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Addis Ababa University
College of Business and Economics
School of Commerce

Effect of Leadership Style and Employee's Motivation:
A case of Berhanna Selam Printing Enterprise (BSPE)

By:

Mubarik Worku

Advisor: Atsede Tesfaye (PhD).

A Thesis Submitted to the School of Graduate Studies, Addis Ababa
University in Partial Fulfillment of the Requirements
for the Degree of Masters in Business Leadership (MBL).

July, 2019.

Addis Ababa, Ethiopia.

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DECLARATION

I, the undersigned, declare that this research project entitled “The Effect of Leadership Style and Employees’ Motivation: A case of Berhanna Selam Printing Enterprise (BSPE)” 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: **Mubarik Worku**

Signature: -----

Date: -----

STATEMENT OF CERTEFICATION

This is to certify that **Mubarik Worku** has done a study on the topic “**The Effect of Leadership Style and Employee’s Motivation: A case of Berhanna Selam Printing Enterprise (BSPE)**” under my supervision. This work is original and suitable for the submission in partial fulfillment of the requirement for the award of degree of Masters in Business Leadership.

Atsede Tesfaye (PhD)

Signature **Date.....**

Addis Ababa University
College of Business and Economics
School of commerce

This is to certify that the thesis prepared by Mubarik Worku entitled The Effect of Leadership Style and Employee’s Motivation: A case of Berhanna Selam Printing Enterprise; 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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List of acronyms and abbreviations.

BSPE- Berhanena Selam Printing Enterprise.

LF- Laissez-faire

MLQ- Multi-factor Leadership Questionnaires.

SPSS- Statistical Package for the Social Sciences.

SLT- Situational leadership theory.

TF-Transformational Leadership.

TN-Transactional Leadership.

Abstract

The main purpose of this study was to reveal the effects of leadership style on employees' motivation in the work place of BSPE. The participants of this study were 83 employees of BSPE. In order to collect quantitative data, the researcher employed probability sampling technique to select participants of the study. Moreover, the researcher applied Bass & Avolio's' (1995) multifactor leadership questionnaire and Ryan and Deci's (2002) MySkillsProfile.com Limited questionnaires on motivation. The validity and reliability of MLQ and motivation items had been tested using Cronbach's alpha for testing the reliability. The study used descriptive statistics, inferential statistics, two tailed Pearson correlation and regression analysis. The results showed that transformational and transactional leadership styles are the dominant leadership styles at BSPE. The regression results also revealed that transactional leadership style affects employees' motivation followed by transformational leadership style and laissez-faire leadership style the work places of BSPE.

Keywords: *Motivation, Leadership style, Transformational, Transactional Laissez-faire, BSPE.*

Chapter One

Introduction

1.1 Background of the Study

Leadership styles have an immense impact on how employees perform and grow, lead positive organizational outcomes. For more than two centuries, people have studied leadership to understand its origin, characteristics, and effectiveness. Beginning in the mid-19th century, the prevailing leadership concept was that of the “great-man,” a generalized yet non-scientific acceptance that, as the name implies, only certain people were capable of leadership. Writer and historian Thomas Carlyle popularized this concept in his book *On Heroes, Hero Worship, and the Heroic in History*. In the 1930s and 1940s, the American psychologist Gordon Allport described certain personality characteristics that are indicative of successful leaders. Allport claimed that leaders are born with certain traits and exhibit them in certain combinations that make them successful.

As the field of psychometrics grew from the 1930s to 1950s, however, additional scientific researchers had difficulty showing consistent results when using traits to define leadership success (Patterson, 2015).

The failure to show reliable and consistent correlations between traits and leadership gave rise to new concepts. Researchers began looking at behavior rather than trait to measure leadership effectiveness. Since behaviors are observable, it makes them much easier to study and understand. One understands leadership by how someone acts, not simply by the traits they may or may not possess.

Management and leadership are terms that are frequently used interchangeably, however, they are not the same thing – they have quite distinct meanings “Management is doing things right, leadership is doing the right thing” (Edersheim and Drucker, 2007). Leadership skills are often defined as being the providing of vision and strategy as well as leading transformational change, while management skills are frequently considered to be planning, controlling and monitoring (Moiz Bamahadi, 2012).

Without clear vision and strategy, role modeling and suitable employee -employer relationships, employee motivation which has direct impact on corporate and department success is unreliable.

Leadership styles are collections of behaviors dependent on the situation and needs of people involved. Hersey and Blanchard popularized this concept as “situational leadership. In the 1970s and 1980s, a different leadership concept known as transformational leadership came to light from researchers such as Bass and Burns (Bass, B. M. & Avolio, B.J., 1995).

In transformational leadership, the leader’s role is to create and tell a compelling vision that motivates people to operate at a higher level and then creating a greater sense of purpose. Transformational leaders are concerned less with task specific needs and more with building trust, selling ideas, and gaining commitment. This has a great to do with motivation through different motivation mechanisms, besides transactional and laissez-faire leadership styles. The vision is the transformative mechanism, the “big picture” that so often is missing in the day-to-day frenzy of modern organizations (Patterson, 2015).

Hanson & Ford (2010) discussed that the highly complex networks between bureaucratic organizational structures and leadership conventions interactively and mutually support the acceleration of organizational outcomes that lead to successful team motivation (Hanson & Ford, 2010).

1.2. Statement of the Problem

In order to appropriately motivate followers, organizational leaders and supervisors must be motivated too. Organizational leaders are truly effective only when they are motivated themselves, and the concern for others motivation increase, when their actions are invariably guided primarily by the criteria of the benefit to others even if it results has some cost to oneself (Kanungo and Mendonca, 1996b).

Berhanena Selam Printing Enterprise (BSPE) was founded by Emperor Haile Selassie on 14 September 1914 having a function of producing print service. The service became more and more popular and began to publish various government and private newspapers, books, magazines, receipts and confidential documents. It was administered under the former Haile Selassie capital charity, after the acquisition of other production and distribution companies in August 1966, it becomes government property.

The organization was re-established in 1992 as a government legal corporate entity with capital birr 8,390,000.00 (eight million three hundred and ninety thousand). Recently the Council of Ministers has amended its capital in accordance with Regulation No. 412/2009. Accordingly, the paid-up capital of Birr 382,176,000.00 (three hundred eighty-two million one hundred and seventy-six thousand birr) and the authorized capital of Birr 1,528,700,000.00 (one billion five hundred twenty-eight million eight hundred thousand birr) has been registered. In year 2017 it has established printing technology college providing short-term training on printing service.

It now has 830 permanent employees where they are divided among twelve departments. Where the CEO is responsible for the board of commission which in turn is responsible to the council of ministers. The High map Level /organogram/ of Berhanena Selam Enterprise is available in the annex part of this paper. In addition to the basic governing employee-employee labor law 377/66 there is a collective agreement between the enterprise management and the labor union of employees of BSPE stating specific rights and obligations of the management and the employees. This collective agreement is liable to revision every three-year. The aim of this agreement is to ensure that the employee productivity and at the same time ensures the safety and economic benefits of the human resource (BSPE quarterly bulletin, November 2018).

The enterprise has various motivation schemes to motivate employees for a better performance and job satisfaction. Among this; full coverage of health insurance, overtime payments, transportation services for employees, education and training arrangement, annual bonus and salary increment and job grade improvement depending on the overall employee performance and profit amount. In addition to this there is an incentive of those who brought innovative ideas and work approaches. This all made the company to register continuous and increasing profit yearly.

At the beginning of year 2018 the enterprise has tried to change various work structures and even the directors and top executives. Some of the employees support this change while other don't like that. Of the total employee 90 % of the employees are working in operations department and engaged in routine works that need high concentration. These operational processes need internal as well as external motivation and energy. (Government Media News, February 2018).

Factors such as leader follower relation, motivation scams, communication, the ease of understanding each other with respect to the job at hand, skills required to perform the job and

the rewards and returns from that performance are vital on such work arrangements. To study this and those factors related to leaders and supervisor's role related to motivation, and the attitudes of employees towards leaders' approach, this paper tries to put effort throughout its progress.

1.3 Research Questions

The following questions are identified as the suggested research questions.

- 1) What leadership styles are practiced at BSPE?
- 2) What employees' motivation pattern looks like at their job?
- 3) How does leadership style affect employee motivation?

1.4. Objective of the Study

The general objective of the study is to assess the existing leadership styles and their relation with employees' motivation. And the specific and clear goals include;

- 1- To assess the types of leadership style practiced at BSPE.
- 2- To assess motivation of employees at BSPE
- 3- To investigate the effect of leadership styles on employee motivation at BSPE.

1.5. Definition of terms

Motivation - refers to the forces within a person that affect the direction, intensity, and persistence of voluntary behavior.

Transformational leadership -offer followers a purpose beyond achieving short term goals and focus on the basic needs of their followers and change.

Transactional leadership - focus on the exchange of resources and give followers something they want in exchange for something they want.

Laissez-faire leadership- is a type of leadership style in which leaders hands-off and allows group members to make the decisions also known as delegative leadership.

Augmentation leadership style- is a leadership style which uses possible combinations of transactional and transformational leadership styles.

Ability- refers to the extent to which the follower has the skills and knowledge to perform the task without the leader's guidance.

Willingness- refers to the follower's motivation and commitment to perform the assigned task.

Readiness- refers to the employee's or work team's ability and willingness to accomplish a specific task.

1.6. Significance of the study

Leadership and strategy are intricately connected, because one of the primary responsibilities of leaders is to formulate strategy; and in an organization, only the leader has the power to implement change, strategic change. Thus, strategic thinking is a necessary and fundamental cognitive ability of a leader - or should be so (Frederick Betz, 2016).

When leaders are able to motivate employees based on their needs and the required respect and outcomes satisfaction increases and hence better performance. Individuals innovative work behavior was positively related to both individual perception of ethical leadership and group ethical leadership while individual intrinsic motivation mediated the two relationships. Moreover, group intrinsic motivation mediated the relationship between group ethical leadership and innovative work behavior (Tu Yidong & Lu Xinxin, 2012). Hence leaders need to exert their maximum effort and time to understand the needs and necessities of the work environment.

In such manner this paper tries to understand the relation between leader's role and styles and the related approach while trying to motivate employees. A motivated employee, group or team with the right leadership style can result a maximum possible result. Importance of relationships between supervisors and employees and the way the organization communicates; a finding supported by similar studies which have shown supervision and communication to be important factors in terms of employee motivation (Rima Gose, 2014).

This study has tried to access various leadership styles and related motivation patterns using various MLQ instruments and recommend the results to the company. Such findings are supported by earlier studies which also used Multifactor Leadership Questionnaire and the full range leadership development behaviors in various organizations (Bass and Avolio, 1994; Bass 1985; Jandaghi, Zarei Matin and Farjami 2002).

