

As Table 4 on the below shows, the majority of the employees believed as they had high motivation in the industry. Regardless of the leadership style, only few employees were reflected as low motivated in the industry across all motivation items while about more than three-fourth of the employees were responded as they had high and very high motivation.

4.3.3 Descriptive statistics for Motivation.

Table 4.4: Motivation items mean, standard deviations, percent and frequency.

	Motivation	strongly disagree	disagree	Average/ Middle	agree	strongly agree
1	Having the freedom to try out my own ideas makes me happy	2	14	10	36	27
		2.41	15.66	10.84	40.96	30.12
2	For me Being expected to achieve results increase my motivation.	2	3	5	5	35
		2.41	3.61	6.02	6.02	39.76
3	Not having to work to tight deadlines is good for my job.	12	29	19	16	13
		13.25	32.53	21.69	18.07	14.46
4	Having job security is more important for me	2	2	6	46	32

		2.41	2.41	7.23	51.81	36.14
5	Having a flexible boss is important.	8	18	15	26	23
		8.43	20.48	16.87	28.92	25.3
6	Having a job that provides development opportunities and future is motive	1	12	10	38	38
		1.2	13.25	10.84	42.17	42.17
7	I like the challenges of job	11	25	27	17	10
		12.05	27.71	30.12	19.28	10.84
8	Being able to do interesting work motivates me.	1	4	18	42	24
		1.2	4.82	20.48	46.99	26.51
9	Being recognized for my expertise is important for me.	12	12	19	16	13
		13.25	13.25	21.69	18.07	14.46
10	Solving problems by my self makes me happy	12	30	21	14	12
		13.25	33.73	24.1	15.66	13.25

Source: Own survey SPSS result (2021)

According to the above table, the greatest mean corresponds to the item stating “For me, being expected to achieve results increases my motivation.” With a mean value of 4.19 and the lowest mean value for the question “Solving problems on my own makes me happy,” With an average of 2.82.

4.3.4 Descriptive statistics for Transformational leadership style

Table 4.5: Transformational items mean, standard deviations, percent and frequency.

Transformational leadership style		strongly disagree	disagree	Average/ Middle	agree	strongly agree,
My superior helps staff members to develop and improve their abilities and skills	F	2	20	30	20	16
	%	2.41	22.89	33.73	22.89	18.07
My leader considers the moral and ethical consequences of his decision	F	2	27	30	18	12
	%	2.41	30.12	33.73	20.48	13.25
My boss emphasizes the importance of having a collective sense of mission and support team sprit	F	2	25	29	19	14
	%	2.41	27.71	32.53	21.69	15.66
My immediate manager suggest creative ways of completing task assignment	F	4	18	30	20	16
	%	4.82	20.48	33.73	22.89	18.07
My leader has leadership skill that deserves my respect	F	2	23	29	19	16
	%	2.41	25.3	32.53	21.69	18.07
My boss acts in a way that builds trust of subordinates	F	2	24	31	19	13
	%	2.41	26.51	34.94	21.69	14.46

My boss involves subordinates individually as well as in groups to making decisions	F	2	20	30	20	16
	%	2.41	22.89	33.73	22.89	18.07
My boss motivates subordinates for a higher level of performance	F	3	23	30	20	13
	%	3.61	25.3	33.73	22.89	14.46
My leader considers staff's special needs, abilities and aspirations during task assignment	F	2	19	32	20	15
	%	2.41	21.69	36.14	22.89	16.87
My boss spend time in teaching coaching and controlling subordinates	F	2	19	32	20	15
	%	2.41	26.51	26.51	21.69	15.66
My boss scarifies his interest to the good of the group and the organization	F	2	20	32	20	14
	%	2.41	22.89	36.14	22.89	15.66

Source: Own survey SPSS result (2021)

According to the table above, the majority of respondents agree or strongly agree on the 11 transformational leadership style questions. This is represented by the mean values of each item when they are compared.

4.3.5 Descriptive statistics for Transactional leadership style

Table 4.6: Transactional items mean, standard deviations, percent and frequency.

