ENHANCING PERFORMANCE AND INCREASING MOTIVATION
OF EMPLOYEES IN THE MINISTRY OF INDUSTRY AND COMMERCE
IN LAOS BY PRACTICING SUITABLE LEADERSHIP STYLES

VONGTHONG XAYYAPHETH

Supervised by: Dr. Andries Du Plessis

A thesis submitted in partial fulfillment of the requirements for the Degree of
Master of Business
UNITEC New Zealand

2015
DECLARATION

Name of candidate: Vongthong Xayyapheth

The Thesis entitled:

Enhancing Performance and Increasing Motivation of Employees in the Ministry of Industry and Commerce in Laos by Practicing Suitable Leadership styles

is submitted in partial fulfillment for the requirements for the Unitec degree of:

Master of Business

CANDIDATE’S DECLARATION

I confirm that:

- This Thesis Project represents my own works;
- The contribution of supervisors and others to this work was consistent with the Unitec Regulations and Policies
- Research for this work has been conducted in accordance with the Unitec Research Ethic Committee Policy and Procedures, and had fulfilled any requirements set for this project by the Unitec Research Ethics Committee.

Research Ethics Committee Approval Number: 2014 – 1076

Candidate Signature: ....................................................... Date: 17 July 2015

Student number: 1415104
ACKNOWLEDGEMENTS

Up until this day, I have always believed that every great success would not have been achieved without the support and help from others. Hence, I would like to express my sincere appreciation to all participants who were involved in my academic journey in New Zealand.

Firstly, I would like to thank my principal supervisor Dr. Andries du Plessis who provided a lot of support, guidance and encouragement during the entire process of writing my thesis. Without his supervision, I would not have been able to finish my academic studies especially in completing my research project. Therefore, I truly appreciate his kind support and contribution. In addition, I would like to sincerely thank my associate supervisor, Malama Saifoloi, for her valuable comments to my thesis.

Secondly, I would like to extend my deepest gratitude to Prof. Pieter Nel and Mr. Jeff Marriott the Programme Leader in the Department of Management and Marketing for helping me to complete this academic journey by providing valuable advice during my academic studies.

Thirdly, I would like to thank the relevant organisations, as without the permission of the Ministry of Industry and Commerce (MoIC) of Lao P.D.R and the NZAID scholarship from the Ministry of Foreign Affairs and Trade (MFAT) of New Zealand respectively, I would not be able to study the master’s degree at Unitec in New Zealand. Furthermore, I would like to express my sincere gratitude to all the support from Vientiane College in helping me during the English Preparation Course in 2012.

Moreover, I want to thank all staff at Unitec for their help such as finding accommodation and supporting me in my academic studies. I also would like to thank all lecturers of the Master of Business Courses who greatly increased my knowledge and improved my skills, and now my confidence is higher than ever before. Apart from that, I also need to express my sincere thank to all employees in MoIC who participated in the questionnaire survey.

I would like to thank my parents, siblings and my friends who always support me in good times or in hard time. Without their support and encouragement, I could not complete my academic studies, so I extend all my appreciation to all of them.
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## ABBREVIATIONS AND ACRONYMS

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<th>Description</th>
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<tbody>
<tr>
<td>AEC</td>
<td>ASEAN Economic Community</td>
</tr>
<tr>
<td>ASEAN</td>
<td>Association of Southeast Asian Nations</td>
</tr>
<tr>
<td>FDI$\text{s}$</td>
<td>The Foreign direct investments</td>
</tr>
<tr>
<td>HRM</td>
<td>Human resource management</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>Lao People’s Democratic Republic</td>
</tr>
<tr>
<td>MoIC</td>
<td>Ministry of Industry and Commerce</td>
</tr>
<tr>
<td>NEM</td>
<td>New Economic Mechanism</td>
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<tr>
<td>WTO</td>
<td>The World Trade Organisation</td>
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ABSTRACT

Today, due to enormous pressure from rapidly changing advanced technology and an increase of competitive business in regions, a highly competitive tension of regional and global market’s integration is having a great impact on the attitudes of staff toward their work in organisations, particularly in Government sectors. Because of this the leaders in public sectors are required to ascertain how to apply effective leadership styles when approaching their employees in order to direct them through unpredictable situations and to encourage them to put more effort into their work.

Therefore, identifying leadership styles through studies on effective leadership are one of the most effective ways to support people who are in leadership positions in public sectors. They will then learn how to guide, motivate, influence and improve the capability and competency of their employees. Moreover, such leaders will understand the satisfaction and fulfillment of employees in their organisations as well.

The main objective of this research project is to determine the practical leadership styles that the Ministry of Industry and Commerce in Laos (MoIC) should apply in order to increase employee performance and motivation at work. This research also attempts to find out the essential factors that would motivate staff in MoIC to put more effort into their work.

For the methodology approach, this research applies quantitative methods to support the researcher in finding out the perceptions of staff in MoIC toward their superiors’ leadership.

The findings of the research indicate that staff in MoIC recognizes the importance of leadership as it is a crucial key that supports and motivates them to enhance their performance which affects organisational improvement. In addition, a majority of staff was satisfied with the execution of their superior’s leadership. However, the execution of leadership in MoIC still has some weaknesses which need to be resolved in order to improve performance and increase motivation of employees in the workplace. This refers particularly to behavior of being too aggressive, neglecting the participation by employees, the unethical practices of leaders and behavior of not being open to listening to employees.
This research project has found that there are six practical leadership styles that are suitable for leaders in MoIC to practice. These include: participative leadership, democratic leadership, goal-oriented leadership, transformational leadership, authentic leadership and charismatic leadership styles. Moreover, this research also identifies essential motivation factors that influence staff to work such as self-esteem needs, challenging work, fairness in the workplace and opportunities for growth.
CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1. Introduction

Leadership is considered to be a crucial factor for enhancing organisational performance. The success or failure of an organisation largely depends on the efficiency of leadership at all levels. This notion is supported by various researchers who emphasize that leadership is a revealed significant key factor that supports and motivates employees to enhance their performance, which affects the improvement of their organisation (Goetsch & Davis, 2013; Maleki, Askari, & Ghanbari, 2011; Yadav, Bhatnagar, & Singh, 2012). In addition, Nel et al. (2015) emphasize that effective leadership supports and influences employees to work enthusiastically in order to achieve the organisational goal. Haque, Pathrannarakul, and Phinairtrup (2012) state that today, due to an enormous pressure from a rapid change in advanced technology, an increase of competitive business in regions, a highly competitive tension of regional and global market’s integration have a great impact on the attitude of employees toward their work in organisations, particularly in government sectors.

Moreover, a study by Blanchard (2009) reveals that employees who work in government sectors only 42% were satisfied with the practices and policies provided by their leaders and “only 48% were satisfied with the information they receive from management on what’s going on in their organisations” (P.3). Because of this, the government sectors are acknowledging that leaders should be concerned and should develop strategies in order to direct employees through unpredictable situations and encourage them to put more effort toward their work (Goetsch & Davis, 2013; Maleki et al., 2011; Yadav et al., 2012). Furthermore, Blanchard (2009) seriously emphasizes that today’s government employees no longer wish to be passive, they desire to be inspired, motivated, challenged and to be concerned as an important workforce which contributes to the improvement of the organisation. This is supported by the statement of Goetsch and Davis (2013) that employees who feel significant in the workplace are more likely to be more dedicated to work. Thus, it is imperative for the government organisations to concentrate on developing
effective leadership which affects and encourages employees to put more effort into their work. As a result, they can improve both their personal and organisational performance.

The main objective of this research project is to determine whether or not effective leadership styles have any potential to influence the increase of performance and motivation of staff in the Ministry of Industry and Commerce (MoIC) in Lao People’s Democratic Republic (Lao PDR). Many scholars state that employees are fundamental elements in supporting and helping an organisation to achieve its objectives. Therefore, it is required that leaders should realize how to apply leadership styles to approach their objectives (Härtel & Fujimoto, 2010; Nelson & Quick, 2013; Salleh et al., 2011; Southiseng & John, 2013). Identifying and comprehending leadership styles through the studies on effective leadership are one of the most effective ways to help leaders and to support people who are in leadership positions to know how to guide, motivate, influence and improve the capability and competency of employees (Adeniyi, 2010). Adeniyi (2010) also points out that such leaders understand the satisfaction and fulfillment of employees in organisation as well. Therefore, the studies on the effective leadership styles are necessary for leaders.

There are many examples of the advantages of effective leadership which impact on the motivation and performance of employees in an organisation (Timothy, Andy, Victoria, & Idowu, 2011). For instance, Northouse (2013) outlines that transformational leaders are one type of leader that can motivate individuals. This type of leader is very concerned about employees’ performance and tries to develop their potential. Moreover, they inspire and motivate staff to complete organisational purposes by guiding both meaning and understanding and they “provide the followers with support, mentoring and coaching” (Boerner, Eisenbeiss, & Griesser, 2007, p. 16). Academic researchers assert that if employees are motivated and supported well, they will gain a significant improvement in their performance, experience and development with higher levels of competencies which will affect the improvement of the organisation (Boerner et al., 2007; Daft & Pirola-Merlo, 2009; Zhu, Avolio, & Walumbwa, 2009).

Another good example is the supportive leadership style which is provided by the study of Manzoor (2011). It reveals that supportive leaders approach their followers by focusing on human well-being and motivation. Employee motivation is a kind of policy in which leaders
attempt to increase the capability of followers to effectively achieve their goals, which can improve the performance of the organisation. In addition, motivation from leaders is a crucial factor that can encourage subordinates to participate in and contribute their abilities to an assigned objective. Kark and Van Dijk (2007) state that if followers are motivated by their leaders, they will have positive emotions at work. Consequently, they can potentially produce a positive outcome for their organisations. Thus, supportive leaders play a significant role in terms of motivation which significantly more than ever influences subordinates.

Apart from the study of effective leadership approach, this research study also attempts to discover the key factors affecting employee motivation to work. McCutcheon (2013) and Nelson and Quick (2013) expresses the opinion that understanding the key motivation factor and finding out what the essential factors are that influence employee’s behavior to work are significant because different people are motivated in different ways. Moreover, this understanding helps organisations to employ suitable strategies to motivate and encourage employees at work which results in high performance in organisations. Stone (2013) states that due to rapid change in organisations nowadays, a deep understanding about work motivation is more than ever necessary for management. This notion is supported by many experts, including Ahlstrom and Bruton (2010), who state that having the right motivation strategies supports and helps to increase employees’ efforts to achieve a task in organisation. Hence, motivation is very important for organisation to study.

Furthermore, in order to improve organisational performance, it is required to frequently assess and evaluate whether or not staff is performing close to their potential. To support this, Daft and Pirola-Merlo (2009) point out that leaders have to develop and apply the right leadership style which fits its own organisational culture because this will help employees in increasing their sense of leadership. As a result, they think that they are performing a crucial task which is important for the organisational achievement. According to Adeniyi (2010), the motivation factors have a strong relationship to the performance of employees, so it is vital for both leaders and managers to know what employees value in their work in order to develop strategies which allow them to reach their needs and also to enhance their performance.
1.2. Problem Description

Since the establishment of Lao PDR in 1975, the Lao government has tried to develop and transform the nation into a modern country and has attempted to lift the country out of the status of ‘the least developed country’ by 2020 (Oraboune, 2011; The United Nations, 2012). Therefore, in 1986, Lao PDR presented the New Economic Mechanism (NEM) and launched an ‘Open Door’ policy in order to shift towards a market-oriented economy. After both the NEM and the open door policy have been enforced, much development progress has been made in macroeconomic stabilization (Leebouapao, 2008; Oraboune, 2010). In order to pursue further improvement of its economic growth, in 1997, Lao PDR joined the Association of Southeast Asian Nations (ASEAN) and will become a member of ASEAN Economic Community (AEC) in 2015 (ASEAN Secretariat, 2008). Moreover, in 2013, Laos PDR succeeded in becoming a full member of the World Trade Organisation (WTO) by carrying out essential attempts to enhance the nation’s products and services in order to promote foreign direct investment (FDIs). Meanwhile, it is believed that attracting a number of FDIs can extremely guarantee the implementation of the national socio-economic development plan (Chanhchom, 2010).

Now that Laos has become a member of ASEAN countries and the WTO, the industrial and commercial sectors are becoming more diversified. On the other hand, Lao PDR is at present in the process of economic development, which focuses on the improvement of the industrial and commercial sectors, because these sectors are potential factors that contribute to poverty reduction in the country (Leebouapao, 2008; Oraboune, 2011). From these points it can be seen that the government organisations require a more skilled and sophisticated workforce (Fernandes & Powell, 2009). Kunze (2013) however points out that, when compared to the neighboring countries, the national workforce in Lao PDR still remain a big issue due to limited number of qualified workers and a high percentage of unskilled workers. For instance, before the NEM in 1980s, Du Plessis, Sumphonphakdy, Oldfield, and Botha (2013) stated that a large number of educated people moved out from the country in order to find better lives in foreign countries (the brain drain) and just left people who had only the basic abilities and skills to work in the country. As a result, Laos had insufficient educated people to run and support the improvement of the country and the economic growth.
From this point of view, therefore, improving human resources for the government, particularly in the industrial and commercial sector, is necessary. This is supported by the Minister of MoIC who emphasizes that improving and increasing the capacity of employees is significant because they are crucial factors that support the management of the industrial and commercial sectors in increasing the effectiveness in governing all business activities in the whole country (Department of Planning and Cooperation, 2014, January). However, in Lao PDR only a few universities and institutes are providing courses relating to industrial and commercial fields of study and these universities have insufficient modern teaching materials. In addition, a number of lecturers do not have sufficient teaching skills and have inadequate knowledge of these fields to teach students. Consequently, there are not enough qualified students to supply the essential workforce in the industrial and commercial sectors. According to Obolensky (2010) the knowledge and skills of employees have a strong relation to their willingness to work and influence their working performance. The author further explains that vulnerable and lower skilled employees have no confidence in the workplace as well as having no motivation to increase and improve their performance. This notion is supported by Hitt, Ireland, and Hoskisson (2013) who claim that vulnerable and unqualified staff cannot strongly contribute to the improved performance and the achievement of organisations.