1.7 Scope and limitation of the study

The study considers data from Berhanena Selam printing enterprise. And the data collected in May 2019 from randomly selected employees of the sampled company. Due to the absence of

previous research and related data on the researched company, this study did not review previous works as a comparison or base. In addition, it does not include qualitative data such as focus groups. Dependent and independent Variables were studied generally, not decomposed to like Transformational leadership in to sub-variables like (Idealized influence, Individualistic consideration Intellectual simulation and inspirational motivation), Transactional leadership styles (Management by exception Active and passive), Motivation (Extrinsic and Intrinsic). This study is limited to leadership styles and employee's motivation. Future studies can focus on developing other frameworks for investigating other variables like satisfaction commitment and performances of employees and relate to motivation and leadership styles. This paper can be used as a base or ground for upcoming feature researches.

1.8. Organization of the study

This study is organized into five chapters. Following the first and introductory chapter, Chapter two gives a review of theoretical and empirical literature concerning leadership style and motivation. In chapter three research design and methodologies used discussed. In chapter four model estimation and interpretation of the results were discussed. Finally, Chapter five presented major findings, conclusions and recommendations concerning the given research topic. The last part of the paper, the appendix consists of different list of references used, questionnaires, different tables figures used during analysis located.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Theories on Leadership Styles

Leadership is a complicated and ever-growing topic of research for both academics and practitioners. It is a phenomenon that is observed in many aspects of life, yet, it is so poorly understood (Kotter,1996). A review of academic literature will lead you to countless associated definitions, theories, styles, explanations, and classifications. Different theories suggest different means for which to become an effective leader. There is no overarching and all-encompassing theory of leadership, but what follows is a history of prominent theories.

2.1.1 The Great-Man Theory and Trait Theories of Leadership

At the time (19th Century), leadership (especially military) was considered a male attribute and thus the term “Great Man” (Ololube, 2013). This theory assumes that great leadership characteristics are inherent and that great leaders are therefore born, not made (Carlyle, 1847). This theory is similar to the “Great Man” theory in that it assumes that people inherit intellectual (charisma, intelligence, self-confidence), physical (height, attractiveness), and personality traits (extraversion) that make them great leaders (Ekvall & Arvonen,1991). Trait theorists were driven to find common traits that separated leaders from non-leaders. However, researchers failed to find traits that were universal in great leaders which ultimately lead to the theory’s disfavor (Amanchukwu et al., 2015).

2.1.2 Situational Leadership Theory

One of the most popular contingency theories among practitioners is the situational leadership theory (SLT) also called the life-cycle theory of leadership, developed by Paul Hersey and Ken Blanchard. SLT suggests that effective leaders vary their style with the “readiness” of followers. (An earlier version of the model called this “maturity”). Readiness refers to the employee’s or work team’s ability and willingness to accomplish a specific task. Ability refers to the extent to which the follower has the skills and knowledge to perform the task without the leader’s guidance. Willingness refers to the follower’s motivation and commitment to perform the assigned task. The model compresses these distinct concepts into a single situational condition. According to Flider (1964), The best leadership style depends on the level of

situational control, that is, the degree of power and influence that the leader possesses in a particular situation. Situational control is affected by three factors in the following order of importance: leader-member relations, task structure, and position power.

Contingency theory stipulates that there isn't a single leadership style that is suited to all circumstances (Fiedler, 1964). The best style to use in a given situation depends on a number of variables. "There is no single right way to lead because the internal and external dimensions of the environment require the leader to adapt to that particular situation" (Greenleaf, 1977). According to this theory, a leader's effectiveness is dependent on whether their qualities and style fit the specific needs of a given environment (Lamb, 2013).

In situational theory leaders select the best course of action based on what they believe that situation requires. Different leadership styles suit different circumstances and effective leadership is considered task-relevant. In order to be an effective leader, one must adapt their style to the performance readiness (ability and willingness) of the group they intend to lead. This theory was developed by Hersey and Blanchard (1969) who categorized styles into four situation and behavior types: directing, coaching, supporting, delegating.

As a contingency theory, path-goal theory states that each of the four leadership styles will be effective in some situations but not in others. The path-goal leadership model specifies two sets of situational variables that moderate the relationship between a leader's style and effectiveness. this include employee characteristics and characteristics of the employee's work environment. The path-goal model contends that effective leaders are capable of selecting the most appropriate behavioral style (or styles) for each situation. Leaders might simultaneously use two or more styles. The style of leadership best used depended on the performance readiness of the group. Hersey and Blanchard (1969) again categorized performance readiness into four levels: very capable and confident, capable but unwilling, unable but confident, and unable and insecure.

On the other situation's participative theory of leadership on the other hand suggests that the most effective leaders are ones who take into consideration the ideas, suggestions, and concerns of others. Therefore, a participative leader focuses on encouraging the participation of others particularly during any decision-making processes. A leader who actively involves others fosters commitment and collaboration which can lead to greater quality decisions and outcomes (Lamb, 2013). Examples of leadership styles that fall within this theory of leadership are democratic, autocratic, and laissez-faire. There are limitations to this theory, however. For example, participative leadership is not effective in emergencies where urgency and compliance are critical.

2.1.3 Behavioral theory

Behavioral theory takes the opposite approach to "Great Man" and Trait theory and is based on the belief that effective leaders are made, not born. The focus of this theory is on the actions rather than intellectual and personal qualities of leaders. It suggests that people can become great leaders through training and observation (Amanchukwu et al., 2015). According to this theory, a leader uses three skills to influence their followers: technical, human, and conceptual. A successful leader determines goals, motivates employees to achieve set goals, interacts and communicates effectively, and builds team spirit. A limitation to this theory is that certain behaviors may be relevant and useful at a given time; however, may be irrelevant and unusual at a different time.

2.1.4 Transactional, Transformational and Laissez-Faire Leadership theory.

The difference between these theories is particularly evident when looking at what leaders and followers offer one another. Transformational leaders offer followers a purpose beyond achieving short term goals and focus on the basic needs of their followers. All these theories are most commonly researched within academic literature (Bass, 1999; Bass, Avolio, Jung, & Berson, 2003; Howell & Avolio, 1993). Transactional leaders focus on the exchange of resources and give followers something they want in exchange for something they want (Judge & Piccolo, 2004). Laissez-faire leadership is a type of leadership style in which leaders is hands-off and allows group members to make the decisions also known as delegative leadership.

Transactional leaders focus on supervision, organization or group performance, and leader follower exchanges. This theory is heavily founded on a rewards and punishments system. It is assumed that effective leadership occurs when followers understand what is expected of them and understand the consequences of meeting/not meeting expectations (Lamb, 2013). Meeting expectations result in rewards while unmet expectations result in punishment.

Transactional leadership is characterized by three components: contingent reward where leaders clarify expectations and establish rewards for meeting expectations, management by exception-active where leaders monitor follower behavior, anticipate problems, and take action before any destructive behavior causes difficulties, and management by exception-passive where leaders ignore destructive behaviors until they have caused serious problems.

Transactional leadership is positively associated with follower satisfaction, follower motivation, leader job performance and leader effectiveness (Judge & Piccolo, 2004); however, the passive management by exception component of transactional leadership is negatively associated with follower satisfaction with leader, follower motivation, team performance, and leader effectiveness. Similarly, transactional leaders who overemphasize goals and rules limit opportunities for followers to try something new which reduces creativity and innovation. The contingent reward component of transactional leadership can also result in negative outcomes because there is no merit in achieving anything higher than necessary, therefore, followers can refrain from going the extra mile in their jobs. Transactional leaders are also focused on satisfying the requirements for the exchange of resources between themselves and followers, and thus, do not focus at all on the development of their team.

Transformational leaders are change agents who energize and direct employees to a new set of corporate values and behaviors. Transformational/Relationship theory. This theory is heavily focused on the relationships and connections formed between a leader and their followers. According to this theory, leadership is a process whereby a leader engages with their followers to create a connection (Amanchukwu et al., 2015). Transformational leaders motivate their followers toward a common vision by explaining how their work fits with the work of the team

or organization. Such leaders also monitor the performance of individuals ensuring that each of their followers are fulfilling their potential. Transformational leaders often have high ethical and moral standards.

Transformational leadership consists four components: idealized influence which is the degree to which leaders act with admirable behavior which results in followers identifying with their leader, inspirational motivation whereby leaders provide followers with meaningful and challenging work, intellectual stimulation which is the degree to which leaders challenge, strengthen, and empower follower's creativity and innovation in a blame-free environment, and individual consideration through which leaders support the development and needs of individual employees (Bass, 1985; Bass et al., 2003).

Transformational leadership has been proven to be an effective form of leadership that positively predicts follower performance (Bass et al., 2003; Dvir et al., 2002). Judge and Piccolo (2004) showed that transformational leadership is strongly positively correlated with follower job satisfaction and motivation. Moreover, Lee (2005) found that transformational leadership is positively correlated with organizational commitment. There are, however, some negative consequences to transformational leadership. For example, transformational leadership can increase follower dependency. A study by Eisenbeib & Boerner (2013), found that although transformational leadership promotes creativity, at the same time it increases follower's dependency on their leader which results in reduced creativity.

Transformational leadership is most useful when an organization is going through a major change (Nemanich & Keller, 2007). Transformational leaders are change agents who energize and direct employees to a new set of corporate values and behaviors. It was noted that followers showed higher job satisfaction, adaptability to change, acquisition acceptance, and job performance under a transformational leader.

Transformational leadership is also useful for virtual teams (teams that use computer mediated communication). A study by Purvanova & Bono (2009), found that the effect of transformational leadership on team performance was stronger in virtual than in face-to-face teams. Therefore, transformational leadership could be useful for international teams that have to use technology to

communicate. Furthermore, transformational leadership is shown to have a high correlation with performance in military and business settings (Judge and Piccolo, 2004).

Although both transformational and transactional theories can be effective leadership models, it is thought that the combination of the two theories leads to the most effective leaders (Bass, 1999). This is called the augmentation effect whereby transformational leadership adds to the effect of transactional leadership. Organizations require both transactional and transformational leadership.

The augmentation effect therefore is, the degree to which transformational leadership styles contribute to the extra effort and performance of followers beyond what is accounted for by transactional leaders (Mackenzie et al., 2001). Howell and Avolio (1993) support the augmentation effect and propose that effective leaders will enhance transactional leadership with transformational leadership.

Laissez-faire leadership is a type of leadership style in which leaders hands-off and allows group members to make the decisions also known as delegative leadership. This style of leadership implies that someone in the position of a leader does not fulfill leadership responsibilities and practically does not engage or involve in any meaningful transactions whatever.

Laissez-faire leader does little or nothing to affect either the followers or the outcomes of their behaviors. Likewise, laissez-fair leadership is the idea that the subordinates should be able to work problems out and make their way through an expedition without too much extra guidance. The leadership attributed by the leaders who avoid interfering when serious issues arise and the leaders were viewed as inactive and characterized by avoiding responsibility and decision making, this could also be described as non-leadership (Ghose, 2014).

2.2 Theories of Motivation

Motivation refers to the forces within a person that affect the direction, intensity, and persistence of voluntary behavior. Motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time(persistence), toward a particular goal (direction). Motivation is one of the four essential drivers of individual behavior and performance.