Transactional leadership style		strongly disagree	disagree	Average/ Middle	agree	strongly agree,
My boss concentrates on dealing with irregularities, mistakes, complaints and deviations from standards	F	6	29	25	23	6
	%	7.23	32.53	27.71	25.3	7.23
My leader concentrates on maintains performances standards than relationship building	F	6	29	25	23	6
	%	7.23	32.53	27.71	25.3	7.23
My leader provides me with assistance in exchange for my efforts	F	5	30	25	23	6
	%	6.02	33.73	27.71	25.3	7.23
My leader Keeps track of all mistakes	F	6	29	25	23	6
	%	7.23	32.53	27.71	25.3	7.23
My leader provides rewards when others reach their goals	F	6	31	27	21	3
	%	7.23	34.94	30.12	24.1	3.61
My leader tells others what to do if they want to be rewarded for their work	F	6	29	26	24	4
	%	7.23	32.53	28.92	26.51	4.82
I mostly expect appreciation after finishing my job	F	10	24	27	17	12
	%	10.84	26.51	30.12	19.28	13.25
My supervisor woks on allocation of	F	6	30	25	25	3

benefit packages						
	%	7.23	33.73	27.71	27.71	3.61

Source: Own survey SPSS result (2021)

Responses to transactional leadership style items show that comparable means around 2.9, and the majority of respondents choose disagree and medium form the researcher's questions.

4.3.6 Descriptive statistics for Laissez-fair leadership style.

Table 4.7: Laissez-faire items mean, standard deviations, percent and frequency

Laissez-fair leadership style		strongly disagree	disagree	Average/ Middle	agree	strongly agree,
My boss avoids getting involved when important tissues arises	F	10	25	31	18	5
	%	10.84	27.71	34.94	20.48	6.02
My leader avoids him/herself from goal setting and decision making	F	10	25	31	17	6
	%	10.84	27.71	34.94	19.28	7.23
My boss gives us complete freedom to make decision in our respective jobs	F	10	26	30	18	5
	%	10.84	28.92	33.73	20.48	6.02
My supervisor has many tasks other than following me	F	10	27	32	17	3
	%	10.84	30.12	36.14	19.28	3.61
My supervisor has a habit of letting things to go by them selves	F	10	27	31	18	3
	%	10.84	30.12	34.94	20.48	3.61

Intervention in my job is not important	F	10	26	33	17	3
	%	10.84	28.92	37.35	19.28	3.61

Source: Own survey SPSS result (2021)

The mean and standard deviations of laissez-faire leadership responses are also relatively similar. Percentages and frequencies show that the majority of responses correspond to middle and agreeable responses.

Table 4. 8: Summary -Descriptive Statistics of dependent and independent variable

	N	Minimum	Maximum	Mean Std.	Std. Deviation
Motivation	89	2.00	5.00	3.4904	.57395
Transformational	89	1.00	5.00	3.2442	1.0174827
Transactional	89	1.00	5.00	2.9081	.93380
Laissez-faire	89	1.00	5.00	2.7932	1.00897
Valid N (listwise)	89				

Source: Own survey SPSS result (2021)

The summary descriptive statistics results are shown in the table above. The mean values and standard deviations of respondents' perceptions of motivation and leadership styles were computed. According to Bass and Avolio (1997), for effective leadership, mean scores should be greater than or equal to 3.0 for transformational leadership and greater than 2.0 for transactional leadership. The transformational leadership style has a mean and standard deviation of 3.24 and 1.01, respectively. A wide range of responses was indicated by the highest standard deviation value. The mean value of transactional leadership is 2.90, with a standard deviation of 0.93.

As a result, both transformational and transactional leadership styles were discovered to have the recommended mean scores. Aside from the suggested mean score of 0.00, the mean score and standard deviation value for the total laissez-faire leadership style were 2.79 and 1.00, respectively. This implies that there is a tendency to enable employees to work and lead work situations on their own.

This finding indicates that transformational leadership is the most commonly used leadership style, followed by transactional leadership and laissez-faire leadership, which are the least commonly used at Zeleman.