Apart from the concern about unskillful and vulnerable staff, there are some other factors that can decrease the motivation of employees who work in government sectors. According to the research of Transformational Index BTI (2012), employees in Laos are selected and recruited often not because of their qualifications, but because of their political contacts. Therefore, some of the employees in governmental organisations have a feeling of inequitable treatments when they are working. Many employees believe that some of them have more potential growth than others due to the relationship of political contacts. As a result, a number of employees lose a sense of improvement and achievement because they have little chance to grow. These are some of the major reasons why employees put less effort into their work and do not try to increase their work performance (Anderson & Anderson, 2010). From these perspectives, Adeniyi (2010) states that employees in organisations have to be motivated by leaders who can use effective leadership styles, motivational skills and techniques to support and improve their performance. The author emphasizes that applying appropriate leadership approaches can influence employees to behave and willingly accept the guidance of leaders to move toward the same direction. Thus,
the researcher believes that through this research study, MoIC will be able to understand and realize how to appropriately employ suitable leadership styles to improve performance and increase motivation in its organisation.

1.3. Aim and focus of the project

This research attempts to identify the practical leadership style that the Ministry of Industry and Commerce should focus on in order to enhance the performance and increase motivation of employees at their workplace.

1.4. Objectives of the Research Project

The main objectives of this research study are:

1. To comprehend the perceptions of employees in the Ministry of Industry and Commerce about the importance of leadership.

2. To examine the perceptions of employees in the Ministry of Industry and Commerce as to whether or not a leadership approach can increase both performance and motivation at the workplace.

3. To determine a leadership style that can enhance staff motivation in the Ministry of Industry and Commerce.

4. To identify a suitable leadership style that employees in the Ministry of Industry and Commerce require most.

5. To identify the essential factors that motivates staff to work.

6. To identify employees’ satisfaction regarding their superiors’ leadership.
1.5. Research Questions

According to the research aims, the primary research question of this project is:

“What leadership approaches can enhance the performance and increase the motivation of employees in the Ministry of Industry and Commerce?”

1.5.1. Sub-Research Questions

In order to achieve the above objectives and answer the research question, the sub-research questions are as follow:

1. How important is leadership in enhancing performance and motivation the workplace?

2. To what extent does a leadership approach support and enhance staff performance in their workplace?

3. What potential factors do leaders have to focus on in order to motivate staff to work?

4. What type of leadership style would staff prefer to be practiced in an organisation?

5. How to develop leadership and motivation in the workplace?

1.6. Hypotheses

- \( H_{1o} \) – There is no difference in the perception of employees regarding a leadership approach.
- \( H_{1a} \) – There is a difference in the perception of employees regarding leadership approaches.

- \( H_{2o} \) – There is no relationship between a leadership style and leadership approach which affects the increase of motivation of employees.
- \( H_{2a} \) – There is a relationship between a leadership style and a leadership approach which affects the increase of motivation of employees.
• H$_{3o}$ – There is no relationship between employees’ satisfaction and superiors’ leadership approach.
• H$_{3a}$ – There is a relationship between employees’ satisfaction and superiors’ leadership approach.

1.7. The contribution of this research study

Throughout this research study, it can be seen that employees were quite satisfied with the execution of their superiors’ leadership. However, the current leadership approaches from leaders in MoIC still have weaknesses that need be resolved in order to increase motivation and performance of employees. This research has found that there are six practical leadership styles that are suitable for a person(s) who is in a leadership level position in MoIC. These include: participative leadership, democratic leadership, goal-oriented leadership, transformational leadership, authentic leadership and charismatic leadership styles. According to Lussier (2013), there is no a single leadership style that can be suitable to fit all situations. Thus, it is required that leaders need to apply different leadership styles in different circumstances.

In addition, this research also identified some essential factors that motivate staff to work including self-esteem needs, challenging work, fairness in the workplace and opportunities for growth. Therefore the researcher expects that leaders in MoIC will obtain some ideas and have opportunities to apply these six leadership styles in order to improve employees’ performance and motivation. This research further fills a gap in the literature in the field of leadership in developing countries such as Laos.

1.8. Thesis Overview

This thesis comprises six chapters. Chapter One mainly presents the importance of leadership which affect the performance and motivation of employees in an organisation. It discusses the problems that government organisations are facing in today’s fast changing in the environment. It also introduces the aims, objectives and research questions of this thesis.
Chapter Two consists of a review of the literature related to leadership styles and effective leadership practices which impact on the work performance of employees, and covers various motivation theories in order to employ them as guideline for further analysis of this research.

Chapter Three discusses the methodology of the research and the rationale of decision applying paradigm approach to this study. It also mentions the instrument with which the research is conducted. The findings are based on the research approach and instrument which are translated for later discussion.

Chapter Four discusses the findings of the research by employing a relevant research tool and different methods of data analysis in order to create results that will be useful for the research.

Chapter Five covers the discussion of the findings in which it attempts to accomplish research objectives. The findings will be supported by the relevant literature in order to answer the main research questions and sub-questions.

Chapter Six presents the conclusions of the research. It also provides some recommendations regarding effective leadership practice for MoIC based on the findings. The limitations of the research study are also discussed in this chapter.

1.9. **Chapter Summary**

Chapter one discusses the importance of leadership which affect the performance and motivation of employees in an organisation. It also mentions the problems that government organisations are facing in today’s fast changing environment. Moreover, all important elements such as the research questions and sub-questions and aims, objectives of this research are established.

The following chapter focuses on the literature review in order to figure out the direction and important foundation for the study.
CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The previous chapter referred briefly to the importance of leadership which affects the performance and motivation of employees in an organisation. Therefore, in order to have more understanding of the importance of leadership, this chapter critically reviews vital literature and theories related to concepts of leadership and employee motivation. The main objective of the literature review is to identify and explore necessary theories in order to support the finding of the research. It will also help to answer the research objectives and research questions of the study. This chapter will give details about different leadership styles and motivation theories that should be applied in an organisation.

2.2. Leadership Overview

To adapt to a fast change in the environment, such as a rapid change in advanced technology, an increase of competitive business in regions, a highly competitive tension of regional and global market’s integration, government sectors, particularly MoIC, need to be supported by capable leaders in order to increase their effectiveness. Having effective leadership does not just support government organisations, it also helps employees to adapt to rapidly changing environment and unpredictable circumstances (Babandako & Miller, 2014; Haque et al., 2012). Haque et al. (2012) emphasize that effective leaders are an essential foundation that supports government organisations in making significant transition from policy to practice, potential to performance and intention to implementation. The authors state that without them, government organisations cannot achieve both improved management capacity and organisational performance because they are a central workforce in running and guiding the activities of public officials throughout the system.

Besides, Northouse (2015) asserts that effective leaders are the people who can provide direction for both organisation and employees to achieve common goals. Thus, if government
organisations have effective leaders, they can effectively monitor and evaluate the environmental change, then they can provide the essential force to motivate, encourage and inspire employees and lead them in the right direction (Anderson & Anderson, 2010; Hitt, Haynes, & Serpa, 2010).

2.2.1. Defining Leadership

The meaning of leadership has been conceptualized in various perspectives and different ways by different writers and scholars who have completed a wide range of research about leadership (Gill, 2011; Northouse, 2015; Vanourek & Vanourek, 2015). Several experts including Nel et al. (2015) define the term ‘leadership’ as ‘a process whereby an individual influences other people in an organisation to willingly contribute their abilities and efforts in order to obtain and achieve organisational goals’. While ‘leadership’ was defined by Daft (2015) as ‘a process of interaction between leaders and followers which emphasize the motivation and inspiration to achieve common goals’. Besides that, leadership involves the ways of improving staff’s performance and providing them with guidance in order to direct them to behave appropriately in the organisation.

Therefore, Nelson and Quick (2013) mention that it is important for an organisation to always develop effective leadership styles because leadership in an organisation is defined as a process of guiding and directing the employees’ behavior in the work environment. According to the study of Armstrong (2015), the potential skills of leadership should involve the ability to effectively inspire and influence others to behave differently, guide and direct others about what they need to do and tell them why, communicate a sense of purpose to the team, and get the team into action.

According to Goetsch and Davis (2013), leadership is one kind of leaders’ ability to inspire individuals to willingly put their efforts into action in order to achieve organisational goals. The authors explain further that leadership should include the ability to inspire individuals rather than motivating them since inspiration is a higher order of human interactions motivation. Goetsch and Davis (2013) claim that motivation is just a temporary response to the external driving factors whereas inspiration means motivation that comes from within individuals. Based on Velsor, McCauley, and Ruderman (2010), leadership involves whereby leaders influence people to achieve shared goals. Nevertheless, Daft and Pirola-Merlo (2009, p. 4) note that ‘leadership is
an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes’. From these perspectives, it can be seen that the influence of leadership arises among a group of people who need changes of outcomes in the organisation (Daft, 2015).

2.2.2. Approaches to conceptualizing leadership

Daft (2015) emphasizes that common approaches that are often used to conceptualize leadership and influence behavior of employees in organisations include trait, behavior, situational and influence approaches and these approaches have their own specific crucial characteristics. Firstly, Northouse (2013) explains that the Trait approach, which is also known as the ‘Great Man’ approach mainly concentrates on integrity, emotional intelligence, intelligence, diligence, initiative, self-confidence, determination and sociability of leaders. Leaders who oppose this type of approach generally influence employees by demonstrating their abilities, paying attention, understanding and encouraging employees to effectively work on the given objectives.

Secondly, Northouse (2015) mentions that a Behavior approach often focuses on leaders’ behavior, manner and attitude toward their followers and their work in different situations. This approach categorizes leaders into two main groups which comprise process behavior and task behaviors. Northouse (2015) indicates that ‘process behavior’ leaders always get along well with their employees by approaching and creating a good working environment in an organisation, whereas ‘task behavior’ leaders influence and encourage employees by attempting to involve employees in activities of an organisation and this approach can ensure that given objectives get done and goals are achieved.

Thirdly, the Situational approach is one of the most important approaches that leaders should have. Northouse (2013) mentions that leaders who have a deep understanding about this approach can effectively apply leadership styles in appropriate circumstances and various different situations. Leaders in an organisation generally have different levels of relationship with their employees in different environments and circumstances. Therefore, situational leaders can simply evaluate the situation and effectively adapt their behavior to the particular circumstances in order to ensure the outcome.
Fourthly, the Influence approach that effective leaders should be considered. This is because a good performance and result by employees in an organisation, generally depends on the effective influence of their leaders. Northouse (2015) asserts that leaders can influence employees in many ways; for example, directing them through vision and mission, showing them direction, providing the necessary courses to improve their knowledge, skills and performance and by promoting ethical practices which can change the culture of the organisation and the employees’ behavior.

Besides the information mentioned above, leadership can also be conceptualized into two different approaches namely skilled approach and relational approach (Northouse, 2012). The main role of the skills approach is to examine the competency of a leader who can apply his/her skills toward their works. Leaders who have this skilled approach normally have conceptual, administrative and interpersonal skills. Northouse (2015) expresses the opinion that the conceptual skills mainly focus on concepts and ideas of employees. This approach influences employees by providing vision, solving conflict and managing the people in the organisation. The author further explains that last two skills are the ability of leaders to deal with people and their work. Whereas, the relational approach mainly emphasizes the relationship between leaders and employees. This suggests that this approach does not just concentrate on what leaders do to employees but that they influence each other differently in different circumstances. More importantly, the main viewpoint of this approach is about interpersonal relationships which are important elements of effective leadership.

2.2.3. The difference between leadership and management

Nel et al. (2015) mention that a large number of people still do not clearly understand the terms of ‘leadership’ and ‘management’ and the relationship between these two notions is a source of continuing argument among academics. Kotter (2012) confirms that understanding the difference between leadership and management is essential for people who want to be good leaders and managers because many organisations today do not have much leadership whereas management is particularly emphasized in these organisations because management practices are easier than leadership. Ramnarayan and Kumar (2004, p. 3) state that: “management evolves in large measures to ensure organisation stability, operational efficiency and predictable performance”.
Its main objective is to cope with a process and complexity in an organisation in order to effectively manage a complicated system of technology and people.

However, Haque et al. (2012) state that management alone cannot support public organisations in meeting the challenge of change that they face. It gives no guidance and provides little light on how to meet the challenge of growing demands for awareness to external environment, continuous adaptation, and giving employees in the organisation a sense of confidence and direction in the face of all the turbulence. Hitt et al. (2010) state that it is only leadership that can address these challenges.

According to Goetsch and Davis (2013), leadership is normally involved in inspiring and motivating people in order to achieve the set goals. Thus, it can be seen that the difference between leadership and management can be distinguished in the following sentences: “a manager is doing things right; a leader is doing the right things”. This was stated by Perter Drucker and Warren Bennis as cited in Adeniyi (2010, p. 19). However, Kotter (2008) states that every organisation needs both managers and leaders because in some situations they share some similarity since they are both involved in decision making in the organisation. Moreover, both of their roles are to create sound relationships in the organisation in order to ensure that employees can achieve their tasks and organisational goals.

**2.3. Leadership styles**

According to the study by Goetsch and Davis (2013), leadership style was defined ‘as a process of interaction between leaders and employees’. The study also shows that there are a number of leadership styles which are identified differently. However, the most common leadership styles that are often used include: Situational leadership, Participative leadership, Democratic leadership, Autocratic leadership and Goal-oriented leadership.
Figure 2.1. The Leadership styles

Source: Goetsch and Davis (2013, p. 129)

2.3.1. Situational leadership

For many years, various researchers have attempted to figure out what types of leadership style can be employed in all circumstances. However, it has been shown that there is no single leadership style that fits to all situations (Lussier, 2013). This means that leaders have to apply different leadership styles in dissimilar circumstances. Lussier (2013) states that situational leadership is one of the leadership styles that attempts to figure out a suitable leadership style for particular situations. According to Obolensky (2010), situational leadership is considered to be contingency leadership. The author further states that this kind of leader would understand how to appropriately apply the type of leadership that corresponds to a particular situation, while a manager would utilize different styles. Hellriegel and Slocum (2014) mention that situational leaders generally consider the situation before applying a leadership style because this helps
leaders to be more flexible and adaptable to the situation. Moreover, it also helps leaders to understand the different readiness levels of employees in the organisation.