Motivation and ability are important influences on individual behavior and performance, but employees also require accurate role perceptions to perform their jobs well. Role perceptions are the extent to which people understand the job duties (roles) assigned to them or expected of them. These perceptions are critical because they guide the employee's direction of effort and improve coordination with coworkers, suppliers, and other stakeholders. (Thompson, Naccarato, and Parker,1989). The four elements of the MARS model motivation, ability, role perceptions, and situational factors-affect all voluntary work place behaviors and the performance outcomes. These elements are themselves influenced by other individual differences.

Employee engagement as the employee's emotional and cognitive motivation, self-efficacy to perform the job, perceived clarity of the organization's vision and his or her specific role in that vision, and belief that he or she has the resources to get the job done.

To figure out how to create a more engaged and motivated workforce, we first need to understand the motivational "forces" within people drives (also called primary needs or innate motives) as hardwired characteristics of the brain that correct deficiencies or maintain an internal equilibrium by producing emotions to energize individuals. Needs as goal-directed forces that people experience. Needs are the motivational forces of emotions channeled toward particular goals to correct deficiencies or imbalances.

Recent theories of motivation include Maslow's needs hierarchy, ERG Theory of motivation, McClelland's learned needs theory, Four-drive theory, Expectancy Theory of Motivation and Herzberg two factor theory are discussed shortly.

Developed by psychologist Abraham Maslow in 1940th (Maslow's Needs Hierarchy Theory) is by far the most widely known theory of human motivation. The model condenses and integrates the long list of needs that had been studied previously into a hierarchy of five basic categories (from lowest to highest). Maslow's list represents drives (primary needs) because they are described as innate and universal. According to Maslow, we are motivated simultaneously by several needs but the strongest source is the lowest unsatisfied need at the time. Accordingly, physiological, safety, belongingness/love, Esteem and self-actualization are expected to be satisfied in order. Physiological needs are initially the most important, and people are motivated to satisfy them first.

Another hierarchy model, called ERG theory, reorganizes Maslow's five groups into three—Existence, Relatedness, and Growth. Unlike Maslow's theory, which only explained how people progress up the hierarchy, ERG theory also describes how people regress down the hierarchy when they fail to fulfill higher needs.

Psychologist David McClelland further investigated the idea that need strength can be altered through social influences. In particular, he recognized that a person's needs can be strengthened through reinforcement, learning, and social conditions. McClelland examined three "learned" needs: achievement, power, and affiliation. McClelland argues that effective leaders should have a high need for socialized rather than personalized power. They must have a high degree of altruism and social responsibility and be concerned about the consequences of their own actions on others.

Also, social scientists in several fields (psychology, anthropology, etc.) increasingly agree that human beings have several hardwired drives, including social interaction, learning, and dominance. Developed by Harvard Business School professors Paul Lawrence and Nitin Nohria, four-drive theory states that everyone has the drive to acquire, bond, learn, and defend. These four-drive theories are innate and universal, meaning that they are hardwired in our brains and are found in all human beings. They are also independent of each other.

Expectancy theory offers an elegant model based on rational logic to predict the chosen direction, level, and persistence of motivation. Essentially, the theory states that work effort is directed toward behaviours that people believe will lead to desired outcomes. In other words, we are motivated to achieve the goals with the highest expected payoff. An individual's effort level depends on three factors: effort-to-performance (E-to-P) expectancy, performance-to-outcome (P-to-O) expectancy, and outcome valences. Employee motivation is influenced by all three components of the expectancy theory model. If any component weakens, motivation weakens. By goal setting process of motivating employees and clarifying their role perceptions by establishing performance objectives.

Herzberg (1959) developed two distinct lists of factors about attitudes of employees. One set of factors caused happy feelings or a good attitude within the worker and these factors, on the whole, were task-related. The other set was primarily present when feelings of unhappiness or

bad attitude were evident and these factors, Herzberg claimed, were not directly related to the job itself, but to the conditions that surrounded doing that job.

Herzberg named the first group as motivators (job factors: Recognition, Achievement, Possibility of growth, Advancement, Responsibility, Work itself). He named the second group as hygiene factors (extra job factors: Salary, interpersonal relations supervisor, interpersonal relations subordinates, interpersonal relations super vision technical, company policy and administration, working conditions, factors in personal life, Status Job security). Motivators refer to factors intrinsic with in the work itself like the recognition of a task completed. Conversely, hygiene factors tend to include extrinsic entities such as relations with co-workers, which do not pertain to the worker's actual job. Related to this there is Theory X and Theory Y developed by Douglas McGregor proposed two distinct views of human beings: one basically negative, labeled Theory X, and the other basically positive, labeled Theory Y.

2.3 Empirical Literature Reviews

Leadership is an emerging and new distinct subject these decades, however it is related topics and journal literatures are rich in management and public administration fields, Especially in specializing areas. This resulted only few related directly literatures. Here this paper tries to review some of them to refer.

In 2014 Rima Gose findings underline the importance of relationships between supervisors and employees and the way the organization communicates; a finding supported by similar studies which have shown supervision and communication to be important factors in terms of employee motivation. These findings are also supported by other theories and other studies which used MLQ and the full range leadership development behaviors in various organizations.

A study by Masho Zenabu showed that transformational leadership style was relatively the most frequently used leadership style, followed by transactional leadership style. And laissez-faire leadership style was the least exercised leadership style as perceived by Ministry of Public Service and Human Resource Development (Masho, 2016).

Benoit & Denise (2005), findings highlighted both charismatic and transformational aspects as being important for the leadership of large-scale sporting events (e.g., ability to motivate followers, creating an attractive vision to follow, and fostering commitment and teamwork).

Amsalu in 2010 tries to do a comparative analysis in organizational leadership and employee motivation between two public service organizations, namely social security agency (SSA) and Ethiopian investment commission (EIC). And concluded that a relatively better conditions such as organizational leadership and motivated employees seem to contribute to the better result EIA but SSA fails to do that. And he recommended new public management like employees of an organizations should be provide training opportunities based on fair and transparent selection procedures, clear working instructions and sound communications.

A mixed method study by Ali M. Alghazo and Meshal Al-Anazi in 2016 aimed to examine the relationship between the adopted leadership style and employee's motivation in a private petrochemical company that is located in the eastern province of Saudi Arabia. A survey was developed and distributed to 30 employees in two departments. Furthermore, interviews were conducted with a focus group of 10 employees to validate the results of the survey. The study found that there is a strong relationship between leadership style and employee motivation where the correlation was positive with transformational style and negative with transactional style.

Fasika in 2016 uses 36-item Multifactor Leadership Questionnaire developed by Bass and Avolio (1997), and Job Satisfaction instrument used by Spector were used to measure leadership styles and job satisfaction. Information gathered from respondents was analyzed using descriptive and correlation analysis. The study uncovered that leadership styles were fundamentally related with job satisfaction. The findings of the study demonstrated that there was a huge relationship amongst transactional and transformational leadership style and employees' job satisfaction. He further noted employees favored transformational leadership style over transactional leadership style subsequently the most astounding mean score of the worker job satisfaction measurement went to transformational leadership style. Then recommended the significance of transformational leadership style that ought to be advanced through the organization's strategies and representative assessments.

Study by Admekew in 2015 in employees of Haremiya university tries to analyze the relationship between transformational, transactional and Laissez-faire leadership approaches on the motivation of Haramaya University employees in Ethiopia. The results of the study show that there is positive and significant relationship between transformational leadership with employee motivation.

Based on this theory's theories and concepts we can make research the following research hypothesis. The independent variables are the three leadership styles and the dependent variable is employee motivation.

H1; Transformational leadership style is positively correlated to motivation.

H2; Transactional leadership is positively correlated with motivation.

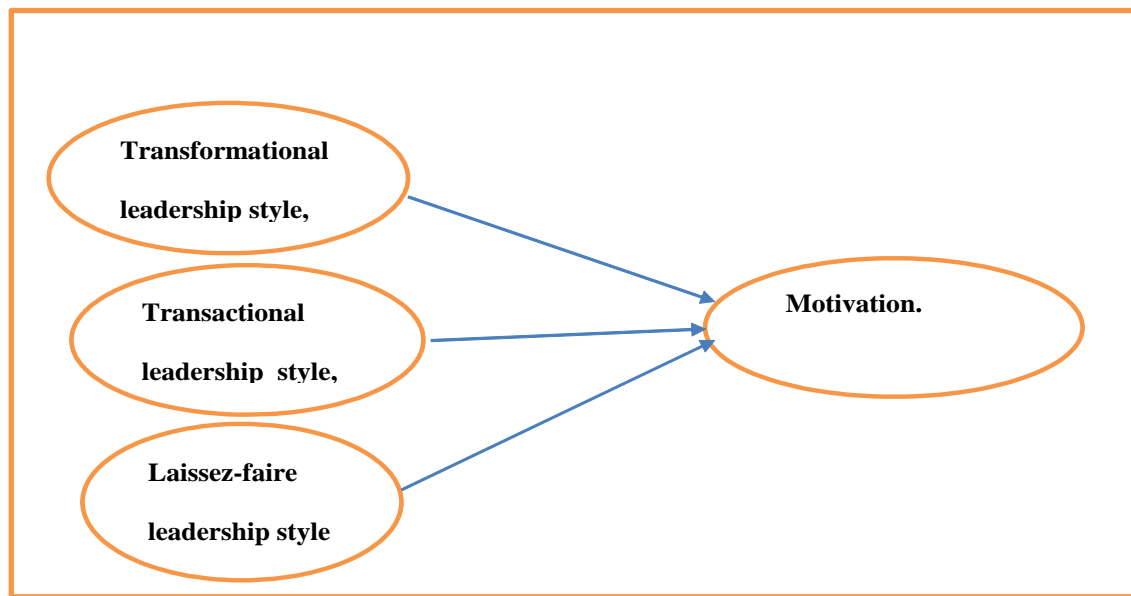
H3; Laissez-faire leadership style is positively related with motivation.

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

2.4 Conceptual Framework

This section describes the conceptual framework that guides the research paper clarifies relevant concepts After examining extensive literatures in a of leadership styles and motivation. Through this we developed a conceptual model that guides the researcher in designing data collection instruments, data analysis and interpretation. It is presented in order to understand the whole process in a concisely. Accordingly, the conceptual model has been depicted in Figure 1. More specifically, this framework indicates dependent and independent variables, leadership styles that have impacts on the outcome variable namely employee motivation.

Figure 2.1: Conceptual Framework



CHAPTER THREE

Research Design and Methodology

3.1 Research Approach

This study examined the relation between three different kinds of leadership styles (Transformational, transactional laissez faire as independent variables) and employee motivation as a dependent variable. For that purpose, it predominately uses Quantitative research. Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Creswell, 2009).