4.4 Inferential Statistics

4.4.1 Correlation Analysis

Table 4.9: Correlation Analysis

		Motivation	Transformational	Transactional	Laissez-faire
Motivation	Pearson Correlation	1			
	Sig. (2-tailed)				
Transformational	Pearson Correlation	.295**	1		
	Sig. (2-tailed)	.007			
Transactional	Pearson Correlation	.375**	.248	1	
	Sig. (2-tailed)	.000	.024		
Laissez-faire	Pearson Correlation	.111	.030	-.025	1
	Sig. (2-tailed)	.320	.790	.821	

	N				
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

Source: Own survey SPSS result (2021)

The table above describes the relationship between the dependent variable, Motivation, and the independent (transformational, transactional, or laissez-faire) variable. The relationship between each dependent and independent variable is described below, as it was tested in a two-tailed Pearson's correlation analysis.

The Pearson correlation coefficient ($r = 0.295^{**} > 0.29$) demonstrates a low moderate degree of correlation with employee motivation with transformational leadership style. The relationship between transformational leadership style and employee motivation was statistically significant (0.01 confidential levels).

For transactional leadership, the Pearson correlation coefficient (r) was 0.375 with a 0.01 confidence interval. This indicates that there is a high moderate degree of correlation between transactional leadership style and related employees' motivation in Zeleman's work environments.

Laissez-faire Leadership style and motivation were slightly positively correlated, with a Pearson correlation coefficient (r) of 0.111 and an insignificant correlation motivation. Furthermore, at the 0.05 level, there is a low moderately significant relationship between transactional leadership style and transformational leadership, with correlation coefficients (r) of 0.248 and 0.024. (2-tailed). There is a negative ($r = -0.25$) and insignificant relationship between transactional leadership style and laissez-faire leadership style.

4.4.1 Normality and missing test

Positive skewness indicates a distribution with an asymmetric tail extending towards more positive values and negative skewness indicates a distribution with an asymmetric tail extending towards more negative values" (Microsoft, 1996). Kurtosis is a measure of peakedness, or the height and sharpness of the central peak in comparison to a standard bell curve (Microsoft, 1996). For medium-sized samples (50 n 300) with 95 percent confidence intervals for

population, skewness, and kurtosis, data distribution within the range of [-2, 2] for skewness score and [-3, 3] for kurtosis score is considered to be approximately normal distributed (George and Mallery, 2010). Further the Histogram figure (see Appendix 3), it can be easily observed that all independent variables had normal distribution curve, demonstrating that data witnesses to the normality assumption.

Table 4.10: Skewness and kurtosis result

		Motivation	Transformational	Transactional	Laissez-faire
N	Valid	89	89	89	89
	Missing	0	0	0	0
Mean		3.4904	3.2442	2.9081	2.7932
Skewness		-.190	.034	.058	-.074
Std. Error of Skewness		.264	.264	.264	.264
Kurtosis		.083	-.824	-.710	-.702
Std. Error of Kurtosis		.523	.523	.523	.523

Source: Own survey SPSS result (2021)

4.4.2 Regression Analysis

ANOVA results show that level of significance is below 0.01. This indicating the model is reliable and best fitted at all conventional levels of significance.

Table 4.11: ANOVA Table

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig
	Regression	5.328	3	1.776	6.471	.001 ^b
	Residual	21.684	79	.274		
	Total	27.012	82			

a. Dependent Variable: Motivation

b. Predictors: (Constant), laissez-faire, transactional, transformational

Source: Own survey SPSS result (2021)

The independent one sample T test results in this regard were also found to be 5% of the significance level, as shown in table 4.11. To empirically test the hypothesis developed in Chapter 2, we use analysis of variance (ANOVA) with a R value of 0.444, indicating a moderate relationship between variables.

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877 ^a	0.769	0.767	0.33909

a. Predictors: (Constant), laissez-faire, transactional, transformational

Source: Own survey SPSS result (2021)

The statistical significance of the relationship between the dependent and independent variables is indicated by the p-value. Before running the regression analysis, the model adequacy and fitness were checked in accordance with the statistical requirements, as shown in summary table 4.13 below.