Lussier (2013) emphasizes that flexible leaders should understand these situational approaches to leadership styles, which include normative leadership, leadership continuum, contingency theory and path-goal theory. Based on contingency theory as in the study of Fiedler, this leadership style was clearly explained. It was pointed out that, to be effective leaders, they have to realize when to apply task-oriented or relationship styles at different times in order to support and increase the readiness level of employees in organisation (Daft & Pirola-Merlo, 2009). Therefore, in order to support their employees, leaders should clearly understand task-oriented style by applying one-way communication and telling employees what, where and when to do the tasks and listing duties. Conversely, leaders are also required to know about applying relationship-oriented style by using two-way communication. This usually involves listening, encouraging, giving emotional support, and attempting to involve employees in the decision making process. DuBrin (2010) mentions that an effective leader should understand how to employ different degrees of task and behavior-oriented style in many situations.

Another type of theory that mentions this type of leadership is the path-goal theory stated by Gill (2011). This leadership style is normally required to increase the motivation of employees by identifying, clarifying and understanding employees’ values and desired rewards. According to Shriberg and Shriberg (2011), to be a successful leader, they will have to know how to support their followers by creating clear goals and setting up a clear path to achieve these goals. To explain this sentence clearly, the authors further mention that path-goal theory seeks to match different leadership approaches with particular circumstances. Thus, this theory has a connection with situational leadership.

Northouse (2013) emphasizes that situational leaders have the potential ability to figure out the nature of situations and address many questions. For example, do employees have the potential skills to perform certain tasks, what are the tasks or objectives that employees should perform, how difficult is the task and do the employees have the potential to perform the task when they start it? All of these questions will help leaders to clearly understand the development level of
their employees, so that they can flexibly adapt their leadership style to match that development level.

### 2.3.2. Participative leadership

Participative leadership is one type of leadership style that enables leaders to guide and lead employees in an organisation to achieve common goals. According to Obolensky (2010), leaders who apply this type of approach normally focus on a team’s consensus and do not take control over the process of decision-making nor merely make decision by themselves. They allow and empower team members to participate in decision making in order to help develop strategies and solutions after they have been fully informed about the problems.

Participative leadership was defined by Pride, Hughes, and Kapoor (2009, p. 180) as ‘leadership style in which all members of a team are involved in identifying essential goals and developing strategies to reach those goals’. This means that this type of leader allows followers to share their potentials and ideas in decision-making. Moreover, participative leaders usually do not give directions but offer suggestions and advice to their employees. Pride et al. (2009) explain that such leaders create a friendly, creative and cooperative work environment for the whole team. The important elements of participative leadership consist of motivating, consulting, managing conflict, coordinating personnel, developing followers, building and managing a team, and managing personnel change by involving followers in change decision. Wart (2012) mentions that the supportive style is similar to the participative style. Nevertheless, a supportive style mainly focuses on empathy and listening while a participative style concentrates on discussion and problem solving.

Adeniyi (2010) makes an argument about the participative approach that it often consumes a lot of time and will only work effectively if all staff engaged is assigned to the organisational goals. Furthermore, Wart (2012) makes the criticism that applying a participative style in a time of pressure is not an effective way because a team sometimes wants their leader to take a decision rather than spending more time consulting the group. Therefore, Segers, Prins, and Brouwers (2010) claim that in some circumstances, the participative leadership style might not be suitable
to employ this is because some group members have essential knowledge and skills to involve in the decision-making process which can result in difficulty for both employees and leaders.

Based on the study of Ricketts and Ricketts (2010), effective participative leaders are people who can communicate clearly and understand the details about the goals and objectives of their organisations. Therefore, such leaders can draw upon the group members’ knowledge and ideas in order to implement change in the organisation. However, Pride et al. (2009) assert that the communication in an organisation is sometimes very complicated due to the differences of various employees. Hence, it is necessary for participative leaders to have negotiating, coaching and collaborating skills because these skills are important when guiding and directing diversified employees. According to Ricketts and Ricketts (2010) staff who work for participative leaders will feel that they are one of the very important parts of the organisation they can contribute their ideas in decision-making. As a result, employees believe that they are trusted to make good decisions. This does not just help them to develop feeling of self-esteem but also helps them to believe in their competencies. Consequently, they will have respect for themselves. The above section about participative leadership style sheds more light on objective 3 and sub-question 2 of this research project.

2.3.3. Democratic leadership

Rory and Steve (2014) describe democratic leadership as ‘consensus or consultative leadership’. The authors state that this type of leader often allows their followers and employees, especially those who work in a particular task, to be involved in decision making. This is supported by Pride et al. (2009) who defined a democratic leader as ‘a person who holds the final responsibility, while delegating authority to followers who can achieve the work assignments’. Furthermore, Rory and Steve (2014) explain that this kind of leader will not make the final decision until after they receive suggestions and recommendations from their team members. Nevertheless, Goetsch and Davis (2013) believe that effective and good decisions do not always come from the agreement of the majority. Therefore, this type of leadership style is only popular in the process of decision making rather than getting the appropriate and right decision, while it can sometimes lead to a significant failure to get the desired result.
According to Pauley and Pauley (2009) it is important for an organisation to have democratic leaders because this type of leader has the potential skills of communication to communicate with their followers. This is supported by Pride et al. (2009) who assert that such leaders will provide authority to their followers who can determine task assignment while they themselves take final responsibility. In addition, Northouse (2013) emphasizes that democratic leaders normally give priority to their employees at all levels to speak out. They do not apply a ‘top-down’ communication approach to their subordinates. Moreover, they promote communication among group members. The author discusses further that such leaders would not attempt to control their employees while they try to figure out how to work with them. This means that this type of leader always encourages their employees to work on their own in order to achieve their goals.

Northouse (2012) highlights the fact that democratic leaders see themselves as potential guides who can provide guidance, direction, suggestion and information without giving orders nor in any way of forcing their ideas on their employees. According to Crisp and Turner (2010), leaders who possess a democratic leadership style will know how to create a friendly, cooperative and task-oriented atmosphere where all group members feel that their contribution of knowledge and ideas is important. Therefore, Pauley and Pauley (2009) claim that when working with this type of leadership style, employees will be able to perform well with their assignments without close supervision from their leaders.

Pride et al. (2009) express the criticism that although democratic leadership potentially encourages followers who have a high commitment to their work, because all followers interact with the decision-making process, this type of leadership style has its negative side. The authors mention that the decision making process in the democratic leadership style would take time and this consumes a lot of times in which employees could be doing their own work. Additionally, employees also need time to explain their own points of view in order for others to understand their main points. Hence, democratic leadership style does not effectively fit in organisations that have urgent circumstances. Moreover, Crisp and Turner (2010) mention that this leadership style is not very effective when applied to group where members have insufficient experience of the work. Thus, this leadership style is more effective and suitable to apply when a group is experienced.
From its leadership style perspective, the researcher believes that the discussion supports objective 3 and both sub-questions 2 and 4.

2.3.4. **Autocratic leadership**

Autocratic leader was defined by Daft and Pirola-Merlo (2009) as ‘an individual who tends to use his authority and derive power from his position’. This type of leader would control by rewards and coercion of employees in organisations. To further understand autocratic leadership terms, Adeniyi (2010) mentions that ‘autocratic leadership’ is also known as ‘directional leadership’. The author explains that when assigning objectives or tasks to employees, this type of leader normally tells them what to do and how to do it and then they take decisions by themselves without any consultations with their employees. However, there were a number of critics of this leadership approach who mentioned the study of Gill (2011) who said that it only works well in the short term while not appropriate for long-term management. Moreover, it is not effective for enhancing the quality of work. The content of this section of the literature sheds light on objective 4 and sub-question 4 of this research project.

It is believed that the main role of autocratic leaders is to take control of the decision-making process, and to take full responsibility for decisions and for improvement of employees’ performance. This is supported by Bass and Bass (2009) who point out that when doing a process of decision-making, this kind of leader does not share any power and attempts to ignore their employees who try to contribute their ideas in the decision-making process. Therefore, Bass and Bass (2009) describe leaders who apply this leadership approach as individuals who focus exclusively on the production rather than on their employees’ needs. Thus, such leaders also can be described as persuasive, directive, goal emphasizes, initiators of structure and coercive leaders.

Einarsan, Hoel, Zapf, and Cooper (2010) demonstrate that autocratic leadership style also has its negative side. This is because this type of leader creates an atmosphere of fear and distrust for their employees in organisations. As a result this makes employees feel that they have only very and little room for dialogue. The authors further indicate that when they are working in an atmosphere of fear in an organisation, employees are afraid to participate, contribute, share or speak up to their leaders during a process of decision-making. Consequently, work-related
concerns will not be brought to light. This is also supported by Daft and Pirola-Merlo (2009) who point out that when employees are afraid to share and speak up with their leaders, they cannot perform well their work. It makes them attempt to avoid the challenge tasks, taking risks and change the status quo. Moreover, working in atmosphere of fear also makes employees feeling unimportant and powerless which significantly reduces their enthusiasm, confidence, imagination, commitment and motivation in the workplace.

A study done by Pride et al. (2009) reveals that autocratic leaders are normally afraid of working with followers who are better than themselves and they often do not accept or acknowledge the ideas of others who are in a lower position. Thus, such leaders execute crucial tasks themselves while employees have to follow their decisions. The study also mentions that most of employees will get stressed when working with leaders who apply an autocratic leadership style. They lose their work motivation and have a bad performance in the workplace.

2.3.5. Goal-oriented leadership

Goetsch and Davis (2013) state that goal-oriented leadership style requires the participation of team members who mainly concentrate on the organisational goals. The authors point out further that team members are some of potential elements that can minimize their employees’ attention on the influence of other factors which are not related to the specific goals. According to Ronald (2010), a goal-oriented leadership style mainly focuses on the structure and process of work in an organisation, particularly on the method of how and what to do and who will do a task.

Ronald (2010) mentions that applying this leadership style, most leaders will make their own decisions, then direct and guide employees in order to achieve goals that they have set. Hence, Cassidy and Kreitner (2009) highlight that in order to develop and improve the performance of employees in an organisation, it is important for leaders to set a goal with a deadline, quality standards and objectives for their employees. These will help employees to take responsibility for their work. Consequently, they can improve their performance. In addition, Cassidy and Kreitner (2009) assert that leaders using this leadership style always set challenging tasks and goals for their employees in order to improve the performance of all group members. They seek to continue task improvement, and to show confidence that employees will perform well.
Hallinger (2010) emphasizes the significant role of goal-oriented leaders as producers and directors in an organisation. This kind of leader has a very high level of productive energy. Therefore, when they approach their employees by giving tasks, they attempt to communicate high performance expectation to employees and motivate a member to put their effort toward achievement. Moreover, such leaders also maintain an organisational vision for the future. Gunduz (2012) states that goal-oriented leaders can influence employees to accomplish outstanding achievements by demonstrating a vision and sense of mission, pushing and encouraging employees to develop new strategies. Wildermuth and Mello (2010) highlight that individuals who concentrate on goals are more likely to be conscientious and these people can easily to achieve the ambitious goals. Therefore, employees who exhibit highly conscientious behavior are able to effectively plan their routine work which focuses on objectives and can achieve goals in uncertain circumstances.

According to Goetsch and Davis (2013), applying a goal-oriented leadership style has a very high potential to generate problems. This is because members of the team are often concentrating on the wrong concerns. In addition, they are sometimes barely focused and frequently overlook opportunities. Consequently, the problems fall outside of their concern. Nevertheless, in an uncertain situation applying a goal-oriented leadership style is very effective because it facilitates specific directive and task-oriented instructions to employees who are experiencing low self-esteem. Thus, it is important for leaders to employ goal-oriented leadership style in order to make employees have confidence when they do their work, and encourage them via both effective and persuasive language and communication. Cooper (2010) mentions that in order to solve the problems in circumstances of uncertainty in an organisation, it requires leaders who are able to effectively communicate ideas, vision and values with employees regarding organisational goals.

2.4. Inspirational leadership theories

It is crucial for leaders to understand an inspirational leadership approach because this improves motivation in organisations (Goetsch & Davis, 2013). Lovegrove (2010) defines inspirational leadership as ‘a process whereby leaders inspire and encourage subordinates to perform to their best ability in the workplace in order to achieve common goals’. Therefore, Goetsch and Davis
confirm that understanding transformational leadership, charismatic leadership and authentic leadership are important for leaders in organisations.

2.4.1. Transformational Leadership

Since the early 1980s, transformational leadership has become one of the most well-known leadership approaches and it is one part of the new leadership paradigm. Its leadership style mainly focuses on employee improvement and intrinsic motivation which fits the needs of today’s employees. This notion is supported by Northouse (2013) who states that “this type of leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential” (P.186). So, Northouse (2015) asserts that leaders who employ transformational leadership style always assess their employee’s motives and evaluate satisfaction of employee needs.

Transformational leadership is not like transactional leadership which emphasizes the exchange that occurs between leaders and their employees (Northouse, 2013). Evans (2009) states that the transactional exchange is based on argument about the particular requirement between leaders and employees, then stipulating the conditions and rewards that employees will receive if they can achieve those requirements. In contrast, transformational leadership is concerned with ethics, emotions, values and long-term goals and it “is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (Northouse, 2013, p. 186). So, DuBrin (2013) highlights that transformational leaders always attempt to improve and develop their employees’ leadership by coaching and monitoring in which they provide both challenge and support to employees.