3.2 Research Design

After having those concepts on the research topic, questionnaires prepared data collected using those questionnaire instruments. After returning from the field quantitative data processing (editing and coding questioners) have been made using statistical technique CSPro 7.1. The coded primary data has been exported to and analyzed. Explanatory research design has been used to detect the access and detect relationship between variables. Both descriptive and inferential methods of data analysis were used. Descriptive statistics such as average, mean, standard deviation, percentage, ratio and tables have been used. The descriptive statistics essentially used to explain about the sample value without inferring the population parameter. The inferential analysis in turn used to infer about the effects of leadership style on employee motivation. Inferential statistics such as Independent Sample T- test, ANOVA and Pearson correlation have been used in the study.

3.3 Population and Sampling Technique

Berhanena Selam Printing Enterprise (BSPE) was founded by Emperor Haile Selassie on 14 September 1914 having a function of producing print service. The service became more and more popular and began to publish various government and private newspapers, books,

magazines, receipts and confidential documents. It was administered under the former Haile Selassie capital charity, after the acquisition of other production and distribution companies in August 1966, it becomes government property.

BSPE now has 830 permanent employees. Where the CEO is responsible for the board of commission which in turn is responsible to the council of ministers. Depending on the main objective of the research, a probability sampling with lottery method in which every employee has equal chance to be included in the sample was considered.

The "low"-sized samples are based on the least evidence of substantive informational content and the greatest homogeneity of the files, whereas the "high-sized samples are based on the reverse: higher substantive value and greater variation of internal content i.e., lower homogeneity (Joseph Carvalho 1984). From Carvalho's table we do have range to take a minimum of 32 a medium of 80 and a maximum of 125 samples for populations from 500 to 1200. Hence our population is within this range a sample size around 83 is acceptable and unfortunately equals exactly to 10 percent of the total number of employees. This sampling technique is used having the essence to give equal probabilities for each unit in the population to be included in the sample.

Table 3.1: Sample size determination

Population-Size	Low Sample Size	Medium Sample Size	High Sample Size
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3201-10000	80	200	315
10001-35000	125	315	500
35001-150000	200	500	800

Source: Jospeh-Carvalho (1984).

3.4 Data Collection Method

The Study used random sampling technique to collect data from 83 employees of BSPE. It used Multifactor leadership questionnaire (MLQ) based on Likert scale as a survey instrument for data collection. For the purpose of evaluating employee's motivation it relayed on process focused approach as elaborated by Ryan and Deci's (2002) MySkillsProfile.com Limited questionnaires on motivation.

The questionnaire instrument had four parts. The first part consists of the title, the aim consent and address of the researcher. The second part consists of demographic part of respondent's profile. The third part consists of the MLQ in one section and motivation items in another sub section. Finally, the forth part was suggestion from respondents and "thankyou" part.

In order to avoid leading questions, explore genuine responses and avoid biased responses the researcher has distributed 25 items in MLQ part in the data collection questionnaire. Of the 25 items 11 transformational related items in the, {P2_1 P2_4 P2_6 P2_8 P2_9 P2_16 P2_17 P2_18 P2_19 P2_20 P2_25}, 8 transactional items, { P2_2 P2_5 P2_7 P2_10 P2_12 P2_13 P2_15 P2_21} and 6 laissez-faire items{ P2_3 P2_11 P2_14 P2_22 P2_23 P2_24;}, The motivation items were ten in number and found in separate sub section. This separate subsection for MLQ and motivation items was done not to mix different standard instrument items of dependent and independent variables, See the questionnaire instrument at the appendix part of this paper..

3.5 Validity and Reliability

Validity and reliability are qualities that are essential to the dependable results of any data. Validity refers the researcher's conclusion is true or correct with corresponds to the actual state of the world. Whereas, reliability indicates the accuracy or precision of the measuring instrument (Ghose, 2014). Cronbach's alpha measures the consistency of the participants' response to all the items in a questionnaire indicating the degree to which items that are independent measures of the same concept are correlated with each other (Ali, 2013). Therefore, the reliability of the MLQ and employee motivation questionnaire tested by Cronbach's Alpha coefficient. Reliability scale was measured using Cronbach's alpha and the best value set has 0.7 (Ali, 2013). In order to obtain valid results, the researcher translated both multifactor leadership questionnaire (MLQ) and motivation to Amharic version by preparing translated version of the questionnaire.

The reliability using Cronbach’s alpha implies that the internal consistency of the participants’ response to all the items in the questionnaire indicating the degree to which items that are independent measures of the same concept are correlated with each other. The validity and reliability of MLQ and motivation items had been tested several times by many countries (Bass & Avolio, 1995).

The study used Cronbach’s alpha for testing the reliability. Thus, the result of MLQ for three styles equals 0.9861 for transactional, 0.9550 for transformational items and 0.9856 for laissez-faire. This indicates the MLQ was within acceptable range. And also, regarding motivation Cronbach’s alpha coefficient was 0.6327. This shows that the motivations Cronbach alpha result good and acceptable.

Table 3. 2: Cronbach’s Alpha Reliability test for MLQ and Motivation.

1) transformational items.	
Test scale = mean(unstandardized items)	
Average interitem covariance:	1.020907
Number of items in the scale:	11
Scale reliability coefficient:	0.9861
2) transactional items.	
Test scale = mean(unstandardized items)	
Average interitem covariance:	.8327789
Number of items in the scale:	8
Scale reliability coefficient:	0.9550
3) laissez-faire items.	
Test scale = mean(unstandardized items)	
Average interitem covariance:	1.00335
Number of items in the scale:	6
Scale reliability coefficient:	0.9856
4) Motivation items	
Test scale = mean(unstandardized items)	
Reversed items:	P2_2_1 P2_2_2 P2_2_4 P2_2_6 P2_2_8
Average interitem covariance:	.1830901
Number of items in the scale:	10
Scale reliability coefficient:	0.6327

Table source; 2019 data Owen compilation

In addition to reliability test W test has been done to motivation items. Motivation Cronbach alpha had an alpha value of 0.6327. The Kendell's coefficient of concordance which show the agreeableness among respondents on the 10 motivation items scored $W=0.246$. So, it was safe to proceed to the main stage of collecting the data using the questionnaire to a further descriptive and regression analysis.

3.6 Ethical Consideration

Measures have been taken to ensure the respect, dignity and freedom of each participant of the study. Complete confidentiality of the study subjects has also been emphasized. Names of respondents were not recorded anywhere on the final report. The researcher first informed participants the purpose of the study and requested their consent to take part in the research. According to Creswell (2009), the common practice is to present a written informed consent for describing the nature of the research project and the purpose of ones' involvement. Their participation has been purely voluntary and they had been guaranteed confidentiality and anonymity during data handling. Further, participants were told that they have the right to withdraw from the study at any time if the feel uncomfortable with their participation. Only those individuals who were voluntary were approached for the purpose of data collection.

The researcher was also committed to report the research findings in a complete and honest fashion, without misleading others about the nature of the findings. Giving appropriate credit to the use of another persons' ideas is mandatory (Creswell, 2009). In this regard, all materials belonging to another person or organization have been properly acknowledged. Finally, researcher has taken appropriate measures to ensure the research would cause no physical or psychological harm to research participants and will give a copy of the final report to the respective department at BSPE.

Chapter Four

Results and Discussions

4.1 Introduction on Data Analysis and Results Discussions

This chapter contains analysis of the data, interpretations and discussions of results. To identify the types of leadership styles adopted in BSPE and its relation with employee's motivation being the primary objective of this research, the researcher collected data from 83 employees of BSPE. After collection of the qualitative data, Data entry and cleaning done in CSpro & 7.1, resulting quality data with 0 missing value was detected in the process of univariate analysis. Finally, the data exported to statistical software for further descriptive and regression analysis.

4.2 Response Rate

The response rate is the extent to which the final set of data includes sample members and is calculated from the number of people with whom filled and returned the questionnaires divided by the total number of people in the entire Sample, including those who refused to participate and those who were unavailable (Koltler, 1997).

The study targeted a sample size was 83 participants. All participants correctly filled and returned the questionnaires. The response rate which equals to 100%. According to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and above is excellent, this response was considered excellent for analysis and reporting.

4.3 Normality and missing test.

Normality test was carried out by using Skewness and Kurtosis of the data sets relative to normal distribution. Skewness is a measure of the asymmetry of the probability distribution of a random variable about its mean (James. Dean Brown, 1997). 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, relative to that of a standard bell curve (Microsoft, 1996). For medium-sized samples ($50 < n < 300$) with 95% confidence interval of population, skewness and kurtosis, data

distribution within the range of [-2, 2] for skewness score and [-3, 3] for Kurtosis score approximately considered as normal distributed (George and Mallery, 2010).

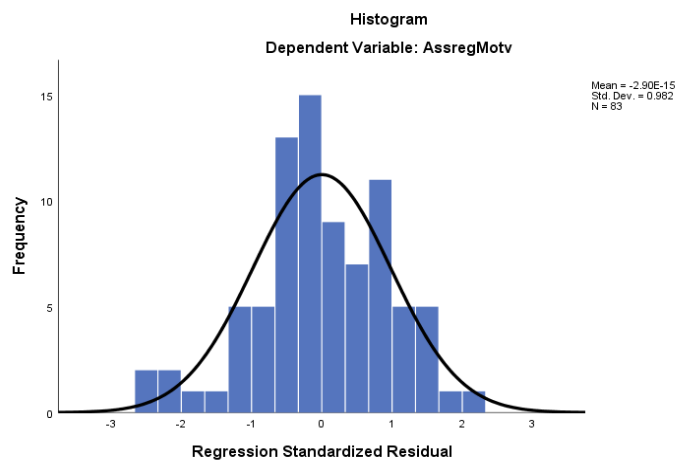
Table 4.1: Skewness and kurtosis result

		Statistics			
		Motivation	Transformational	Transactional	Laissez-faire
N	Valid	83	83	83	83
	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

Table source; 2019 data Owen compilation

The most effective graphical techniques to show skewness and kurtosis is histogram. By Visual analysis of the graph (fig 4.1). So, the distribution of the research data is seems to normal distribution.

Figure 4.1: Histogram for normality test



4.4 Multicollinearity Test (Checking for Correlation between Independent Variables)

The term multicollinearity in multiple regressions refers to a situation in which there is an exact (or nearly exact) linear relation among two or more of the input variables (Hawking,

1983). Multicollinearity exists when; one independent variable in a regression model is highly correlated with another independent variable and one independent variable is correlated with a linear combination of two or more independent variables (R. Kumar, Paul, 2004). If the interdependent variables are so strongly intercorrelated that they are indistinguishable from each other. It is therefore a type of disturbance in the data. To examine the multicollinearity, the researcher uses two major methods: Examination of Correlation Matrix and Variance Inflation Factor (VIF).

4.4.1 Examination of Correlation Matrix

When computing a matrix of Pearson’s bivariate correlations among all independent variables, the magnitude of the correlation coefficients should be less than 0 .80 (Marquardt 1970). So, from the correlation analysis output (table 4.10), all coefficient of correlation is less than 0.8. therefore no problem of multicollinearity.