Table 4.13: Coefficients of dependent and independent variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.342	.286		8.176	.000
	Transformational	.119	.059	.211	2.029	.046
	Transactional	.200	.064	.326	3.132	.002
	Laissez-faires	.064	.057	.113	1.115	.268

a. Predictors: (Constant), Brand Association, Brand Awareness, Brand Loyalty, Perceived Quality

b. Dependent Variable: Motivation

Source: Own survey SPSS result (2021)

According to the findings, transactional leadership has a greater impact on employee motivation. The standardized coefficient (Beta= 0.326) indicates that transactional leadership positively influences employee motivation. In other words, the variation in transactional leadership styles explains 32.6 percent of the change in employee organizational motivation. In addition to transactional leadership, transformational leadership has a positive effect on motivation, as indicated by the standardized coefficient (Beta= 0.211). In other words, the variation in

transformational leadership styles explains 21.1 percent of the change in employee motivation. Finally, as indicated by the standardized coefficient (Beta= 0.113), laissez-faire leadership has a positive effect on motivation. In other words, variation in laissez-faire leadership styles attributed for 11.3 percent of the change in employee motivation.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of major findings, conclusion, and the significant contribution of the study as well as recommendations for future researchers. The first section is summary of major findings followed by conclusion and finally recommendation for future researchers.

5.1. Summary of findings

The purpose of this study was to measure the effect of leadership on employees' motivation on Zeleman Communication, Advertizing, and Production. The Cronbach alpha reliability scale was used to test the validity and reliability of the Multifactor Leadership Questionnaire and motivation items several times. Thus, the Multifactor Leadership Questionnaire result for three leadership styles equals 0.98 for transactional and laissez-faire items and 0.95 for transformational items. This means that the Multifactor Leadership Questionnaire was within an acceptable range. In addition, Cronbach's alpha coefficient for motivation was 0.9107. The motivation of employees was measured based on a self-rating questionnaire to their own personal perceptions of their motivation, productivity, extra effort, and satisfaction, and data was generated using the standard Multifactor Leadership Questionnaire, which was developed by Bass and Avolio (1992). The independent variables were transformational, transactional and laissez-fair leadership styles character, while the dependent variable was employee motivation indicator. Data was collected by structured survey questionnaire disseminated online through Google Forms. Population of the study considered the employees of Zeleman.

Most of the respondents were found to be youngsters (18-30 age), Female, Single, educated (collage graduate), who had monthly income of less than 10,000.

For descriptive statistics, inferential statistics, two-tailed Pearson correlation, and regression analysis, the researchers employed statistical software. Following the completion of quantitative data analysis, the following summary of important findings were presented. The findings are presented in a way that contradicts the study's goals, questions, and hypothesis.

The study used correlation and regression analysis to show the effects of leadership style on organizational motivation. With a 0.01 confidence level, the results suggest that transactional leadership style has a favorable, high-moderate, and statically significant relationship with employee motivation, followed by a moderate and statically significant relationship between transformational leadership style and motivation.

The standardized coefficient (Beta= 0.326) in regression analysis suggests that transactional leadership contributes more to the model or has a favorable effect on employee motivation. In other words, transactional leadership styles account for 32.6 percent of the variation in employee organizational motivation. Transformational leadership, as comparison to transactional leadership, has a favorable effect on motivation, as evidenced by the standardized coefficient (Beta= 0.211). In other words, differences in transformational leadership styles account for 21.1 percent of the variation in employee motivation.

5.2. Conclusion

The most commonly employed leadership style was transformational leadership, which was followed by transactional leadership. Furthermore, at Zeleman, the laissez-faire leadership style was the least used. The mean score of the three leadership styles (transformational, transactional, and laissez-faire leadership styles) was 3.2, 2.9, and 2.7, respectively, according to the data.

The data suggest that transactional leadership style has a favorable, high-moderate, and statically significant relationship with employee motivation, while transformational leadership style has a moderate and statically significant relationship with motivation. Finally, the influence of a laissez-faire leadership style on employee motivation is very weak and inconsequential.

5.3 Recommendation

Human capital has a large and important role in an organization's ability to maintain improved performance and profitability. Internal and environmental elements such as dedication, readiness, and ability are used to motivate people in this way. Training and development are critical for internal motivation transformative leadership styles that place a high value on human resources.

Giving praise and rewards to employees has a significant impact on motivation from the outside. Laissez-faire leadership style provides its own part depending on the job situation and employee personal conduct.