Landy and Conte (2009) point out that from a certain point of view, transformational leadership and charismatic leadership are quite linked to each other because these two leadership styles mainly rely on the leader’s personal characteristic. However, Daft and Pirola-Merlo (2009) argue that the concept of transformational leadership is slightly wider and leaders who apply this leadership style encourage and inspire their employees not just to follow them personally but by supporting and helping employees to become leaders themselves. Furthermore, they motivate employees to work for the whole team’s benefit and go beyond their self-interest.
Transformational leadership was defined by Nel et al. (2015) as ‘visionary leadership’. This type of leaders generally guides and leads their employees by sharing a vision and dream for their organisations. In addition, in order to guide and lead employees, they act as role models to inspire and encourage employees to essentially contribute towards the organisational objectives. Based on the research of Puccio, Mance, and Murdock (2011), transformational leadership was defined as ‘a process whereby an individual can enhance the level of motivation for both employees and leaders’. Daft (2015) states that transformational leaders can effectively support employees to improve them to a high level of performance because such leaders have the potential ability to inspire their employees by supporting, inspiring vision, developing their potential and showing optimism about the future and allowing employees to make change happen. Therefore, Daft and Pirola-Merlo (2009) confirm that employees who are coached and monitored by transformational leaders are more satisfied and motivated and perform better.

Many academic books and journals attempt to figure out the exact meaning of ‘transformational leadership style’. Northouse (2013) argues that it is hard to define the parameter of this leadership style because it consists of various activities and characteristics. As a result, it lacks exact conceptual clarity. The author emphasizes that transformational leadership is not like other leadership approaches which provide a clear definition of how leaders should act in particular circumstances especially in respect of a situational leadership approach. On the other hand, transformational leadership generally concentrates on ideals, innovation, inspiration and individual concerns. It can be seen that this type of leadership style supports sub-question 4 of this research.

### 2.4.2. Charismatic Leadership

In recent years, Daft (2015) stated that the role of charismatic leadership has attracted a number of researchers to study and research it in order to apply it in an organisation. This is because this leadership style has a great influence on employees’ commitment and energy to work. However, the concept of ‘charismatic’ is difficult to define. According to the study of Griffin (2011), ‘charisma is a characteristic of a leader that can potentially influence employees’ behavior’. Leaders who possess charisma generally tend to have a lot of self-confidence and have a strong emotional impact on employees because they use both heart and mind when they lead and guide
subordinates. They also have good communication skills which are able to inspire and encourage subordinates to increase their work performance.

In addition, charismatic leaders have the potential ability to influence and motivate individuals to have more commitment to work and to encourage employees to work more than they would usually do (Daft & Pirola-Merlo, 2009). Goetsch and Davis (2013) mention that charismatic leadership generally happens when leaders utilize their own talents and personalities to influence subordinates and such leaders often express confidence in employees and communicate high expectation of their subordinates. This characteristic of leaders can enhance subordinates’ sense of self-efficacy and competence (Northouse, 2015).

Crandall (2010) points out that although applying charismatic leadership style is beneficial to an organisation it also has a negative side because the root of charisma is about an emotional approach rather than logical or rational. The leaders may apply their charisma to gather support for self-serving purposes which could lead to exploitation, manipulation and deception of others and the author also claims that leaders who apply personalized charisma have a great impact on long term organisational performance.

In order to become a strong leader, Daft (2015) states that it is important to comprehend some vital behavior and characteristics of charismatic leaders. This type of leaders always makes changes, behaves in unconventional ways and applies unconventional methods in order to enhance the situation in the organisation. Additionally, the authors explain that even if they are challenging, such leaders are able to encourage employees with belief in their goals. This is because they have the ability to communicate complicated ideas in a compelling way which helps their subordinates to clearly comprehend their messages. Nelson and Quick (2013) point out another important characteristic of charismatic leaders; that they inspire and influence individuals by utilizing their own personal power rather than using positional power. As a result, this make their subordinates admire them not because of authority or power granted by the organisation, but because of their personal character, experience and knowledge.

A number of employees in Laos still lack confidence with performing their jobs. Therefore, this leadership style guides the researcher to answer sub-question 4.
2.4.3. Authentic leadership

Authentic leadership was defined as “those individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others’ values/moral perspectives, knowledge, and strategies; aware of the context in which they operate, and who are confident, hopeful, optimistic, resilient, and high on moral character” (Härtel & Ganegoda, 2008, p. 159).

The research done by Goetsch and Davis (2013) states that authentic leaders are people who have a high sense of moral right and wrong, integrity and honesty. They lead their subordinates from their core values and motivate employees to enhance performance by building a workforce in high levels of hope, self-efficacy and optimism. In addition, Wilde (2013) also points out the same view that such leaders mainly focus on transparency, positivity and high ethical standards. Therefore, this type of leader is able to get successful social identification via their commitment, directness and openness to their employees’ success.

Wilde (2013) mentions that the potential characteristics of authentic leaders which consist of trustworthiness, benevolence and integrity play a significant role in affecting employees’ emotionally and psychologically at work. These effects significantly produce a good attitude of employees toward their work and create a good relationship between leaders and employees as well. As a result, employees are confident in the workplace and performance also is improved. This is similar to the point made by Härtel and Ganegoda (2008) who emphasize that when leaders in an organisation are morally mature, their subordinates will be likely to perform at a higher level of moral reasoning. The authors mention that subordinates’ optimism is important for an organisation because of their motivation, higher work performance and job satisfaction. Thus, in order to develop and enhance the authenticity in employees, it is crucial that leaders should be aware of and increase their own ethical practice by enhancing their self-awareness, increasing positive modeling and self-regulation.

From perspectives of Northouse (2013), about being good authentic leaders, such leaders should clearly understand how to apply the basic characteristics of authentic leadership components such as knowing how to create trusting relationships with employees, clearly comprehending their own purpose, acting on their values, strongly valuing their mission and valuing about the
moral right and wrong. With these components, employees will have a positive emotion and trust in the leadership of the organisation. According to the research done by George (2010), many people are confused about their purpose of leadership. Nevertheless, it is believed that authentic leaders would both understand themselves and the purpose of their leadership which effectively affects the way in which they lead their employees. Moreover, the author also emphasizes that this kind of leaders lead their employees by heart. This means that they have a passion for work, compassion and empathy for their employees, and encourage them to make different and difficult decisions.

Authentic leaders are people who have a high sense of moral right and wrong, integrity and honesty. From this perspective, the researcher believes that it supports sub-question 4 of this thesis.

2.5. Leadership for Quality

In order to improve performance, work standard, productivity and longevity of employees in an organisation, leaders have to understand the theory of leadership for quality. Goetsch and Davis (2013) mention that leadership for quality is about applying and utilizing leadership principles to support employees. When employees are supported by their leaders, the performance, productivity and work standard of employees are also improved. There are various elements of leadership for quality. Therefore, this study will identify some important elements of leadership for quality as follow:

2.5.1. Performance management

Performance management is one of the other aspects to which good leaders and managers have to pay attention in order to guarantee a better performance by their organisations. By doing this, leaders and managers have to frequently evaluate and monitor the performance of employees and figure out suitable methods of evaluating performance appraisal (Cintrón & Flaniken, 2008). According to the work of Griffin (2011), employees who work for organisations might be performing poorly by the judgment of managers and leaders. This is to say they are performing at a lower level than expected. At this time, Griffin (2011) suggests that leaders should apply
performance appraisal. They will then be able to inform the employees about their potentials, competencies, weaknesses and their rate of growth. This will help staff to understand their performance. After that, leaders should set up a programme, set up workshops or create individual development goals to improve their performance (Griffin, 2011).

Having an effective performance management process is very important for an organisation because performance management is considered to be a crucial tool for success. However, it is believed that an organisation also needs to have four aspects of a performance management system in place namely strong performance goals, a reward system, ongoing feedback and coaching, and an accurate evaluation process (Performance Management, 2013; Yost & Plunkett, 2011). Walker (2011) highlights that in an organisation, goal setting is an essential tool to motivate and encourage employees to regulate their own work and so affect their job performance. Therefore, it is important that leaders and employees should discuss about their goals and work planning each year. This does not only help employees to clearly comprehend and recognize their own goals, it also supports employees to be more engaged with their own job. A number of organisations have realized an incredible increase in their employee’s performance after applying employee goal evaluation (Smither & London, 2009).

Apart from goal setting, providing feedback and coaching employees it is also a significant duty for both leaders and managers to pay attention to workers in general. They can thereby motivate employees to enhance their performance, help them to know to appropriately behavior, teach group member new skills, and enhance performance efficiency (Institute of Leadership & Management, 2013). Moreover, Pulakos (2009) point outs that it is crucial for organisations to regularly evaluate and assess employees’ performance because they can thereby find out employees’ development opportunities and improve employee commitment.

Therefore, Solomon (2009) asserts that it is essential to have an accurate evaluation process in an organisation with which it can truly reflect the employees’ levels of performance. Moreover, the author states that performance management is the most appropriate, effective and accurate process to apply when employees are involved in discussion about their performance expectation because they are then more likely to want to have their voices heard. Furthermore, when they are
involved they will clearly understand the process and truly trust the system. Therefore, it is necessary for leaders to involve employees in a performance evaluation process.

Moreover, in order to ensure that an organisation does have an effective performance management process, Walker (2011) suggests that leaders should have a strategic reward system for their employees that addresses the areas of compensation, benefits, appreciation and recognition. The author further explains that reward system need to be consistent with the HR system and should be reliable, reasonable and fair for all employees in the organisation. However, Armstrong (2015) states that when assessing employees’ performance, leaders should assess their performance on the level of individual contribution to the team but not on the result of their overall team achievement because being part of a high performance team can be a reward in itself.

2.5.2. Motivation and empowerment

It is undeniable that it is very important that leaders should have the ability to inspire and motivate employees in an organisation because it is considered to be one of the effective characteristics of leaders. Mayfield and Mayfield (2009) state that when employees are well inspired and motivated by supportive language or desired rewards, their job satisfaction will be increased. As the result, they can perform at their best in their jobs, thereby increasing the performance the organisation. Therefore, it can be said that good performance by the organisation has interconnection with employee motivations. More importantly, Shelton (2012) states that it is essential for leaders to improve their level of understanding of employees by establishing trust, listening, asking and observing them. This will help leaders to understand their employees’ needs and their personal beliefs; both of these characteristic can relate to the organisational goals.

However, Daft and Pirola-Merlo (2009) claim that sharing authority and power with employees by shifting power down from the top of the organisational hierarchy is also necessary because this does not only meet the higher motivational needs of employees, it also can help subordinates to understand that their jobs are crucial and so they will fully participate and engage with their work. As a result, their performance and satisfaction will be improved.
In addition, effective leaders should recognize and realize how to create an effective working environment in the organisation by giving empowerment to employees. Shelton (2012) mentions that giving empowerment is one of the effective ways to inspire and motivate employees to work since it meets the needs of individuals, particularly the need for self-efficacy. According to Saxena and Awasthi (2010), empowerment was defined as “the process that provides greater autonomy to employees through the sharing of relevant information in the provision of control over factors affecting job performance. This allows employees to have more control and sense of responsibility over their work” (P.155). Hence, it is necessary for leaders to create a working environment that makes employees feel that they are contributing, empowered, productive and happy.

More importantly, leaders should inspire and motivate employees to take action and make them feel that their actions count (Brady, 2009). Kanfer, Chen, and Pritchard (2012) suggest that leaders should not focus more on controlling, while coordination and facilitation of the work process should be more focused at the first stage. These will make employees feel that they are included in the working processes. Leaders also need to focus on good communication, training and leadership. Additionally, leaders also need to support their employees to improve skills and confidence in order to enhance their full potential.

However, there are still some potential issues that might cause employee empowerment to fail. One of the main issues is that employees lack the necessary training and information sharing. Saxena and Awasthi (2010) point out that if employees have no opportunity to attend necessary training, have no learning opportunities and cannot access information, they do not have confidence to make good decisions. As a result, leaders cannot see their potential abilities in decision making. Another issue is that most leaders do not clearly comprehend the real meaning of empowerment and they fail to establish boundaries of empowerment for employees in their absence. Hence, it is vital for leaders to take these issues into consideration otherwise their employee empowerment efforts could fails. While, Brady (2009) suggests that in order to achieve an effective employee empowerment, leaders should align employees with the organisational vision, mission, value, goals and clarity in mutual expectation. Furthermore, leaders should provide the necessary coaching and training and also give their employees’ emotional support because all of these help employees achieve their jobs fruitfully.
2.5.3. Ethical Leadership

Recognizing and realizing the influence of moral leadership on an organisation is necessary for leaders. In this regard Grover and Moorman (2009) mention that employees are motivated to work and perform better by their leaders who have an integrity image. Moreover, they perceive leaders honesty from their behavior. Gini (2010) explains a similar view that ethical leaders have a great influence on the ethical culture in a workplace because they have the potential to create a vision for an organisation and be good role models for their employees. Hence, it is essential for a leader to develop the image of integrity in their leadership.

Based on the article done by Trevino and Nelson (2010), employees normally perceive ethical behavior of leaders from formal leadership roles. Hence, an individual who is in the senior level should focus and develop his/her reputation for ethical leadership by being visible on ethical issues and communicating a strong ethics message in the organisation. From another perspective, Cremer (2009) indicates that the ethical climate in an organisation is crucial because it has a strong relationship with employee satisfaction, ethical behavior and job attitudes. The author also further mentions that an ethical climate does not just lead to more satisfied employees but it also leads to a high level of work commitment and low rate of turnover intentions.

A study done by Nel et al. (2015) illustrates that moral leaders value ethics and they apply ethical practices to subordinates in order to support ethical behavior in their organisation and reward employees if they act ethically. The research also states that moral leaders should not only act ethically in order to avoid criticism but they should be honest and treat employees fairly. However, ethics training is necessary for employees in an organisation as mentioned by Kick, Fraser, and Davis (2006) who said that improving the knowledge of employees about ethical behavior is an effective strategy to create an ethical culture in an organisation.