4.4.2 Variance Inflation Factor (VIF)

According to Marquardt (1970), the VIF for each term in the model measures the combined effect of the dependences among the repressors on the variance of that term. Variance inflation factor (VIF) measures how much the variance of the estimated regression coefficients are inflated as compared to the predictor variables (Vrieze, Scott I, 2012). VIFs value less than 10 and tolerance is greater than 0.2 (an indication of the percent of variance in the predictor that cannot be accounted for by the other predictors) suggest that, there is a moderate correlation and no serious problem multicollinearity (Thompson, 2006). As shown from table 4.3, all value of VIF is less than 10 and tolerance is greater than 0.2. so no problem of multicollinearity.

Table 4.2: Variance Inflation Factor, Collinearity Diagnostics

Model	Sig.	Collinearity Statistics	
		Tolerance	VIF
(Constant)	.000		
Transformational	.046	.937	1.067
Transactional	.002	.938	1.066
Laissez-faire	.268	.998	1.002

a. Dependent Variable; Motivation, *Table source; 2019 data Owen compilation*

From the above table the value Variance Inflation Factor (VIF) Collinearity statistics, the independent variables of each value have less than 10 and tolerance is greater than 0.2. Therefore, each independent variable is correlated and significance with each other and there is no multicollinearity problem between the independent variable.

4.5 Demographic Characteristics of Respondents

The demographic characteristics of the respondents (i.e. gender, marital status, age group, educational qualification, Total years of experience/service year, responsibility and or position) were discussed in the following sections.

4.3: Demographic characteristic of respondents.

	Variable		Frequency	Percent, %
1	Gender	Male	54	65.1
		Female	29	34.9
2	Marita Status	Single	49	59
		Married	34	41
3	Age Group	18-30	17	20.5
		31-40	28	33.7
		41-50	28	33.7
		51 and Above	10	12
4	Educational qualification of respondents	Below Grade 8	1	1.2
		Grade 9 or 10	5	6
		Grade 11 or 12	3	3.6
		Level 1 or 2	1	1.2
		Level 3 or 4	3	3.6
		Diploma	23	27.7
		Degree	40	48.2
		Masters and above	7	8.4
5	Total years of Experience	Below 3 years	11	13.3
		4 years-7 years	12	14.5
		8 years -12 years	14	16.9
		13 years - 18 years	17	20.5
		19 years - 22 years	6	7.2
		23 years and above	23	27.7
		6	Current	Non-supervisor

responsibility position/Job title	Low level supervisor	9	10.8
	Middle-level supervisor	8	9.6
	Top level supervisor	3	3.6
	Division manager	1	1.2

Table source; 2019 data Owen compilation,

The gender distribution of sample respondents, from the total of 83 samples, the majority of respondents were males. It is to mean that 54 (65.1%) of total respondents and 29(34.9%) were female respondents. Moreover, regarding marital status, from the total sample respondents 49(59 %) were single, 34 (41%) were married. Among the respondents aged 18-30 (20.5%). 33.7 % of the respondents found in age group 31-40 and 41-50 age groups. The rest 12 % are above 50 years showed in the table below.

The educational qualification of employees researched in this study is given in table below. From the above table output can see from there is only one employee below grade eight. 23 employees (27.71%) with diploma and 40(48.19%) and there are 7 (8.43%) employees with master's degree and above. Of the 83 total respondents 23 (27.7 %) serve the organization more than 23 years and above, 6(7.2%) employees and 17(20.5%) serve from 19 to 22 years and 13 to 18 years. Regarding the responsibility of the employees involved in the study, 62(74.7%) employees are non-supervisors. The 9(10.8%) low level supervisors, 8(9.6%) middle level supervisors, 3(3.6%) top level supervisors and one division manager.

Table 4.4: Years of Experience at one position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 3 years	21	25.3	25.3	25.3
4 years-7 years	24	28.9	28.9	54.2
8 years -12 years	17	20.5	20.5	74.7
13 years - 18 years	7	8.4	8.4	83.1
19 years - 22 years	3	3.6	3.6	86.7
23 years and above	11	13.3	13.3	100.0
Total	83	100.0	100.0	

Source; 2019 data Owen compilation,

Regarding retaining peoples working in one particular position; 21employees (25.3 %) of employees work in one position for 3 years and below. 24 employees (28.9%) work in similar

position from 4 years to 7 years. 11 employees (13.3%) employees work in one position above 23 years. This has to be resolved so might have some demotivating factor without promotions. In some cases, there is a possibility of using job rotation just not to exposed employees at one post.

4.6 Descriptive Statistics of dependent and independent variables

The following tables show the mean, standard deviations, frequency and percent of each items' respondent response for all the questions raised by the researcher. The first table shows Motivation items followed by Transformational, Transactional and laissez-faire items respective frequency and percent.

4.6.1 Descriptive statistics for Motivation.

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

1) Having the freedom to try out my own ideas makes me happy	Mean=3.8 Sd= 1.109				6) Having a job that provides development opportunities and future is motive	Mean=3.92 Sd=1.038			
		Freq.	Percent	Cum.			Freq.	Percent	Cum.
strongly disagree		2	2.41	2.41	strongly disagree		1	1.20	1.20
disagree		13	15.66	18.07	disagree		11	13.25	14.46
Average/ Middle		9	10.84	28.92	Average/ Middle		9	10.84	25.30
agree		34	40.96	69.88	agree		35	42.17	67.47
strongly agree,		25	30.12	100.00	strongly agree,		27	32.53	100.00
2) For me Being expected to achieve results increase my motivation.	mean=4.19 Sd=.890				7) I like the challenges of job	Mean=2.79 Sd=1.179			
		Freq.	Percent	cum.			Freq.	Percent	Cum.
strongly disagree		2	2.41	2.41	strongly disagree		10	12.05	12.05
disagree		3	3.61	6.02	disagree		23	27.71	39.76
Average/ Middle		5	6.02	12.05	Average/ Middle		25	30.12	69.88
agree		40	48.19	60.24	agree		16	19.28	89.16
strongly agree,		33	39.76	100.00	strongly agree,		9	10.84	100.00
3) Not having to work to tight deadlines is good for my job.	Mean=2.88 Sd=1.273				8) Being able to do interesting work motivates me.	Mean=3.93 Sd=0.880			
		Freq.	Percent	Cum.			Freq.	Percent	Cum.
strongly disagree		11	13.25	13.25	strongly disagree		1	1.20	1.20
disagree		27	32.53	45.78	disagree		4	4.82	6.02
Average/ Middle		18	21.69	67.47	Average/ Middle		17	20.48	26.51
agree		15	18.07	85.54	agree		39	46.99	73.49
strongly agree,		12	14.46	100.00	strongly agree,		22	26.51	100.00
4) Having job	Mean=4.17 Sd=0.853				9) Being	Mean=2.88 Sd=1.273			

security is more important for me	Freq.	Percent	Cum.	recognized for my expertise is important for me.	Freq.	Percent	Cum.
strongly disagree	2	2.41	2.41	strongly disagree	11	13.25	13.25
disagree	2	2.41	4.82	disagree	27	32.53	45.78
Average/ Middle	6	7.23	12.05	Average/ Middle	18	21.69	67.47
agree	43	51.81	63.86	agree	15	18.07	85.54
strongly agree,	30	36.14	100.00	strongly agree,	12	14.46	100.00
5) Having a Mean=3.42 Sd=1.298 flexible boss is important.	Freq.	Percent	Cum.	10) Solving Mean=2.82 Sd=1.241 problems by my self makes me happy	Freq.	Percent	Cum.
strongly disagree	7	8.43	8.43	strongly disagree	11	13.25	13.25
disagree	17	20.48	28.92	disagree	28	33.73	46.99
Average/ Middle	14	16.87	45.78	Average/ Middle	20	24.10	71.08
agree	24	28.92	74.70	agree	13	15.66	86.75
strongly agree,	21	25.30	100.00	strongly agree,	11	13.25	100.00

Table source; 2019 data Owen compilation, N=83.Responces for 10 motivation items.

From the above table we can see that the greatest mean corresponds for the item stating “For me Being expected to achieve results increase my motivation.” With a mean value of 4.19 and the minimum mean value for the question sating “Solving problems by my self makes me happy.” With a mean value of 2.82.

4.6.2 Descriptive statistics for Transformational leadership style

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

_1) My superior Mean=3.31 Sd=1.092 helps staff members to develop and improve their abilities ...	Freq.	Percent	Cum.	_17) My boss Mean=3.31 Sd=1.092 involves subordinates individually as well as in groups to decide	Freq.	Percent	Cum.
strongly disagree	2	2.41	2.41	strongly disagree	2	2.41	2.41
disagree	19	22.89	25.30	disagree	19	22.89	25.30
Average/ Middle	28	33.73	59.04	Average/ Middle	28	33.73	59.04
agree	19	22.89	81.93	agree	19	22.89	81.93
strongly agree,	15	18.07	100.00	strongly agree,	15	18.07	100.00
_4) My leader Mean=3.12 Sd=1.064 considers the moral and ethical consequences of his decision	Freq.	Percent	Cum.	_18) My boss Mean=3.19 Sd=1.087 motivates subordinates for a higher level of performance	Freq.	Percent	Cum.
strongly disagree	2	2.41	2.41	strongly disagree	3	3.61	3.61
disagree	25	30.12	32.53	disagree	21	25.30	28.92
Average/ Middle	28	33.73	66.27	Average/ Middle	28	33.73	62.65
agree	17	20.48	86.75	agree	19	22.89	85.54
strongly agree,	11	13.25	100.00	strongly agree,	12	14.46	100.00
_6) My boss Mean=3.20 Sd=1.091 emphasizes the importance of having a				_19) My leader Mean=3.30 Sd=1.068 considers staff's special needs, abilities and			

collective sense of mission a				aspirations			
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree	2	2.41	2.41	strongly disagree	2	2.41	2.41
disagree	23	27.71	30.12	disagree	18	21.69	24.10
Average/ Middle	27	32.53	62.65	Average/ Middle	30	36.14	60.24
agree	18	21.69	84.34	agree	19	22.89	83.13
strongly agree,	13	15.66	100.00	strongly agree,	14	16.87	100.00
-----				-----			
_8) My immediate manager suggest creative ways of completing task assignment	Mean=3.29	Sd=1.132		_20) My boss spend time in teaching coaching and controlling subordinates	Mean=3.22	Sd=1.083	
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree	4	4.82	4.82	strongly disagree	2	2.41	2.41
disagree	17	20.48	25.30	disagree	22	26.51	28.92
Average/ Middle	28	33.73	59.04	Average/ Middle	28	33.73	62.65
agree	19	22.89	81.93	agree	18	21.69	84.34
strongly agree,	15	18.07	100.00	strongly agree,	13	15.66	100.00
-----				-----			
_9) My leader has leadership skill that deserves my respect	Mean=3.28	Sd=1.108		_25) My boss scarifies his interest to the good of the group and the organization	Mean=3.27	Sd=1.060	
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree	2	2.41	2.41	strongly disagree	2	2.41	2.41
disagree	21	25.30	27.71	disagree	19	22.89	25.30
Average/ Middle	27	32.53	60.24	Average/ Middle	30	36.14	61.45
agree	18	21.69	81.93	agree	19	22.89	84.34
strongly agree,	15	18.07	100.00	strongly agree,	13	15.66	100.00
-----				-----			
_16) My boss acts in a way that builds trust of subordinates	Mean=3.19	Sd=1.064					
	Freq.	Percent	Cum.				
strongly disagree	2	2.41	2.41				
disagree	22	26.51	28.92				
Average/ Middle	29	34.94	63.86				
agree	18	21.69	85.54				
strongly agree,	12	14.46	100.00				
-----				-----			

Table source; 2019 data Owen compilation, N=83.Responces for 11 transformational items.