As a result, in order to motivate those around them, a leader or supervisor must blend the best of all leadership styles. For today's complicated human behavior at work and in the workplace, an augmentation leadership style, which consists of the maximum combination of transactional and transformational leadership styles, is recommended.

Final recommendations include:

- Motivating people involves regularly employing transformational leadership ideals such as showing respect, acknowledgment, and offering training, skill, and growth. It also results in more innovative and change-oriented employees.
- Employees might perceive the presence of a transactional motivating plan in the organization if benefit packages are allocated and announced on time.
- Instead of adopting a single philosophy and human resource policy, augmentation leadership employs a possible blend of transformational and transactional leadership styles to motivate personnel.
- Continually assessing staff motivation levels utilizing various techniques such as employee surveys, consultants, or external agents in order to have a direct impact on commitment, performance, and profits.

5.4. Limitations and suggestion for further study

The census sampling method was used in this research. Data was collected using online platforms and accessed by Zeleman employees. As a result, the findings solely represent employee motivation and motivation indicator of respondents discovered in Zeleman; consequently, the generalizability of the findings to the entire population of the country may be limited. As a result, additional respondents from diverse organizations will be needed in future study in order for the findings to accurately reflect the effect of leadership on employee motivation in Ethiopia. As a result, future study should include a sample of responders drawn from a variety of firms.

The study will also serve as a valuable resource for other scholars who wish to conduct research in this field, particularly those who wish to broaden their scope of study in the media sector. This means that in the future, research may be conducted with the inclusion of various types of variables such as other leadership styles, additional motivation indicator variables, the role of

employee education level, and gender differences as a factor on leadership style and employee motivation relationships, and so on.

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APPENDIX

APPENDIX 1: QUESTIONNAIRE

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

DEPARTMENT OF BUSINESS LEADERSHIP

Dear respondents:

My name is **Sophia Seifu**, a graduate candidate at the Addis Ababa University School of Commerce. I am conducting my thesis entitled “**Impact of Participative Leadership on Employee’s Motivation: The Case of Zeleman Communication, Advertizing and Production**” as partial fulfillment of the requirements for the completion of my Master’s Degree in Business Leadership.

The main reason you are chosen as a respondent for the study is that you are an employee of Zeleman, your inputs are believed to be helpful in drawing valid conclusions on the effect of Leadership on Employee’s Motivation.

Participation is absolutely **voluntary**. If you choose to participate in this research, please take a few minutes of your time to answer the entire questionnaire honestly about your intention and attitude with regard to employee motivation in Zeleman. I really appreciate your willingness and cooperation in giving genuine information for this questionnaire and I hereby declare and promise you that the information you provide will be kept confidential and only be used for academic purpose.

For any clarification you can contact me through +251-923976990 or through my email: **sophiaseifu@gmail.com**.

In advance, I would like to thank you for your cooperation.

NB:

- No need of writing your name
- Please put tick mark (✓) in front of choice box that you believe appropriate for Part 1 to 3 of the questionnaire.

Part 1: General Information

Please answer by putting a tick mark (✓) in the box provided

1. Age

- 18 – 30 31 – 40 41 – 50 51 – 60 above 60

2. Gender

- Male Female

3. Marital Status

- Single Divorced Other
 Married In a relation

4. Education Level

- Below High School 1st Degree
 High School 2nd Degree and above
 Diploma

5. Monthly Income (in ETB)

- < 10,000 10,001 – 20,000 20,001 – 30,000
 30,001 – 40,000 40,001 – 50,000 >50,001

Part 2: Basic Information with respect to employee motivation

Please answer by putting a tick mark (✓) in the box provided

6. IMPORTANT (necessary for processing):

Are you in a management position?