In addition, Nel, Nel, and Du Plessis (2009) emphasize that there are a number of benefits from ethics training such as supporting corporate value, enhancing the judgment of employees on ethical practices and raising awareness on the significance of corporate ethics and ethical issues in the organisation. Nevertheless, Mondy and Mondy (2012) assert that leaders are also required to develop and review the most appropriate code of ethics for every party in the organisation and a valuable code of ethics should provide a clear understanding and should not be confusing for
any party. Dessler (2014) states that moral leaders always attempt to develop the most suitable methods of monitoring the ethical and unethical performance of employees. Managers should always talk about ethical behavior and provide feedback on their employees’ performance because this can ensure that they are always aware of moral practices.

Another important point is that to avoid unethical behavior in an organisation, every employee should feel comfortable about reporting and sharing information about unethical behavior. Daft and Pirola-Merlo (2009) suggest that leaders should create channels for staff to report about unethical behavior. This perspective is supported by Wittmer (2010) who asserts that giving opportunity for staff to report about unethical behavior in an organisation can create a culture of trust in the workplace and support them to unveil unethical behavior of employees without any fear. More importantly, Pepper (2010) suggests that it is important for leaders to encourage their employees to ask any kind of moral questions of which they are unsure because this helps them to avoid unintentional unethical practice. Pepper (2010) emphasizes that leaders should recognize that the unethical practices will occur less frequently in an organisation if ethical questions often are asked by employees.

From this literature review in the above section, the research achieves objective 2 of this thesis.

### 2.5.4. Leadership communication

To effectively persuade employees to put effort towards their work which will impact on the common goals in an organisation, leaders should understand how to effectively communicate with their employees. Pauley and Pauley (2009) state that effective communication is considered to be a vital component of leadership and a crucial factor that builds trust between employees and leaders. Moreover, if they are influenced and motivated well by way of communication from leaders, they can perform well their actions which assist to achieve common goals. Walker (2011) asserts that actively paying attention to listening to employees, identifying their values and desires, and trying to understand their needs and goals are very important actions for leaders. In this way they can get to know their employees and establish the suitable channels of communication to make a dialogue with them. The author points out that actively paying attention to listening to employees is an essential part of successful interpersonal communication.
Therefore, improving active listening skills by focusing attention on the conversation, listening purposefully, using eye contact, paying attention to the reaction, paraphrasing the messages both verbally and mentally, giving spaces, asking questions, and providing good feedback to employees is very important. This is how leaders can appropriately share information with employees. This is one of communication channels that help employees know how their actions contribute to the organisational performance and this makes them become more effective employees (Walker, 2011).

When providing feedback to employees, a communication channel is always mentioned as crucial tool for leaders to use. Pauley and Pauley (2009) emphasizes that there are four types of effective communication channels which help leaders to ensure that all employees will understand the messages correctly and clearly. These include nurturative, directive, requestive and emotive channels. However, in order to ensure the effectiveness of these communication channels, leaders should apply the preferred channel for each person. Daft and Pirola-Merlo (2009) suggest that leaders can improve the effectiveness of communication by applying channel richness where the information can be passed on during a communication period. Shriberg and Shriberg (2011) indicate that the richest medium is face-to-face communication because this kind of communication provides multiple information cues, personal focus and immediate feedback. In addition, fact-to-face communication also can make understanding of the circumstances possible.

For effective operation in an organisation, leaders should break down any kind of communication barrier. Daft and Pirola-Merlo (2009) and Daft (2011) state that breaking down the barriers to communication in an organisation can create a sound working environment which encourages employees to feel free to sharing ideas and all information throughout the organisation, particularly through the hierarchical level. In addition, it is crucial that leaders should support and encourage communication across groups, divisions and departments because this will not only help all staff to see a clear direction, they will also understand how to participate and contribute. Walker (2011) indicates that creating an open communication climate by sharing all information throughout the organisation helps employees to realize how their actions affect the organisation’s performance and this also make them become more effective employees.
Atwater and Waldman (2012) also share the similar point of view that open communication can build trust and spread knowledge throughout the organisation and provide a foundation for communicating vision, values and other important big-picture information which will improve the operation of an organisation. The authors also emphasize that giving feedback to employees is truly important, however, receiving feedback from subordinates is also necessary because this supports leaders to develop self-awareness. Moreover, by being willing to listen to feedback from employees, leaders will recognize their own strengths and weaknesses.

2.5.5. Team work

Successful and achieving teams depend on the contribution of effective leaders. Therefore, Gill (2011) emphasizes that people who are in leadership positions are required to be confident, they should have a clear communication and vision for the team members because these support employees to see their work as essential and meaningful. Additionally, leaders should empower all team members to participate in team decision-making and should provide the necessary training with good support in order to improve their skills. Armstrong (2015) expresses the opinion that in order to support team members to effectively achieve goals, it is vital that leaders should evaluate and assess all team members to establish whether they have a similar level of abilities and skills so that they can support, encourage and interact with each other better. Leaders should prevent any kind of argument or conflict that might occur in a team by applying useful techniques, such as third-party mediation, negotiation, and facilitating communication.

Moreover, West (2012) states that it is important for team leaders to apply appropriate strategic intervention in order to provide direction and motivate to the team members. The team leaders also need to encourage their members to work and co-operate as a team in a collaborative and supportive way. Furthermore, they must ensure that team members understand the group’s direction and the team’s objective or even individual team members’ goals. In addition, it is crucial for leaders to emphasize on its team working function because this will help teams to work more effectively. By doing this, leaders should ensure that each member of the team has opportunities for growth and that their roles and tasks are important and meaningful to them. Maxwell (2009) states that it is imperative for the team leaders to always evaluate and monitor team members in order to ensure that they contribute to team objectives. This will help leaders in
giving constructive feedback when evaluating their employee’s performance and giving constructive feedback should be regularly provided during the annual appraisal.

Nel et al. (2015) note that being a good team leader in the modern day organisation is extremely challenging, therefore it is necessary for team leaders to have received special training courses in coaching, conflict handling, leadership problem solving, interpersonal relations and facilitation because these courses will support them in handling all issues which might occur. Fraher (2011) also gives a similar view that it is very challenging for team leaders, particularly when all members of the team come from various geographical locations, which may cause problems as a result of language and cultural differences. Thus, leaders should apply appropriate styles to solving conflict and problems. Moreover, Nel et al. (2015) point out that being aware of team members’ dynamics is every important because this supports leaders in handling the problems that could affect the team’s performance.

2.6. Motivation overview

Stone (2013) states that employee motivation is one of the most challenging tasks for human resource management (HRM). Thus, in a fast changing organisation, it requires management to comprehend the motivation aspects more than ever because some of employees’ these days are strongly motivated and desire to work and require to have more responsibility, while others are passive and lack ambition. For this reason organisations require leaders and managers who want to improve their staff’s performance and motivation and their ability to recognize and understand all management activities such as organisation structure, job design, training programmes, management styles and leadership styles because all of these elements influence staff motivation (Stone, 2013).

The study of Mills, Helms, Forshaw, and Bratton (2014) indicate that employees in organisations are influenced and motivated in different aspects so there is no right answer for employee motivation. Some people claim that managers can motivate their employees while others do not agree with this statement. Nel et al. (2011) highlight the belief that employees in these days always motivate themselves in order to develop their self-identity and to become who they wish to be. From this point of view, managers cannot motivate their employees since motivation
comes from within the individuals. However, managers play a significant role to help and support employees to figure out their identities. If they are supported, they can achieve their organisational goals.

2.6.1. Defining Motivation

Motivation plays an essential role in employee job performance. Therefore, employee motivation has long been a central research topic for scholars and practitioners (Re'em, 2011). Shrividhya and Priya (2012) and Mills et al. (2014) state that motivation is ‘a process in which an individual attempts to influence other individuals to do what one wants them to do in order to enhance their work performance and to accomplish the set goals’. Salleh et al. (2011) state that “motivation represents the complex forces and needs which provide the energy for an individual to perform a particular task. Some who is motivated is always conscious of the goal to be achieved and directs his or her efforts at attaining that goal” (148). However, Mawoli and Babandako (2011) and Härtel and Fujimoto (2010) state that there are two kinds of employee motivation which need to be focused on including internal and external motivation. This is because “work motivation is about the internal and external forces that influence individual’s degree of willingness and choice to engage in a certain specified behavior and action (Re'em, 2011, p. 7).

Yousaf, Latif, Alsam, and Saddiqui (2014) state that internal motivation refers to intrinsic motivations that are sourced from inside the individuals in which they become interested in engaging in the objective. According to the study of Dur and Zoutenbier (2014), “performance of employees in the public sector relies much more on intrinsic motivations than on extrinsic incentives” (P.1). Intrinsic motivation comprises an interesting and challenging job, job satisfaction, a sense of responsibility, compliance with standards for their own sake, a need for independence and the accomplishment of personal goals (Isen & Reeve, 2006; Re'em, 2011; Shrividhya & Priya, 2012). Meanwhile, external motivation refers to extrinsic motivations that are sourced from outside the individuals in which they are influenced by outside factors or other people. Extrinsic motivation consists of rewards, salary, praise, promotion and punishment (Adler & Gundersen, 2008). Extrinsic motivation is used by many organisations in order to appeal to new employees and encourage their existing staff to actively put their efforts into work to achieve organisational goals (Tremblay, Blanchard, Taylor, & Pelletier, 2009).
However, Carreira (2005) states that extrinsic motivation works only for a short period of time and is less effective in motivating employees because it is forcing individuals to do something under deadlines and pressure. Therefore, many scholars believe that in order to effectively improve performance of employees, managers should apply intrinsic motivation rather than extrinsic motivation (Chowdhury, 2007).

Härtel and Fujimoto (2010) state that “traditional views of motivation are based on scientific management principles and focus on financial reward for good work, and punishment or termination of employment for anything less. In direct contrast, the human relations movement that followed emphasized that happy workers are more productive” (P.39-40). Therefore, there are many scientific studies about employee motivation and many theories to help us understand the motivation of individuals.

2.6.2. Maslow’s Hierarchy of Needs

Härtel and Fujimoto (2010) state that Maslow’s theory is one of the most popular theories, among a series, on motivation within the social sciences field. Maslow believes that there are five levels of needs that humans desire to fill in order to satisfy themselves (see Figure 2.2). The basic needs that people desire to fill are called physiological needs which include air, water, food and sleep. Once the basic need is achieved, people attempt to achieve higher-order needs. The order of the hierarchy is safety and security (stability, security and protection), love and belongingness (affection, friendship and acceptance) and self-esteem (appreciation, recognition, status, competence, confidence and achievement). Once all of these needs are achieved, people reach a desire for self-actualization (personal growth, purpose and attainment of one’s full potential) (Härtel & Fujimoto, 2010; Vecchio, 2006).
2.6.3. Herzberg’s two-factor theory

Frederick Herzberg (as cited in Härtel & Fujimoto, 2010) suggests that work factors can be categorized into two major groups namely hygiene and motivation. The author mentions that hygiene factors are those components that decrease insecurity and discomfort, thereby preventing dissatisfaction, such as an enjoyable work environment and an adequate salary. In contrast, motivation factors are those characteristics of the work environment that support and promote employee development and growth such as responsibility and the work itself (Härtel & Fujimoto, 2010; Iguisi, 2009). Herzberg argued that “while hygiene factors do not motivate employees, their absence increase dissatisfaction. In contrast, motivation factors encourage effort; however, their absence does not increase dissatisfaction” (as cited in Här tel & Fujimoto, 2010, p. 42).

Hence, based on Herzberg’s theory, it is vital for human resource (HR) managers to develop hygiene factors such as working conditions, status and other contextual factors which attempt to minimize dissatisfaction. However, to motivate employees in organisations, HR managers have to design tasks in order to increase personal growth, responsibility, depending on the needs,
challenges, recognition and wants and interests of the employees (Härtel & Fujimoto, 2010; Iguisi, 2009).

2.6.4. McGregor’s theory X, theory Y

To understand the different needs of employees, managers have to study the theory of McGregor because it reinforces the theory of Maslow’s hierarchy of needs. Based on the theory of McGregor, Peterson (2007) and Härtel and Fujimoto (2010) state that motivation aspects are viewed based on theory X and theory Y. According to Theory X employees are viewed as people who are lacking ambition, are mostly lazy and are resistant to change so they need close supervision from their managers, whereas according to Theory Y, employees are viewed as people who are willing to work hard, are seeking responsibility and want to be successful. Elkin, Jackson, and Inkson (2008) emphasize that McGregor’s approach considerably encourages management to promote employee empowerment, delegate authority and maximize job responsibility.

The above literature identifies the essential factors which motivate employees to work and this links to objective 4 and sub-question 3 of the research.

2.6.5. Alderfer’s existence, relatedness, and growth (ERG) theory

Many scholars mention that up until recently, the most valid and researchable content of the motivation theories has been the theory of Alderfer’s ERG (Härtel & Fujimoto, 2010; Mills et al., 2014; Nelson & Quick, 2013). Härtel and Fujimoto (2010) state that this theory expands and refines the Maslow’s hierarchy of needs theory by separating the hierarchy into three major areas, namely existence needs, relatedness needs and growth needs. Existence needs are similar to the physiological and security needs of Maslow, relatedness needs focus on love and belongingness needs of Maslow and growth needs are the same as Maslow’s self-esteem and self-actualization needs.

However, although these two theories have similar elements, there is a difference between Maslow’s and Alderfer’s theory. In the content of Alderfer’ theory, people can freely choose the three levels of needs at any one time, while Maslow’s theory states that the lower-level needs
must be achieved first before moving up to a higher level need (Nelson & Quick, 2013). Nevertheless, HärTEL and Fujimoto (2010) assert that the theory of Alderfer is more reasonable than the theory of Maslow, because people may have a number of needs at one time, for instance, if their first priority goals are not met, they can pursue another level of needs. According to this theory, it relates to objective 4 of the research project.