From the table above we can see that most of the respondents agree or strongly agree on the 11 items of transformational leadership style questions. That is signified by the compared mean values between each item.

4.6.3 Descriptive statistics for Transactional leadership style

Table 4.7: Transactional items mean, standard deviations, percent and frequency.

2) My boss concentrates on dealing with irregularities, mistakes, complaints a	Mean=2.93	Sd=1.080		_12) My leader provides rewards when others reach their goals	Mean=2.82	Sd=1.002	
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree	6	7.23	7.23	strongly disagree	6	7.23	7.23
disagree	27	32.53	39.76	disagree	29	34.94	42.17
Average/ Middle	23	27.71	67.47	Average/ Middle	25	30.12	72.29
agree	21	25.30	92.77	agree	20	24.10	96.39
strongly agree,	6	7.23	100.00	strongly agree,	3	3.61	100.00
-----				-----			
_5) My leader concentrates on maintains performances	Mean=2.93	Sd=1.080		_13) My leader tells others what to do if they want to be	Mean=2.89	Sd=1.036	

standards than relationship	Freq.	Percent	Cum.	rewarded for their wo	Freq.	Percent	Cum.
strongly disagree	6	7.23	7.23	strongly disagree	6	7.23	7.23
disagree	27	32.53	39.76	disagree	27	32.53	39.76
Average/ Middle	23	27.71	67.47	Average/ Middle	24	28.92	68.67
agree	21	25.30	92.77	agree	22	26.51	95.18
strongly agree,	6	7.23	100.00	strongly agree,	4	4.82	100.00
-----				-----			
_7) My leader provides me with assistance in exchange for my efforts	Mean=2.94	Sd=1.063		_15) I mostly expect appreciation after finishing my job	Mean=2.88	Sd=1.199	
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree	5	6.02	6.02	strongly disagree	9	10.84	10.84
disagree	28	33.73	39.76	disagree	22	26.51	37.35
Average/ Middle	23	27.71	67.47	Average/ Middle	25	30.12	67.47
agree	21	25.30	92.77	agree	16	19.28	86.75
strongly agree,	6	7.23	100.00	strongly agree,	11	13.25	100.00
-----				-----			
_10) My leader Keeps track of all mistakes	Mean=2.92	Sd=1.073		_21) My supervisor woks on allocation of benefit packages	Mean=2.87	Sd=1.021	
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree	6	7.23	7.23	strongly disagree	6	7.23	7.23
disagree	27	32.53	39.76	disagree	28	33.73	40.96
Average/ Middle	24	28.92	68.67	Average/ Middle	23	27.71	68.67
agree	20	24.10	92.77	agree	23	27.71	96.39
strongly agree,	6	7.23	100.00	strongly agree,	3	3.61	100.00
-----				-----			

Table source; 2019 data Owen compilation, N=83.Responces for 8 transactional items.

Transactional leadership style items response show that comparable means around 2.9 and most of the respondents choose disagree and medium form the questions raised by the researcher.

4.6.4 Descriptive statistics for Laissez-fair leadership style.

Table 4.8: Laissez-faire items mean, standard deviations, percent and frequency

_3) My boss avoids getting involved when important tissues arises	Mean=2.83	Sd=1.069		22) My supervisor has many tasks other than following me	Mean=2.75	Sd=1.010	
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree	9	10.84	10.84	strongly disagree	9	10.84	10.84
disagree	23	27.71	38.55	disagree	25	30.12	40.96
Average/ Middle	29	34.94	73.49	Average/ Middle	30	36.14	77.11
agree	17	20.48	93.98	agree	16	19.28	96.39
strongly agree,	5	6.02	100.00	strongly agree,	3	3.61	100.00
-----				-----			
_11) My leader avoids him/herself from goal setting and decision making	Mean=2.84	Sd=1.087		_23) My supervisor has a habit of letting things to go by them selves	Mean=2.76	Sd=1.019	
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree	9	10.84	10.84	strongly disagree	9	10.84	10.84
disagree	23	27.71	38.55	disagree	25	30.12	40.96
Average/ Middle	29	34.94	73.49	Average/ Middle	29	34.94	75.90
agree	16	19.28	92.77	agree	17	20.48	96.39
strongly agree,	6	7.23	100.00	strongly agree,	3	3.61	100.00
-----				-----			
_14) My boss gives us complete freedom to make decision in our respective jobs	Mean=2.82	Sd=1.072		_24) Intervention in my job is not important	Mean=2.76	Sd=1.007	
	Freq.	Percent	Cum.		Freq.	Percent	Cum.
strongly disagree				strongly disagree	9	10.84	10.84

strongly disagree	9	10.84	10.84	disagree	24	28.92	39.76
disagree	24	28.92	39.76	Average/ Middle	31	37.35	77.11
Average/ Middle	28	33.73	73.49	agree	16	19.28	96.39
agree	17	20.48	93.98	strongly agree,	3	3.61	100.00
strongly agree,	5	6.02	100.00	-----+-----			

Table source; 2019 data Owen compilation, N=83.Responces for 6 laissez-faire items.

Laissez-faire leadership responses also show relatively similar mean and standard deviations. Percentages and frequencies also show most of the responses correspond to middle and agree responses.

Table 4. 9: Summary -Descriptive Statistics of dependent and independent variable

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	83	2.00	5.00	3.4904	.57395
Transformational	83	1.00	5.00	3.2442	1.01748
Transactional	83	1.00	5.00	2.9081	.93380
Laissez-faire	83	1.00	5.00	2.7932	1.00897
Valid N (listwise)	83				

Table source; 2019 data Owen compilation,

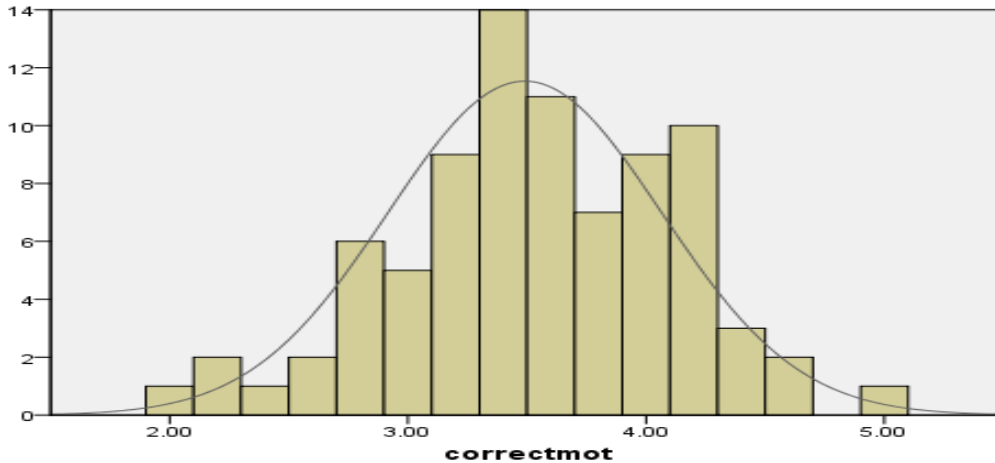
The above table shows descriptive statistics summary results. The mean values and the standard deviations of respondents' perception's regarding motivation and leadership styles were calculated. Bass and Avolio (1997) suggested that for the most effective leadership, mean scores should be greater or equal to 3.0 for transformational leadership and greater than 2.0 for transactional leadership. The mean and standard deviation for the transformational leadership style is 3.24 and 1.01 respectively. Highest standard deviation value indicated a wide spread of responses. Transactional leadership has a mean value of 2.90 and standard deviation of 0.93. Therefore, both transformational and transactional leadership style found to have the suggested mean scores. The mean score and standard deviation value for the total laissez-faire leadership style was 2.79 and 1.00 respectively besides the suggested mean score of 0.00. This implies there is a tendency of letting employees to work and lead work situations by themselves.

This result shows that transformational leadership style was relatively the most frequently used leadership style, followed by transactional leadership style and laissez-faire leadership style coming the least to be practiced at BSPE.

The motivation variable mean =3.4 with minimum 2 (Disagree) and maximum 5(Strongly agree) showed average and above motivation pattern. The standard deviation of 0.573, implying lesser

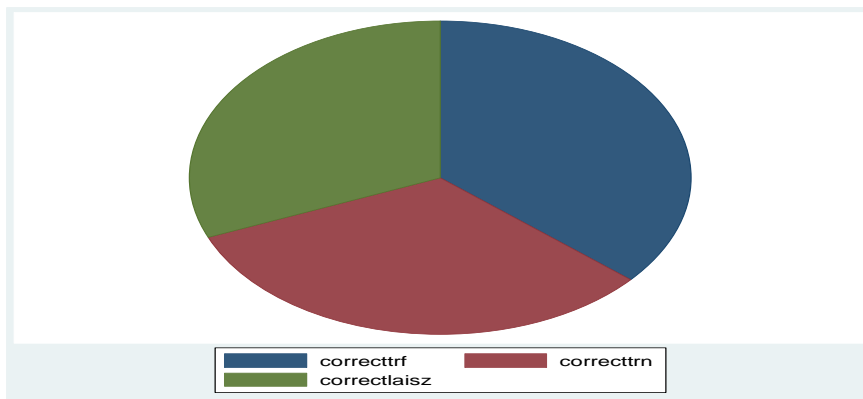
variability on the answers of the items. The following figure shows general motivation patterns at BSPE. This signifies most of the sampled workers are motivated by their respective leader and leadership style above average.

4.2: General Motivation patterns at BSPE.



The above figure shows that there is no a great difference in motivation patterns among respondents at BSPE. 2 being the minimum and 5 the maximum, most of the respondents are above average levels of motivation.

Figure 4.3: Graphical presentations of leadership styles



From the above circle graph, we can conclude that the three leadership styles have comparable but slightly different means, the bottom one representing laissez-faire leadership style, the right one representing transformational (higher portion) leadership and the left one representing transactional (medium portion) leadership style laissez-faire (the smaller portion).

Transformational leadership style was characterized by stimulate followers to realize the important meaning of the tasks in which they are responsible for motivating their high-level needs for growth and development and change, establishing a climate of mutual trust, exerting their employees to look beyond their own self-interests for the good of the group, and achieve performance beyond expectation. Therefore, these behaviors were exhibited in BSPE employees.