- Yes No

7. If yes, your number of subordinates is..... (Please complete the sentence).

_____ Total

Part 3: MOTIVATION IN THE WORKPLACE

Listed below are participative decision making Variables. Please answer by putting a tick mark (✓) in the box provided

	Transformational	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	My superior helps staff members to develop and improve their abilities and skills					
2	My leader considers the moral and ethical consequences of his decision					
3	My boss emphasizes the importance of having a collective sense of mission and support team sprit					
4	My immediate manager suggest creative ways of completing task assignment					
5	My leader has leadership skill that deserves my respect					
6	My boss acts in a way that builds trust of subordinates					
7	My boss involves subordinates individually as well as in groups to making decisions					
8	My boss motivates subordinates for a higher level of performance					
9	My leader considers staff's special needs, abilities and aspirations during task assignment					

10	My boss spend time in teaching coaching and controlling subordinates					
11	My boss scarifies his interest to the good of the group and the organization					
	Transactional Leadership					
1	My boss concentrates on dealing with irregularities, mistakes, complaints and deviations from standards					
2	My leader concentrates on maintains performances standards than relationship building					
3	My leader provides me with assistance in exchange for my efforts					
4	My leader Keeps track of all mistakes					
5	My leader provides rewards when others reach their goals					
6	My leader tells others what to do if they want to be rewarded for their work					
7	I mostly expect appreciation after finishing my job					

8	My supervisor woks on allocation of benefit packages					
	Laissez-faire Leadership					
1	My boss avoids getting involved when important tissues arises					
2	My leader avoids him/herself from goal setting and decision making					
3	My boss gives us complete freedom to make decision in our respective jobs					
4	My supervisor has many tasks other than following me					
5	My supervisor has a habit of letting things to go by them selves					
6	Intervention in my job is not important					
	Motivation					
1	Having the freedom to try out my own ideas makes me happy					
2	For me Being expected to achieve results increase my motivation.					
3	Not having to work to tight deadlines is good for my job.					

4	Having job security is more important for me					
5	Having a flexible boss is important.					
6	Having a job that provides development opportunities and future is motivating.					
7	I like the challenges of job					
8	Being able to do interesting work motivates me.					
9	Being recognized for my expertise is important for me.					
10	Solving problems by my self makes me happy					

Thank you of your corporations

APPENDIX 2: Histogram

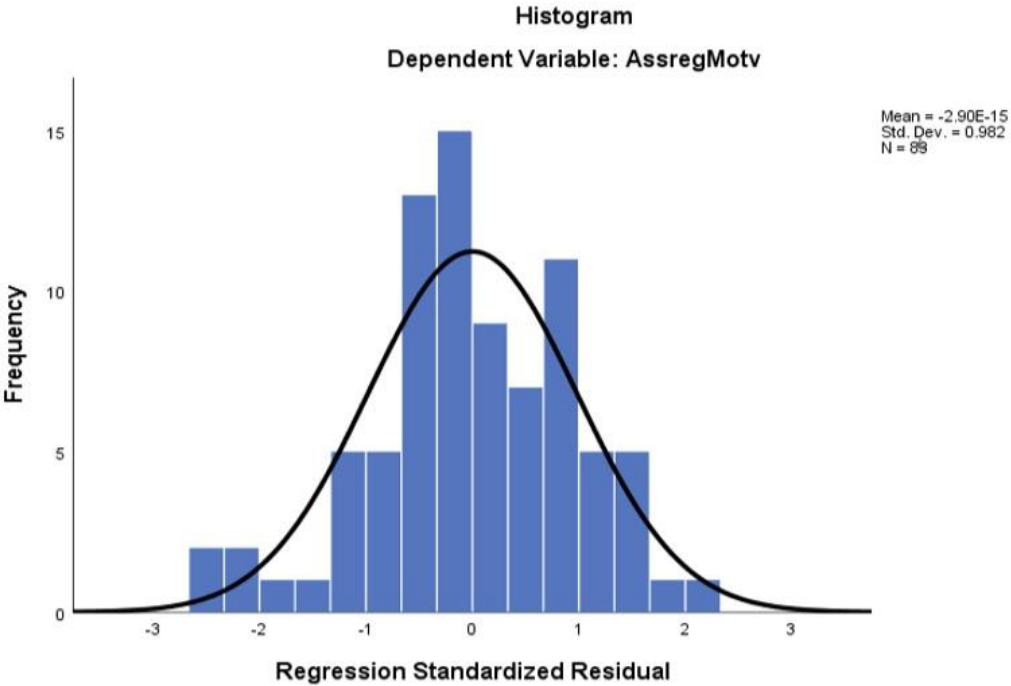


Figure 4.1: Histogram for normality test