2.6.6. McClelland’s acquired needs theory

Recognizing the individual needs helps HR managers to know how to increase motivation of employees in organizations. According to McClelland’s theory, there are three essential needs that can effectively contribute to the increasing motivation of employees including achievement, affiliation and power. For example, employees who are pursuing achievement normally prefer work characterized by challenging goals, responsibility and feedback on performance, while people who strive for power prefer work with opportunities for attracting attention and recognition and with high levels of control. Finally, staff who desire affiliation will prefer work that gives opportunities for companionship and social approval (HärTEL & Fujimoto, 2010).

This section of the literature relates to objective 5 and sub-question 3 of the research study.

2.6.7. Equity theory

According to the theory of equity, it is important for both leaders and managers to understand the factors that motivate individuals in organizations because they are normally inspired and motivated to work by sense of their being treated well (Stone, 2013). Stone (2013) and HärTEL and Fujimoto (2010) state that employees who work at the same place always make a comparison of their work performance, such as their efforts and output (rewards), with their co-workers and colleagues both inside and outside the organisation. If employees see a difference between their treatment and rewards and that of their colleagues this might affect the way the employees perform in the workplace as they might put less effort into their work. Therefore, it is necessary for management to frequently monitor any differences in treatments of employees, both inside and outside the organisation, in order to guarantee fairness in the workplace. Vecchio (2006), therefore, emphasizes that asking employees to assess their own feeling of fairness in an
organisations is a necessary task that management has to do. This perspective determines what potential factors leaders have to focus on in order to motivate employees to work. This relates to sub-question 3.

2.6.8. Expectancy theory

Understanding and recognizing employees’ expectations are some of the challenges for leaders and managers in their organisations. Hence, Duke (2010) and Härtel and Fujimoto (2010) state that studying expectancy theory can help them to realize why employees behave differently in different organisations and how they think. Expectancy theory proposes that employees will be motivated to put more effort into their work when they believe that this will result in a needed level of performance which is known as expectancy. This performance is associated with rewards as known instrumentality, not with punishment. Lastly, the initial effort is dependent on the employees valuing the expected rewards, known as valence. As a result, this leaves us with a formulation of motivation: Motivation= expectancy x instrumentality x valance (Elkin et al., 2008; Härtel & Fujimoto, 2010).

According to expectancy theory, in order to increase employee performance, HR managers need to select workforces who are able to perform the objectives assigned to them. Moreover, HRM also need to recognize individual needs because this can determine rewards that are of value to the employee. If rewards that employees will get are desirable, motivation levels will be high, and vice versa.

2.7. Chapter summary

This chapter discusses a variety of literature and theories in order to understand the overall concepts of this research. The overview of the leadership theories was discussed in the first section of this chapter in order to clarify the definition and the significance of leadership in an organisation particularly in government sectors. Essential leadership styles, which are considered to be important elements to improve performance and motivate employees in an organisation, are clarified in the second part of this chapter. These include situational leadership, participative leadership, democratic leadership, autocratic leadership and goal-oriented leadership.
After that, this chapter discusses inspirational leadership theories which include transformational, charismatic and authentic leadership. These theories are crucial for leaders and help them to recognize and comprehend the processes that motivate and inspire employees in organisations to perform to their potentials. In addition, in order to understand significant practices that leaders should focus on, this chapter discusses leadership for quality such as performance management, motivation and empowerment, leadership communication, ethical leadership and teamwork. In the final section, the different motivation theories are discussed in order to understand the factors that motivate employees to enhance their work performance and improve organisational efficiency.

Chapter Three discusses and explains the research methodology used in this thesis.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

The previous chapter focused on the literature and theories of leadership which enable the researcher to have a deep understanding about what type of research methodology should be used in this research. Therefore, in this chapter, the research paradigm which helps the researcher to understand how to create an appropriate paradigm for the thesis is discussed. After that, it studies the methodology of the research in which the quantitative approach will be applied as the appropriate tool for this research. This chapter also discusses the method of data collection, sample size and target population. To get the research result a questionnaire survey is considered to be the research of choice and it also shows the essential benefits and characteristics of applying a questionnaire survey. The final section of this chapter discusses data analysis by employing a statistical software package (SPSS) to help the researcher to interpret and analyse the data and to explore data analyzing methods that are applied later in this research.

3.2. Research Paradigms

When doing a specific research the researcher needs to understand the concept of paradigms. This helps the researcher to generate a proper research design. According to the study done by Bryman (2012), a paradigm is described as the principles and philosophies that help a researcher to determine the research subjects, methodologies, and the way to interpret the result. Because of its paradigm’s components, many researchers often apply the paradigm as an appropriate method when they conduct their studies. Moreover, White and McBurney (2013) point out that a paradigm is a set of laws, beliefs, applications and approaches that are involved in the process of research. From this perspective, it can be seen that a paradigm influences the way people observe things, interpret a situation, and control people’s behavior in particular situations.

Rubin and Babbie (2012) state that there are two types of paradigms which include positivist paradigms and constructivist paradigms and these two paradigms with argue each other. The
positivist paradigm argues that, based on knowledge from the scientific studies, the researchers can clearly understand things that surround us. This is because the main role of paradigm focuses on the laws of objectivity as the core principle of our examinations, observations and interpretation of reality. On the other hand the constructivist paradigm argues that it is important for the researcher to carefully analyse the subject in order to understand the reality because this paradigm concentrates on the pursuit of subjectivity and rejects the possibility of objectivity (Bryman, 2012).

Muijs (2010) mentions that applying a positivist paradigm supports the researchers to track something back to its origin in physical science if needed and it helps the researchers to understand the logical and scientific method to conduct the research. The author states that according to the perspectives of a positivist view, the realities in the world are being administrated by universal laws which cannot be changed. Based on these laws, the researchers can conduct their research and get new knowledge which helps to explain a phenomenon. However, in order to find out the causes of the phenomenon, it is necessary that the researchers have to understand the universal laws by observing and collecting data through scientific approaches, and analyzing the data based on the underlying principle of its laws. Moreover, by applying the scientific method, positivists believe that they can discover the truth and clarify everything based on scientific laws. Thus, a quantitative approach is often the essential method that is used by positivist researchers to conduct their research (Roberts-Holmes, 2011).

Furthermore, McNabb (2010) points out that when a group of positivists want to figure out the way to develop a hypothesis, they often rely on cause-and-effect theories to examine the phenomena. The author then claims that the basic techniques used to test a hypothesis are to employ SPSS software because its potential assistance helps the researcher to observe and record the results. This kind of research is claimed by McNabb (2010) to be the scientific research.

On the other hand, a constructivist paradigm is totally different from a positivist paradigm as it concentrates on subjective reality and denies the possibility of objective reality, as revealed by the study of White and McBurney (2013). Social constructivists suppose that people cannot truly understand the nature of reality. Simply said, they argue that the knowledge is not the important reality, but it comes from the social exchange. When people agree about the knowledge, it
becomes the truth. Moreover, social constructivists also challenge the essential principles utilized by positivists to discover the truth. They argue that it is necessary to involve the study of cultural, historical and socioeconomic contexts which are related to subjects of the research because this will assist the researchers to obtain new knowledge about the phenomena (Lodico, Spaulding, & Voegtle, 2010).

Social constructivism concentrates on mental representations, which can be studied through social connections and relationships, conversation, discussion and the interaction with individuals. It stresses the validity of mental observations and, focused around these observations it structures reality. Moreover, social constructivists assert that the beliefs of scientists may influence the consequences of their research and reality because of the fact that their perspectives about science may not so much be more objective than other persons. Social constructivists accept that people develop their reality via social communication and interaction with one another. This is because diverse individuals have different points of view about specific circumstances and are focused on their own individual observations and encounters. Thus, the reality is being structured step by step through social development (Hammond & Wellington, 2013; Jupp, 2006).

The main objective of this research is to attempt to study the phenomena by investigating the reality in a scientific manner because this will support the researchers’ attempts to discover how the leaders are leading. Thus, the positivist paradigm will be mainly used in this research which aims to reflect the real facts by avoiding intervention with or influence on the subject by the researcher, in order to deliver a result that is objective. The consequence of the discoveries is expected to be unbiased, impartial, and to provide scientific proof in order to support or refute the hypotheses that are the key parts to fulfill the research targets.

3.3. Quantitative approach

According to Jonker and Pennink (2010), the quantitative research approach is one of the important tools that help researchers to understand the specific phenomenon in which the researchers are interested. Wu and Bentler (2012) emphasize that a quantitative approach will be used as a tool by researchers to collect and gather numerical data and information, then convert
this data and information into figures in order to extract the meaning. Rubin and Babbie (2012), however, state that there are some researchers who do not apply a quantitative research approach as their methods of gathering information because this type of data collection cannot help researchers to have a deep understanding of human’s perceptions and feelings. Moreover, sometimes the result of quantitative data is too superficial. However, Wu and Bentler (2012) claim that when one has a large number of samples collected from participants, it will support quantitative analyses which enable a researcher to generalize from the individual and the group. As a result, researchers can increase understanding of the study subject. Therefore, this type of data collection can be representative of a large population.

A quantitative approach differs in relation to a qualitative approach from numerous points of view. Simply said, the qualitative approach is focused on the study of perceptions, feelings and experiences of people, so it supports the researchers in having a deep understanding of human life and individuals’ perspectives (Sutherland & Canwell, 2008). Conversely, quantitative approach is a tool that is utilized by researchers in which they apply numerical data collection and a mathematical process to comprehend characteristics of individuals and reality. Nonetheless, there are a few academic researchers who are not satisfied by such a basic clarification about the contrast between the two methods. Subsequently, they devoted their time to attempting to recognize quantitative and qualitative differences in much more detail (Ridenour & Newman, 2008; Rubin & Babbie, 2012).

According to Hoy (2010), quantitative perspective sometimes is alluded to as the realistic perspective of the world. Realists acknowledge that the core objective of the research is to identify the cause that leads to the recognizing of reality by utilizing target research approaches. The author further explains that it is crucial for the researchers to maintain as impartial a view about the research as possible, to employ methods that can enhance objectivity, and decrease his or her intervention in the results to the minimum. Additionally, Berger (2010) states that the main purpose of a quantitative approach is concerned with testing theories and hypotheses, and attempting to find out whether these hypotheses ought to be acknowledged or rejected. Reality can be understood objectively via reliable design of research methods.
The significance of applying quantitative methods is described by the study of Rubin and Babbie (2010). They state that in order to get an effective result applying the quantitative research method is the most suitable because this type of method is more reliable than others due to its standard, transparent and systematic interpretation of the data. In addition, according to Wahyuni (2012), the researchers also can utilize quantitative data as secondary data which can provide opportunities for further observation, examination and identification of new patterns or trends that may lead to another finding. Therefore, this research study can provide more accurate data and unbiased results by employing the quantitative method.

In order to make a decision, particularly on human resource management (HRM), many organisations apply a quantitative approach because it is an effective tool to evaluate and measure the employee’s satisfaction and attitude toward organisational management. Therefore, many leaders and managers use this type of approach to help them understand the needs and behaviors of staff which allows them to increase and enhance work processes and management activities in the organisation (Jonker & Pennink, 2010).

This research project applied a quantitative approach in order to adequately gather information from volunteer employees who work in the Ministry of Industry and Commerce - which includes 10 departments as shown in the table below.

Furthermore, this type of quantitative approach also enables the researcher to collect sufficient data to figure out what the essential factors are that can increase and motivate employees to enthusiastically put more effort into their work and to find out what leadership styles should be applied in order to fit into the Ministry of Industry and Commerce in Lao PDR.
Table 3.1. The structure of Ministry of Industry and Commerce in Lao PDR

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<tr>
<th>No</th>
<th>Department Name</th>
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<tr>
<td>1</td>
<td>Permanent Secretary Office</td>
<td>6</td>
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<tr>
<td>2</td>
<td>Department of Small and Medium Enterprise Promotion</td>
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<tr>
<td>3</td>
<td>Department of Industry and Handicrafts</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Department of Planning and Cooperation</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Foreign Trade Policy Department</td>
<td>10</td>
</tr>
</tbody>
</table>

3.4. Data Collection

A questionnaire survey was used in this research study in order to collect information by surveying the points of view about leadership and work motivation of employees in MoIC. The advantage of applying this method is the ability to gather data from a large sample, which will provide more accurate findings. Furthermore, using this type of survey also helps the researcher to cover a wider area in the target population than other means which would be able to generalize the findings that are needed for the research (Rubin & Babbie, 2012). Therefore, a self-completed questionnaire is one of the appropriate methods for this research.

Susan (2012) defines a questionnaire survey as one in which participants or respondents answer and complete the questions by themselves. Sutherland and Canwell (2008) claim that in order to have all research questions answered by participants, a researcher has to carefully design the questionnaire because this helps respondents to avoid being confused by unclear and ambiguous questions. If the questions are not clear they might not answer and omit the questions inadvertently. Therefore, Kothari (2006) emphasizes that carefully designing the questionnaire can be guaranteed that the respondents will understand and honestly answer the questions. Moreover, it encourages respondents to fully participate in the survey. However, all designed questionnaires have to link to the objectives of the research project. Therefore, the researcher should ensure that the questions cover all issues in order to get sufficient data for the analysis.
Besides, being well designed, all questionnaires were translated into the Lao language in order to help all employees to understand and avoid unanswered questions.

Employees and managers of the MoIC were the target audience for this research. The researcher expected them to contribute their opinions and points of view about leadership and work motivation. The research topic considers the practical leadership style that MoIC should focus on in order to enhance performance and increase motivation of employees in the workplace. It is believed that focusing on people who are involved in the relevant organisation helps the researcher to get a better understanding of the relationships between a variety of aspects relating to the environment and situation where organisations operate. The findings of this research should make some contributions to the understanding of leadership concepts within this population.

In order to collect data, firstly, the researcher first of all contacted the Permanent Secretary’s Office of MoIC to gain permission to conduct the research by sending a letter. Secondly, the researcher contacted the Organisation and Personnel Department (OPD), asking them to be the main centre to distribute the copied questionnaires to respondents in ten different departments until the required number of respondents was met. However, the researcher also approached the respondents directly in order to ensure their cooperation and increase the effectiveness of the survey by face – to – face explanation. Rubin and Babbie (2012) mention that face – to – face discussion can guarantee a high response rate and gives one a chance to explain questions that might make respondents confused, which will reduce the chance of unanswered questions.