Bass and Avolio (1997) suggested that the mean score for laissez-faire was 0.0. But the mean score result founded in the study was 2.71. This shows that the leaders of BSPE mostly avoid getting involved when important issues arise, avoid making decisions, delay responding to urgent questions.

This explains the work environment in BSPE characterized by concentrating on the importance of having a collective sense of mission and support team spirit, scarifies his interest to the good will of the group and the organization. The leader trusts followers in exercising good judgments, and capable in inspiring and motivating subordinates towards organizational goal. To some extent, there was the decentralization of power within leaders and subordinates. This shows all possible types of leadership styles are implemented at various levels.

4.7 Correlation Analysis

Correlation (r) is a measure, of association between two variables. According to Kothari (2004), positive values of r indicate positive correlation between the two variables (i.e., changes in both variables take place in the same direction), whereas negative values of “ r ” indicate negative correlation i.e., changes in the two variables taking place in the opposite directions. A zero value of “ r ” indicates that there is no association between the two variables. When $r = (+) 1$, it indicates perfect positive correlation and when it is $(-) 1$, it indicates perfect negative correlation. In the same way, Cohen (1998) cited by Warokka et al. (2012), also interpreted the coefficient of correlation between 0 and 1 as in the following manner. The correlation coefficient (r) ranging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation, r ranging from 0.30 to 0.49 may be considered as a moderate degree of correlation, and r ranging from 0.50 to 1.00 may be regarded as a high degree of correlation.

Table 4.10: Correlation Analysis

		Correlations			
		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		83	83	83	83
** . Correlation is significant at the 0.01 level (2-tailed).					
* . Correlation is significant at the 0.05 level (2-tailed).					

Table source; 2019 data Owen compilation,
 The above table illustrates the correlation between dependent variable, Motivation and independent (transformational, transactional, laissez-faire) variable. As it was tested in a two-tailed Pearson’s correlation analysis, the association of each dependent and independent variable is described below.

With transformational leadership style, ($r = 0.295^{**} > 0.29$) shows that there was a low moderate degree of correlation with employee motivation. There was statistically significant (0.01 confidential levels) relationship between transformational leadership style and employee’ motivation. Pearson correlation coefficient (r) for transactional leadership was 0.375 with 0.01 confidence interval. This signifies there is a high moderate degree of correlation between transactional leadership style and related employees’ motivation in the work places of BSPE.

Laissez-faire Leadership Style and motivation slightly positively correlated with a result of 0.111 of Pearson correlation coefficient (r) and insignificant correlation motivation. In addition, there is a low moderate significant relation between transactional leadership style transformational leadership with correlation coefficient (r) of 0.248 and 0.024 at the 0.05 level (2-tailed). A

negative ($r = -0.25$) and insignificant relation between transactional leadership style laissez-faire style.

4. 8 Regression Analysis

The study employed linear regression models. This model will capture the effects of leadership styles on employee motivation by breaking into two parts. The first part of the model mainly focused on the analyzing the aggregate variables of leadership style (transformational, transactional and laissez- faire) and employees’ motivation. The second part of the model on the other hand, focuses on the disaggregated impacts of these explanatory variables on the dependent variable. To this end, the equation used in the study was;

$$Y = \beta_0 + \beta_1 X ' _1 + \beta_2 X ' _2 + \beta_3 X ' _3 + \varepsilon_i + n_i$$

Where, Y is the dependent variable employee motivation $\beta_0, \beta_1, \beta_2$ and β_3 are parameters to be estimated or regression line coefficients or slopes; $X ' _1$ and $X ' _2$ are $X ' _3$ are independent variables (such as transformational, transactional and laissez-faire leadership styles) and ε is the error term and n_i is unobservable heterogeneity.

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.
1	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						

Table source; 2019 data Owen compilation,

The independent one sample T test results in this regard were also found to be 5% of the significance level that can be observed from table 4.11 above.

In order to empirically test the formulated hypothesis in chapter 2, we deploy analysis of variance (ANOVA) with R value of 0.444 implying a moderate relationship between variables.

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.444 ^a	.197	.167	.52391
a. Predictors: (Constant), laissez-faire, transactional, transformational				

Table source; 2019 data Owen compilation,

The p-value indicates the statistical significance of the relationship between the dependent and independent variables. The model adequacy and fitness were checked before running the regression analysis based on the statistical requirements as indicated in the summary table 4.13 below.

Table 4.13: Coefficients of dependent and independent variables

Coefficients						
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. Dependent Variable: Motivation, Table source; 2019 data Owen compilation,

The study clearly shows that transactional; leadership style has more effect on employee motivation. The standardized coefficient (Beta= 0.326) implies that transactional leadership contribute more to employee’s motivation positively. In other words, 32.6% of change on employee’s organizational motivation is explained by the variation in the transactional leadership styles. Next to transactional leadership, transformational leadership affects motivation positively indicated by the standardized coefficient (Beta= 0.211). In other words, 21.1 % of change on employee’s motivation is explained by the variation in the transformational leadership styles. Finally, laissez-faire leadership affects motivation positively, indicated by the standardized

coefficient (Beta= 0.113). In other words, 11.3 % of change on employees' motivation was explained by the variation in the laissez-faire leadership styles.

In regression analysis, this study investigated the relationship between employee's motivation and leadership styles. To this end, the effects of each leadership styles (transformational, transactional and laissez-faire) on each dimensions of motivation have been regressed using linear regression model. Then, the effects of leadership styles (independent variables) have been regressed by using the weighted values of aggregate level of employees' motivation as dependent variable. This provided regression coefficient (beta value) which indicated the effects, direction and degree of contribution made by each independent variable to the dependent variable. R- square (coefficient of determination tells that how much variation is taking place in the dependent variable (motivation) due to the variation in the independent variable (leadership styles). The p-value indicates the statistical significance of the relationship between the dependent and independent variables. The model adequacy and fitness were checked before running the regression analysis.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon_i$$

Where, Y is the dependent variable employee motivation/EM/, β_0 , β_1 , β_2 and β_3 are parameters to be estimated or regression line coefficients or slopes; X_1 and X_2 and X_3 are independent variables (such as transformational, /TF/, transactional /TN/, and laissez-faire/LF/ leadership styles) and ε is the error term and n_i is unobservable heterogeneity. Substituting the regression coefficients, we can specify our model as;

$$EM = 2.34 + 0.119 TF + 0.2 TR + 0.64 LF + \varepsilon_i + n_i$$

R shows that the multiple correlation coefficients, and its correlation between all the predictor variables and dependent variables which was 19.73%. R square describes that the goodness-of-fit or the amount of variance explained by a given set of predictors. Hence, the result of the regression analysis based on transformational, transactional and laissez-faire leadership style and employee motivation, 16.80% of the variance in the employee motivation was explained by the three leadership styles (transformational, transactional, and laissez-faire). The remaining 83.20% was due to unexplained variability. The R squared value for combination of the three styles was found to be 0.168. Therefore, the three leadership styles were important factors to improve and develop employee motivation when it was implicated collectively within BSPE work place.

Chapter Five

Summary of Major Findings, Conclusions and Recommendations

5.1 Summary of Major Findings and Conclusion

The main purpose of this study was to reveal the effects of leadership style on employees' motivation in the work place of BSPE. The participants of this study were 83 employees of BSPE. In order to collect quantitative data, the researcher employed random sampling techniques to select participants of the study.

Moreover, the researcher applied Bass & Avolios' (1995) for multifactor leadership questionnaires and MySkillsProfile.com Limited questionnaires on motivation. The validity and reliability of MLQ and motivation items had been tested several times using Cronbach alpha reliability scale. Thus, the result of MLQ for three styles equals 0.98 for transactional and laissez-faire leadership styles, and 0.95 for transformational items. This indicates the MLQ was within acceptable range. And also, regarding motivation Cronbach's alpha coefficient was ranging from 0.6327.

The study used statistical software for executing descriptive statistics, inferential statistics, two tailed Pearson correlation and regression analysis. After quantitative data analysis were conducted, the following summaries of major findings were presented. The results are presented inconsistent with research objectives, research questions and research hypothesis.

5.1.1 Major Finding on Dominant Leadership Style.

The study revealed that transformational leadership style was relatively the most frequently used leadership style, followed by transactional leadership style. And laissez-faire leadership style was the least exercised leadership style at BSPE. The results of findings show that the mean score of the three leadership styles (transformational, transactional & laissez-faire leadership styles) were 3.2, 2.9 and 2.7 respectively. Bass and Avolio (1997) suggested for the most effective leadership, mean scores should be greater or equal to 3.0 for all transformational leadership subscales. Therefore, the result indicates that the "ideal" suggested levels of transformational leadership behavior such as sense of vision and mission, improving abilities and moral and ethical considerations were exhibited in the work place of BSPE.

This result further displayed that second most prominent type of leadership style practiced in BSPE is transformational leadership. Which consists of idealized influence, inspirational motivation, individualized consideration and intellectual simulations. Next to that transactional leadership style is prevalent that consists of management by objective active and passive, exchange of rewards in times of achievement and punishment during mistakes.

Finally, Bass and Avolio (1997) suggested the mean score for laissez-faire was 0.0. But the actual score shows that it was much higher value (2.7). This indicates that the supervisors and bosses at BSPE tended not to take corrective action; the leaders avoid making decision and ignoring problems and subordinate needs. Therefore, a certain level of laissez-faire behavior was exhibited by leaders at work places of BSPE.

5.1.2 Major Findings Concerning Employee Motivation

The result shows that the mean score of employee motivation is 3.49. Using Kendall's coefficient of concordance W test of mean ranks we can generalize the motivations of employees at BSPE is in agreement with parameter W value of 0.246 and chi square of 183.7. The level of motivation is ranked based on non-parametric test with related samples. From that we can conclude workers at BSPE are motivated resulted from self-confidence and efficiency, technical expertise on their respective jobs and recognition for that effort and also a support from near supervisors and leaders.

5.1.3 Major Findings Regarding the Effects of Leadership Style on Employees' Motivation

To show the effects of leadership style on employees' organizational motivation, the study conducted correlation and regression analysis. Regarding correlation analysis, the findings show transactional leadership style has positive, high-moderate and statically significant relation with employee motivation followed by a moderate and statically significant relation between transformational leadership style and motivation with 0.01 confidence level. Finally, laissez-faire leadership style has very weak and insignificant correlation with employee motivation. The independent one sample T test results for transformational and transactional leadership styles founded to be significant at 0.05%. From this we can understand different leadership styles display significantly different levels of motivation.

Regarding regression analysis, the standardized coefficient (Beta= 0.326) shows that transactional leadership contribute more to the model or affecting employee's motivation positively. In other words, 32.6% of change on employee's organizational motivation is explained by the variation in the transactional leadership styles. Next to transactional leadership, transformational leadership affects motivation positively indicated by the standardized coefficient (Beta= 0.211). In other words, 21.1 % of change on employee's motivation is explained by the variation in the transformational leadership styles. Finally, laissez-faire leadership affects motivation positively, indicated by the standardized coefficient (Beta= 0.1106). In other words, 11.06 % of change on employees' motivation was explained by the variation in the laissez-faire leadership styles.

5.2. Conclusions

Transformational leadership style was relatively the most frequently used leadership style, followed by transactional leadership style. And laissez-faire leadership style was the least exercised leadership style at BSPE. The results of findings show that the mean score of the three leadership styles (transformational, transactional & laissez-faire leadership styles) were 3.2, 2.9 and 2.7 respectively.

The findings show transactional leadership style has positive, high-moderate and statically significant relation with employee motivation followed by a moderate and statically significant relation between transformational leadership style and motivation. Finally, laissez-faire leadership style has very weak and insignificant correlation with employee motivation.

5.3 Recommendations

In order to sustain higher performances and sustained profit in an organization the importance of human capital has huge and indispensable share. For this motivation consists of internal and external factors such as commitment, readiness and ability. For internal motivation transformational leadership style such as giving human resource high importance, training and development is vital. For external motivation giving recognitions and incentives for workers has

important impact on motivation. Depending up on the job condition and the employee personal behavior, laissez-faire leadership style contributes its own share.

Therefore, a leader or supervisor needs to combine the maximum of all leadership styles in order to motivate individuals around them. For this a leadership style consisting the maximum combination of transactional and transformational leadership style called augmentation leadership style is recommended for todays' complex human behavior at workplace and jobs' environmental setting.

Final recommendations include:

- Motivating employs consistently using ideas of transformational leadership such as giving the employee respect, recognition, providing training skill and development in addition it will create more innovative and change oriented employees.
- Allocation and announcement of benefit packages on time, so that the employee can sense the presence of transactional motivational scheme in the company.
- Applying augmentation leadership that uses a possible combination of transformational and transactional leadership style for motivating employees' besides using a single principle and human resource policy.
- Assessing the motivation levels of employees consistently using different tools such as employee survey, consultants or external agents so that it has direct impact on commitment, performance and profits.

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Part II- Employees' Survey,

Addis Ababa
University
(Since 1950)



Effect of Leadership Styles on Employees' Motivation, A case of Berhanena Selam printing enterprise."

Questionnaire.

Q.code,

Dear all,

My name is Mubarik Worku, I am currently a graduate student at Addis Ababa University, School of Commerce. I am on my way to finish project work and am currently enrolled in Thesis /Research and data collection step on May 2019. My thesis is entitled, "**The Effect of Leadership Styles on Employees' Motivation, A case of Berhanena Selam printing enterprise."**

My purpose is not to evaluate individual managers or subordinates: rather it is to investigate and to gain insight of how certain leadership motivation patterns relate. The data process will involve collecting data from all employees who work in your company on some sampling mechanism by chance of selection. Throughout this questionnaire/interview the confidentiality of all information will be protected surely. Finally, in the paper and individuals will not be identified by name in or any other distinguishing factor.

It will only be used for research purpose!

It is my hope that your involvement will lead to data that can be used to develop leadership styles and levels of Motivation. Your participation in helping me finalize my study is greatly appreciated. Feel free to fill the question since there is no right or wrong answer but ideas and your attitude.

For any of your inquiries or in need of additional information I can be reached via email or telephone at:

Email; mubessswk@gmail.com or Tel;+ 251-912-385592. Or, Addis Ababa university school of commerce department of MBL.

Dear respondents, there is no need of writing your name in any part of this questionnaire. And please tick(√) in the appropriate box for part I.**Part I,G) General introductory Questions**, Please fill out the following information by putting (√)symbol **IN THE BOX**:

1. **Gender:** 1=Male.. 2=Female...

2=**Marital status.** 1=single... 2=Married .. 3=separated... 4=Other ..

3. **Age;** 1=18-30... 2= 31-40... 3=41-50... 4=51 & Above...

4. Educational qualification:

1=below grade 8... 2=grade 9 or10... 3=grade 11 and12... 4= level 1or2...

5=level 3or4 ... 6= Diploma 7=Degree 8= Mater and above....

5. Total years of work experience

1= below 3 years... 2=4years- 7years 3=7years-12 years... 4=12years-18 years...

5=18years -22 years 6=23years& above

6.Years of experience at this position:

1= below 3 years... 2=4years- 7years 3=7years-12 years... 4=12years-18 years...

5=18years -22 years 6=23years& above


7. **Current Position/ Job Title:**1= non-supervisor... 2=low level supervisor... 3=middle level supervisor ...

4=top level supervisor.... 5= division manager... 6=manager/ director and above...

8. **Number of subordinates directly under your supervision:** how much if ; 1 =if 0/no one .

2=from 1-10... 3=10-20...

4= 21-30... 5= 31-50... 6=Above 50...

Please read each item carefully and select the choice which you think describes you and circle your choice like, 

The rating scale starting from (1 to 5), {My opinion on the following statements ...} on the given scale (**Only single choice**).

Scale-key for part II		1=strongly disagree,	2= disagree	3=Average, or Middle	4=agree,			5=strongly agree,	
Q.No	Questions related to leadership styles ;-...	1=	2=	3=	4=	5=			
1	My superior helps staff members to develop and improve their abilities and skills	1	2	3	4	5			
2	My boss concentrates on dealing with irregularities, mistakes, complaints and deviations from standards	1	2	3	4	5			
3	My boss avoids getting involved when important tissues arises	1	2	3	4	5			
4	My leader considers the moral and ethical consequences of his decision	1	2	3	4	5			
5	My leader concentrates on maintains performances standards than relationship building	1	2	3	4	5			
6	My boss emphasizes the importance of having a collective sense of mission and support team sprit	1	2	3	4	5			
7	My leader provides me with assistance in exchange for my efforts	1	2	3	4	5			
8	My immediate manager suggest creative ways of completing task assignment	1	2	3	4	5			
9	My leader has leadership skill that deserves my respect	1	2	3	4	5			
10	My leader Keeps track of all mistakes	1	2	3	4	5			
11	My leader avoids him/herself from goal setting and decision making	1	2	3	4	5			
12	My leader provides rewards when others reach their goals	1	2	3	4	5			
13	My leader tells others what to do if they want to be rewarded for their work	1	2	3	4	5			
14	My boss gives us complete freedom to make decision in our respective jobs	1	2	3	4	5			
15	I mostly expect appreciation after finishing my job	1	2	3	4	5			
16	My boss acts in a way that builds trust of subordinates	1	2	3	4	5			
17	My boss involves subordinates individually as well as in groups to making decisions	1	2	3	4	5			
18	My boss motivates subordinates for a higher level of performance	1	2	3	4	5			
19	My leader considers staff's special needs, abilities and	1	2	3	4	5			

	aspirations during task assignment					
20	My boss spend time in teaching coaching and controlling subordinates	1	2	3	4	5
21	My supervisor woks on allocation of benefit packages	1	2	3	4	5
22	My supervisor has many tasks other than following me	1	2	3	4	5
23	My supervisor has a habit of letting things to go by them selves	1	2	3	4	5
24	Intervention in my job is not important	1	2	3	4	5
25	My boss scarifies his interest to the good of the group and the organization	1	2	3	4	5
Q.No	Questions Related to Motivation ;...	-	-	-	-	-
1	Having the freedom to try out my own ideas makes me happy	1	2	3	4	5
2	For me Being expected to achieve results increase my motivation.	1	2	3	4	5
3	Not having to work to tight deadlines is good for my job.	1	2	3	4	5
4	Having job security is more important for me	1	2	3	4	5
5	Having a flexible boss is important.	1	2	3	4	5
6	Having a job that provides development opportunities and future is motivating.	1	2	3	4	5
7	I like the challenges of job	1	2	3	4	5
8	Being able to do interesting work motivates me.	1	2	3	4	5
9	Being recognized for my expertise is important for me.	1	2	3	4	5
10	Solving problems by my self makes me happy	1	2	3	4	5

End-Remark

.....

Thankyou of your corporations

Appendix B; Result TABLES

5) Test Statistics motivation items,

N =83

Kendall's Wa .246

Chi-Square 183.708

df 9

Asymp. Sig. .000

a. Kendall's Coefficient of Concordance

correlation coefficients

```
.corr correctmot correcttrf correcttrn correctlaisz
```

(obs=83)	Motivation	Transformational	Transactional	Laissez-faire
Motivation	1.0000			
Transformational	0.2953	1.0000		
Transactional	0.3755	0.2475	1.0000	
Laissez-faire	0.1106	0.0297	-0.0253	1.0000

Partial correlation coefficients,

```
. pcorr correctmot correcttrf correcttrn correctlaisz
```

Partial and semipartial correlations of correctmot with

(obs=83)	Variable	Partial Corr.	Semipartial Corr.	Partial Corr.^2	Semipartial Corr.^2	Significance Value
Transformational		0.2226	0.2046	0.0495	0.0418	0.0458
Transactional		0.3323	0.3157	0.1104	0.0997	0.0024
Laissez-faire		0.1245	0.1124	0.0155	0.0126	0.2680

Ranks in motivation items.

	Mean	Rank
P2_2_1 Having the freedom to try out my own ideas makes me happy	6.22...	6
P2_2_2 For me Being expected to achieve results increase my motivation.	7.17...	10
P2_2_3 Not having to work to tight deadlines is good for my job.	4.13...	3
P2_2_4 Having job security is more important for me	7.11...	9
P2_2_5 Having a flexible boss is important.	5.35...	5
P2_2_6 Having a job that provides development opportunities and future is motivating.	6.46...	8
P2_2_7 I like the challenges of job	4.05...	2
P2_2_8 Being able to do interesting work motivates me.	6.37...	7
P2_2_9 Being recognized for my expertise is important for me.	4.13...	3
P2_2_10 Solving problems by my self makes me happy	3.99...	1

Table : Regression analysis

. regression Motivation Transformational Transactional Laissez-faire

Source	SS	df	MS	Number of obs	=	83
-----	+	-----		F(3, 79)	=	6.47
Model	5.32821109	3	1.77607036	Prob > F	=	0.0006
Residual	21.6840781	79	.274482001	R-squared	=	0.1973
-----	+	-----		Adj R-squared	=	0.1668
Total	27.0122892	82	.32941816	Root MSE	=	.52391

Motivation	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
Transformational	.1191751	.0587287	2.03	0.046	.0022785 .2360717
Transactional	.2003906	.0639836	3.13	0.002	.0730344 .3277468
Laissez-faire	.0640285	.0573998	1.12	0.268	-.0502229 .1782798
_cons	2.342123	.2864705	8.18	0.000	1.771917 2.912328

Table source; 2019 data Owen compilation,

(obs=83)	Motivation	Transformational	Transactional	Laissez-faire
-----	+	-----		
Motivation	1.0000			
Transformational	0.2953	1.0000		
Transactional	0.3755	0.2475	1.0000	
Laissez-faire	0.1106	0.0297	-0.0253	1.0000

Table source; 2019 data Owen compilation,