In order to achieve the research study plan, the questionnaire was processed in September 2014. A total of 150 copies of the questionnaires, paper based, were distributed to employees. As the total of 150 questionnaires seemed to be too small; the researcher focused on fifteen respondents in each department, including four people in managerial levels and eleven employees all of whom have been working at MoIC for at least five years or longer. The data from this number of participants was sufficient for data analysis and enabling discussion. According to Bryman (2012), there is no precise answer to the question of how large a sample size should be because a certain sample might be sufficient depending on the research environment. The author also notes that it is not true that the larger the sample size, the more precise it is.
Applying and using a questionnaire survey is suitable and very convenient to manage even though MoIC is always considered to be one of many public sectors that are extremely busy. This type of method also does not cover a lot of time for respondents to respond and answer.

3.5. Questionnaire

As revealed by the study of McLafferty (2010), employing a questionnaire survey is a vital tool to conduct a survey research. The researchers can outline and design each questionnaire survey themselves based on their particular research project. The study indicates that there are many types of questionnaire surveys written in different forms depending on the purpose of the research project, the method of data collection and the circumstance. McLafferty (2010) states that the significant role of a questionnaire survey to the achievement of the research is apparent to the researcher who utilizes the survey as a research method. Moreover, Brace (2013) states that employing a questionnaire survey can also provide a standardized method to all participants and respondents, so the researchers can ensure that the inquiries are all asked precisely in the same way. The potential of survey research is to ask the same questions of diverse people in the same manner.

Dörnyei and Taguchi (2010) assert that the questionnaire is an essential tool that contributes to the survey process and plays a crucial role in ensuring the result of the research. This is because it affects the method of data collection and analysis. Therefore, if the researchers want to obtain a good quality of survey research, it mostly depends on great planning and designing the right questionnaire. Researchers should adjust questions that relate to the research objective and are suitable to the respondents. Brace (2013) demonstrates that designed questions should not be too wide and should not include numerous areas of interest that are not contributing to the goals. Otherwise, it will consume a lot of time and effort which will contribute little value to the research.

Many quantitative researchers utilize the questionnaire survey method due to the various advantages of its approach. Garbarino and Hollan (2009) assert that using a questionnaire survey to conduct the research is considered to achieve the most saving in cost and time compared to other methods. The researcher can distribute survey questions to a large base of respondents.
within a short period of time by utilizing either a mail-out or an online survey. Gillham (2004) states that the completed questionnaire is also considered to be an effective type of survey which can be collected on a large scale and this type of survey process is generally wrapped up in less than a month. Additionally, when one is employing a questionnaire survey, respondents can spend their free time to respond to the questionnaires which will not disrupt their work schedules. This means that the respondents do not need to respond immediately after receiving the questionnaire survey (Peterson, 2000).

Moreover, Babbie (2008) points out the importance of using a questionnaire survey as it can keep the identities of respondents anonymous because some participating employees may not want their information to be revealed. In addition, utilizing a questionnaire survey can also minimize the influence of the researchers on respondents when they answer. A questionnaire will ensure that all respondents are asked the same questions in the same pattern, so the researchers can be sure that all responses to the questions from respondents are impartial. Bradburn, Sudman, and Wansink (2004) mention that questionnaire formats enable the researcher to collect enough data and information for testing hypotheses and producing the result which will lead to the success of research objectives.

### 3.6. Data Analysis

All data collected from the questionnaires was processed into the analytical software, particularly Statistical Package for the Social Science (SPSS) in order to interpret and analyse it. According to Oliver (2010), applying SPSS software enables a researcher to effectively manage data since this software is suitable for analyzing complicated samples and this also will help the researcher to extract meaning from the collected data and to achieve the research objectives. Moreover, Saunders, Lewis, and Thornhill (2009) emphasize that a quantitative analysis technique helps a research to present, explore and describe data in various ways such as graphs, charts and statistics and these three graphical arrangements make it easier to explore relationships and describe data and trends within the data.

After all these data gathering sessions, the researcher applied the essential steps of the process for analyzing data such as data transformation, coding and editing. Kothari (2006) states that all
data types should be recorded by utilizing numerical codes because using coding types does not just help the researcher to enter the data more quickly, but it also helps the researcher to reduce and avoid the chance of error. Furthermore, data editing is a crucial process because this not only helps the researcher to deal with data collection, it also assists the researcher to detect illegal and illogical data and errors in information returned by the participants and respondents of the research study. The data analysis method that the researcher applied will now be discussed as follows:

Univariate analysis is one of the effective techniques that help the researcher to understand one single variable without being concerned other variables. But, if the researcher does not observe their relationships, it sometimes can be more than one variable. This type of analysis has a descriptive purpose such as identifying the frequency of each variable, in percentage or number, through either frequency tables or diagram (Bryman, 2012; Rubin & Babbie, 2012). The researchers always utilize the frequency tables as a main method to explain the figures in a form of rows and columns. Furthermore, univariate analysis is also considered to be the clearest way of analyzing numerical data, such as nominal and ordinal values, and is used as a fundamental method to examine how the data from diverse groups is distributed in the sample (Sekaran & Bougie, 2009).

Bivariate analysis mainly identifies the analysis of two different variables to examine their relationship and test the hypothesis. This suggests that the researcher is seeking evidence to establish the existence of the relationships between these variables. However, in order to analyse their relationships, different techniques have been used which are based on the nature of the variables (Rubin & Babbie, 2012). Rubin and Babbie (2010) point out that bivariate analysis is a key for the purposes of explaining what has been found based on statistical data and values. For instance, cross-tabulation enables the researcher to monitor the frequencies of numerical data in specific types of more than one variable. Moreover, cross-tabulation is considered to be the simplest technique to summarize the data from any sample size based on columns and rows (Kothari, 2006).

Multivariate analysis is one of the most complicated analyses compared to the previous two because this type of analysis refers to the analysis of three or more variables at the same time.
Therefore, in order to interpret the data more effectively, it requires the researcher to have certain knowledge of statistical analysis. In addition, applying this type of analysis gives a sense of reality because it is very practical as it provides support for decision-making. This analysis normally engages analyzing spurious relationships between variables, identifying intervening variables and recognizing moderated relationships among variables (Bryman, 2012; Marlow & Boone, 2011). The researcher always employs multivariate techniques to identify the influence of different variables on a single dependent variable. However, its techniques are multiple regression, correlation, factor analysis and ANOVA (Bryman, 2012; Dantzker & Hunter, 2012).

### 3.7. Ethical issues

In order to achieve the objectives of this research study, the researcher has acknowledged that ethical issues is considered to be an important part of this research project. Oliver (2010) claims that ethical issues are one of the most important elements to which researchers have to pay a lot of attention before conducting the research. All participants had been fully informed at an early stage about the scope of the research study. This helped the researcher to avoid causing any anxiety, harm, distress, pain or negative feelings of participants. Hence, to solve the ethical problems, the researcher asked permission from the MoIC prior to conducting the research. In order to gain permission from MoIC, the researcher contacted a key staff member at MoIC by a means of a formal letter or email.

Furthermore, the researcher has realized that following the Unitec Research Ethics Committee guidelines (UREC, 2009) is essential because UREC is aware of ethical issues which relate to social sensitiveness, safety, privacy, health and welfare. Thus, this research project followed UREC guidelines in order to avoid any ethical problems. Furthermore, this research project did not start until permission has been gained from the Unitec Research Ethics Committee. This research had been conducted in Lao PDR and the researcher will avoid favouring any specific ethnic group and will focus on organisational management matters in order to get a full understanding about leadership and performance management issues in the MoIC. Moreover, the researcher will maintain confidentiality and conduct the research professionally in terms of protecting participants’ rights and privacy.
3.8. Chapter summary

This chapter has mentioned two significant paradigms of the research. These are the positivist and constructivist paradigms and after that it clarifies the main reasons why the positivist paradigm is employed in this research project. The Quantitative approach has been selected as it is considered to be an effective method in helping to generate objective results. This research study applies a questionnaire survey as the major tool for data collection because this type of survey has a number of benefits compared to other alternative methods. All data and information which are collected from the questionnaire survey will be changed over into numerical data and all of it will be put into SPSS software in order to process and analyse.

In the following chapter, SPSS software will be used in order to create the statistical results for the perceptions and analyses. It also enables the researcher to test hypotheses that are connected to the fundamental research question and sub-questions.
CHAPTER FOUR

FINDINGS

4.1. Introduction

The previous chapter described the methodology employed for this research project. This chapter focuses on the data analysis based on survey questionnaires collected from respondents, then utilizing the SPSS program to generate numerical results which are considered to be the most important method of explaining the findings. The analysis process is arranged in an orderly manner based on the questionnaire design. It includes demographic information about the respondents, work performance, leadership, motivation and open ended questions and these five elements supply vital information to be used for data analysing in order to answer the research questions. In order to be able to provide the answer to the main research question and sub-question, the researcher has established hypotheses to test the relationship and difference between variables, which are displayed in the later part of the chapter.

The findings are derived from the use of quantitative analysis such as frequency, t-test, ANOVA, and Cross-tabulation. The results provide evidence for further discussion, which is important to the completion of the research.

4.2. Section A: Demographic Information

This section mainly focuses on demographic information about the respondents in order to allow readers to understand the background of the respondents who participated in the research study. In this section, respondents are asked to identify their gender, age, working experience and level of education.

There are four questions in section A, starting from question 1 – 4 and each of the questions is identified in detail as follows:

**Question 1:** The respondents are asked to clarify their gender, and the results are shown in Table 4.1.
Table 4.1. Gender of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Male</td>
<td>91</td>
<td>65.5</td>
<td>65.5</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>48</td>
<td>34.5</td>
<td>34.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>139</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the figures shown in table 4.1, there are 139 employees in MoIC who participated in this survey study, of whom 65.5% are male and 34.5% are female. The statistical results display that the number of male respondents who participated is significantly higher than female respondents. Therefore, the contribution of gender in this survey study male respondents is higher than female respondents.

**Question 2:** this question asked respondents to clarify their age groups, and the results are shown in figure 4.1.

**Figure 4.1. Age Group of Respondents**

In Figure 4.1, the graph demonstrates that the largest percentage of respondents belong to the age groups of 30-39 and 24-29 years old which represent 46.8% and 38.8% respectively; while the age group of 40-49 years old accounts for 7.2%; the age group of 50 years and older and 19-23 years old remain the smallest percentage which represent at 4.3% and 2.9% respectively. The
findings indicate that MoIC has enough younger work people who can contribute their energy and knowledge toward their work.

**Question 3:** The respondents were asked about their working experience, and the findings are shown in table 4.2.

**Table 4.2. Work Experiences**

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>7</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>2-5 years</td>
<td>68</td>
<td>48.9</td>
<td>48.9</td>
<td>54.0</td>
</tr>
<tr>
<td>5-10 years</td>
<td>39</td>
<td>28.1</td>
<td>28.1</td>
<td>82.0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>19</td>
<td>13.7</td>
<td>13.7</td>
<td>95.7</td>
</tr>
<tr>
<td>More than 16 years</td>
<td>6</td>
<td>4.3</td>
<td>4.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>139</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

According to the results displayed in Table 4.2, the largest percentage which accounts for 48.9% is employees who have 2-5 years of work experience, the second largest which account for 28.1% is employees who have 5-10 years of work experience. 13.7% of them have 11-15 years of work experience, 5% and 4.3% of them are employees who have work experience of less than one year or more than 16 years respectively. The findings indicate that the majority of the employees who work for MoIC have a lot of experiences, certain skills and expertise to perform their daily work efficiently. Only a few employees still lack knowledge and experiences.
**Question 4:** The respondents were asked about their levels of education, and the findings are shown in figure 4.2.

**Figure 4.2. Levels of Education**

The results presented in Figure 4.2 indicates that the largest number of respondents indicate that they have gained education at bachelor’s degree level, which covers more than 60% of the total, followed by master’s degree level which accounts for 32.4%. The rests have diplomas or doctoral degrees and represent 2.9% and 1.4% respectively.

### 4.3. Section B: Work Performance

The objective of this section is to identify the current practice of leaders toward employment performance management in order to improve work performance by employees in MoIC. Thus, it is necessary to understand whether or not the employees in MoIC are satisfied with their current work performance; and how often their superiors give feedback to their employee’s regarding their work performance; and whether their superiors have asked the employees about their progress of their work.

There are three questions in section B, it starts from question 5 – 7 and each of the questions is identified in detail as follows:
Question 5: The respondents were asked whether or not they are satisfied with their current work performance. This relates to sub-question 1 of this research.

Table 4.3. The satisfaction of employees toward their work performance

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all satisfied</td>
<td>1</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>1</td>
<td>0.7</td>
<td>0.7</td>
<td>1.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>47</td>
<td>33.8</td>
<td>33.8</td>
<td>35.3</td>
</tr>
<tr>
<td>Quite satisfied</td>
<td>75</td>
<td>54.0</td>
<td>54.0</td>
<td>89.2</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>15</td>
<td>10.8</td>
<td>10.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>139</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

According to the figures shown in the table 4.3, the majority of respondents who participated in the survey study state that they are quite satisfied with their current work performance, which represents more than 50% of the total. This is followed by 33.8% of respondents who state that they feel neutral satisfies toward their current work performance. 10.8% of respondents felt that they are very satisfied with their current job performance. Only 0.7% of respondents were categorized in a group of ‘not satisfied’ and ‘not at all satisfied’ with their current job performance.

Question 6: The respondents were asked to state how often they have received feedback about their work performance from their superiors. This relates to sub-question 3 of the research.

Table 4.4. Frequency of performance feedback provided by superiors

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>25</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Every week</td>
<td>55</td>
<td>39.6</td>
<td>39.6</td>
<td>57.6</td>
</tr>
<tr>
<td>Every month</td>
<td>40</td>
<td>28.8</td>
<td>28.8</td>
<td>86.3</td>
</tr>
<tr>
<td>Once a year</td>
<td>19</td>
<td>13.7</td>
<td>13.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>139</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

In table 4.4, 39.6% of respondents indicate that they have received feedback about their work performance from their leaders every week. 28.8% and 18% of respondents respond that their leaders provided feedback about their performance every month and every day respectively.
However, only 13.7% of respondents state that they get feedback about their job performance from their leaders once a year.

**Question 7:** The respondents were asked to clarify whether or not their leaders ever asked them for a report about the progress of their work.

**Table 4.5. Asking for report of working progress by leaders**

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>130</td>
<td>93.5</td>
<td>93.5</td>
<td>93.5</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>5.0</td>
<td>5.0</td>
<td>98.6</td>
</tr>
<tr>
<td>I don’t know</td>
<td>2</td>
<td>1.4</td>
<td>1.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>139</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From information displayed in table 4.5, it can be seen that 130 of the employees who participated in this survey study demonstrate that their senior leaders always asked them to provide a report on their work progress, whereas 7 of the respondents mention that their leaders never asked them to report their work progress and only 2 respondents state that they do not know.

**4.4. Section C: Leadership**

This section attempts to explore the opinion of respondents regarding whether or not leadership is essential for MoIC and what type of leadership styles they would like their superiors to apply. Moreover, in this section, the survey tries to identify suitable leadership styles that can enhance the work performance of employees.

There are seven questions in section C, it starts from question 8 – 16 and each of the questions is identified in detail as follows:
**Question 8:** The respondents were asked whether or not leadership is vital in their organisation. This relates to sub-question 1 of this research project.

**Figure 4.3. The importance of Leadership in MoIC**

![Bar graph showing the importance of leadership with percentages: Very important 69.1%, Quite important 28.1%, Neutral 2.9%]

The graph illustrates that a large group of respondents responded that leadership plays a critical role in the organisation, which covers more than 60% of total. 28.1% of the total mention that leadership plays a quite essential role in the organisation and only 2.9% felt that leadership plays a neutral role.

**Question 9:** The respondents were asked whether a particular leadership approach can motivate employees to work better and increase their work performance in your organisation.

**Figure 4.4. Leadership can motivate and increase employees' performance**

![3D bar chart showing percentages for agreement levels: Agree 66.9%, Neither agree nor disagree 10.1%, Disagree 5%, Strongly agree 18%]
According to Figure 4.4, it can be seen that a vast majority (66.9%) of employees agree that a particular leadership approach can encourage and motivate employees to work better. While 18% of them strongly agree that in respect of improving employees’ work performance and increasing their work motivation at work, a particular leadership approach is significant. Around 10% of employees mentioned that they neither agreed nor disagreed about this point while only 0.7% disagreed that a particular leadership approach can improve employees’ work performance and motivate them to work. This finding was in line with the literature which states that leadership plays a significant role in supporting, encouraging and motivating employees to work, which influences their performance (Goetsch & Davis, 2013; Maleki et al., 2011).

**Question 10:** The respondents were asked what types of leadership style they prefer their superiors to apply in order to improve their performance in the organisation.

**Figure 4. 5. Leadership styles that leaders should practice**

Based on Figure 4.5, there are two types of leadership style that most of the employees want their superiors to practice in their organisations, namely participative and democratic leadership which 65 and 40 of respondents chose respectively. Goal-oriented leadership was chosen by 27 employees as the third leadership style that respondents want their leaders to practice. There were only a few respondents that chose situational and autocratic leadership i.e. 4 and 3 of respondents respectively.
Question 11: This question asked respondents to rate their satisfaction toward their immediate superiors’ leadership.

Figure 4.6. The satisfaction of employees toward their immediate superiors' leadership

According to Figure 4.6, it can be seen that more than half of the respondents are quite satisfied with their immediate superiors’ leadership, which covers roughly 55.4% of the total. 27.3% of the respondents state that they feel neutral toward the leadership applied by their immediate superiors. However, more than 15% of the respondents indicate that they are very satisfied with their immediate superiors’ leadership. Only a small proportion (0.7%) of respondents felt that they are not satisfied with their superiors’ leadership.
**Question 12:** In order to understand the opinion of respondents who participated in the survey about their immediate superiors’ leadership styles in their organisation, they were asked to explain how their superior apply leadership.

**Table 4.6. Employees' points of view toward their superior's leadership**

<table>
<thead>
<tr>
<th>No.</th>
<th>Provides instruction on how to do the job</th>
<th>Not at all</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provides instruction on how to do the job</td>
<td>0.7%</td>
<td>4.3%</td>
<td>24.5%</td>
<td>40.3%</td>
<td>30.2%</td>
</tr>
<tr>
<td>2</td>
<td>Asks suggestion from team members before making a decision</td>
<td>2.9%</td>
<td>7.9%</td>
<td>35.3%</td>
<td>30.9%</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>Urges employees to complete their work by the time he or she has specified</td>
<td>0%</td>
<td>8.6%</td>
<td>14.4%</td>
<td>43.2%</td>
<td>33.8%</td>
</tr>
<tr>
<td>4</td>
<td>Supports employees to develop skills</td>
<td>2.2%</td>
<td>12.2%</td>
<td>26.6%</td>
<td>31.7%</td>
<td>27.3%</td>
</tr>
<tr>
<td>5</td>
<td>Encourages employees to build good relationship with co-workers</td>
<td>4.3%</td>
<td>7.9%</td>
<td>18%</td>
<td>36.7%</td>
<td>33.1%</td>
</tr>
</tbody>
</table>

Based on information in table 4.6, respondents were asked to rate their superior’s decision making and the way they provide instruction on how to do the job, the majority of respondents rated ‘often’, which accounts for 40.3%. 30.2% of them opted for ‘always’, more than 20% chose ‘sometimes’ and a small proportion of them rated for ‘rarely’ and ‘not at all’, which covered 4.3% and 0.7% respectively.

When they were asked how often their leaders ask for suggestion from team members before making a decision, the largest two proportions of respondents rated for ‘sometimes’ and ‘often’ which occupied 35.3% and 30.9% respectively, 23% chose ‘always’, 7.9% rated for ‘rarely’ and 2.9% chose ‘not at all’.

The respondents were asked to rate how often their leaders urged them to accomplish their tasks by the time that he or she had specified. 43.2% of them rated ‘often’. 33.8% chose ‘always’. 14.4% rated ‘sometimes’. 8.6% opted for ‘rarely’. Interestingly, there is no one rating for ‘not at all’.
The participants were asked to rate how often their leaders support them to develop skills, the highest percentage or 31.7% of them rated for often. Respondents opted for sometimes and always are quite similar at roughly 27%. 12.2% of them chose rarely while only 2.2% rated for not at all.

The participants were asked to rate how frequently their leaders encourage them to build good relationship with co-workers. A vast majority or 36.7% of them chose ‘often’. 33.1% rated ‘always’. 18.9% chose ‘sometimes’. 7.9% chose ‘rarely’ while 4.3% chose ‘not at all’.

**Question 13:** The respondents were asked to rate how often they have been involved in decision making in their organisation.

**Figure 4.7. The involvement of employees in decision making**

According to the information shown in figure 4.7, more than half of the respondents or 51.8% of them were sometimes involved in the decision making process, while 23% of them always participated in decision making. The graph also indicates that 17.3% of respondents were rarely involved in decision making while only a small proportion or 7.9% of them state that they never participated in decision making.
**Question 14:** The respondents were asked to rate the actions that their leaders should practice in order to enhance motivation and performance of employees at workplace.

Based on information indicated in table 4.7, when respondents were asked whether it is important for leaders to provide the necessary training and advice for employee development, 48.2% of them revealed that providing training and advice are important for employee development. Those who believe providing training and advice are the most important occupied 35.3%, while 13.7% chose neither important nor unimportant, and only 2.2% and 0.7% chose unimportant and the least important respectively.

When employees who participated in the survey were asked whether or not leaders should ask for their opinions and suggestions before making decisions, a large majority or 54% of them said that this was important. Some stated that asking opinions and suggestion from employees was the most important for leaders, which accounted for 25.2%. Moreover, 19.4% opted for neither important nor unimportant, and only 0.7% of the respondents rated for unimportant and the least important.

When staff was asked whether it is important for leaders to communicate clear goals with employees, more than half of the participants or 45% of them stated that this was important, while 43.2% of them believed that this was the most important. Those who opted for neither important nor unimportant covered 5.8% and only 0.7% of the employees rated for unimportant and the least important.

When employees were asked whether it is important that leaders should talk optimistically about the future, 52.5% of the respondents mentioned that it was important; while 34.5% stated that talking optimistically about the future to employees was the most important. 10.8% of them rated for neither important nor unimportant and a small proportion of employees or 1.4% and 0.7% of them rated for unimportant and the least important respectively.

When respondents were asked whether it is necessary for leaders to be concerned about their future benefits, 41% of them revealed that it was important, 30.9% of total respondents mentioned that it was the most important, 23% of them chose neither important nor unimportant while 3.6% and 1.4% rated for the least important and unimportant respectively.
When participants were asked to what extent the leaders should attempt to understand the needs of different employees, the majority or 51.1% of them thought that understanding the needs of employees was important. Those who stated that it was the most important for leaders to try to understand the needs of different employees account for 33.8%; those who rated for neither important nor unimportant covered 10.8% and only the remaining 3.6% and 0.7% of them chose the least important and unimportant respectively.

When respondents were asked whether it is necessary for leaders to ensure a good working environment in the organisation, 47.5% of respondents pointed out that it was important and 42.4% of them believed that it was the most important for leaders to ensure a good working environment, while 8.6% of them opted for neither important nor unimportant. Interestingly, no one rated for the least important and only 1.4% of them chose unimportant.

When employees were asked to what extent the leaders should ensure good relationships among the employees in the organisation, more than half of the employees or 53.2% indicated that it was important, 38.1% mentioned that it was the most important, 8.6% opted for neither important nor unimportant. Interestingly, no one chose the least important and unimportant.
Table 4. 7. The important factors that leaders should practice in organisation

<table>
<thead>
<tr>
<th>No.</th>
<th>Factor</th>
<th>Unimportant</th>
<th>The least important</th>
<th>Neither important nor unimportant</th>
<th>Important</th>
<th>The most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide necessary training and advice for employee development</td>
<td>2.2%</td>
<td>0.7%</td>
<td>13.7%</td>
<td>48.2%</td>
<td>35.3%</td>
</tr>
<tr>
<td>2</td>
<td>Ask for subordinates’ opinions and suggestions before making decisions</td>
<td>0.7%</td>
<td>0.7%</td>
<td>19.4%</td>
<td>54%</td>
<td>25.2%</td>
</tr>
<tr>
<td>3</td>
<td>Communicate clear goals with employees</td>
<td>0.7%</td>
<td>0.7%</td>
<td>5.8%</td>
<td>49.6%</td>
<td>43.2%</td>
</tr>
<tr>
<td>4</td>
<td>Talk optimistically about the future</td>
<td>0.7%</td>
<td>1.4%</td>
<td>10.8%</td>
<td>52.5%</td>
<td>34.5%</td>
</tr>
<tr>
<td>5</td>
<td>Concern about your future benefits (such as promotion)</td>
<td>1.4%</td>
<td>3.6%</td>
<td>23%</td>
<td>41%</td>
<td>30.9%</td>
</tr>
<tr>
<td>6</td>
<td>Try to understand the needs of different employees</td>
<td>0.7%</td>
<td>3.6%</td>
<td>10.8%</td>
<td>51.1%</td>
<td>33.8%</td>
</tr>
<tr>
<td>7</td>
<td>Ensure a good working environment</td>
<td>1.4%</td>
<td>0%</td>
<td>8.6%</td>
<td>47.5%</td>
<td>42.4%</td>
</tr>
<tr>
<td>8</td>
<td>Ensure good relationships among the employees</td>
<td>0%</td>
<td>0%</td>
<td>8.6%</td>
<td>53.2%</td>
<td>38.1%</td>
</tr>
</tbody>
</table>
**Question 15:** The respondents were asked to indicate what kinds of characteristics leaders should have. This relates to sub-question 2 of the research.

**Table 4.8. Employees’ perspectives toward the essential characteristics of the leaders**

<table>
<thead>
<tr>
<th>No.</th>
<th>Characteristic</th>
<th>Unimportant</th>
<th>The least important</th>
<th>Neither important nor unimportant</th>
<th>Important</th>
<th>The most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friendly (have a good relationship with employees)</td>
<td>0%</td>
<td>0.7%</td>
<td>9.4%</td>
<td>43.9%</td>
<td>46%</td>
</tr>
<tr>
<td>2</td>
<td>Have self-confidence</td>
<td>0.7%</td>
<td>2.2%</td>
<td>17.3%</td>
<td>49.6%</td>
<td>30.2%</td>
</tr>
<tr>
<td>3</td>
<td>Have an effective communication skill</td>
<td>0%</td>
<td>0.7%</td>
<td>9.4%</td>
<td>47.5%</td>
<td>42.4%</td>
</tr>
<tr>
<td>4</td>
<td>Able to build a workforce in high levels of hope, optimism and self-efficiency</td>
<td>0%</td>
<td>1.4%</td>
<td>6.5%</td>
<td>46.8%</td>
<td>45.3%</td>
</tr>
<tr>
<td>5</td>
<td>Act ethically</td>
<td>0%</td>
<td>2.9%</td>
<td>7.2%</td>
<td>30.9%</td>
<td>59%</td>
</tr>
<tr>
<td>6</td>
<td>Able to make most decisions without consulting subordinates</td>
<td>2.9%</td>
<td>10.1%</td>
<td>29.5%</td>
<td>38.8%</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

According to the information indicated in Table 4.8, when respondents were asked whether it was important that leaders should have a friendly characteristic or maintain good relationship with employees, the highest percentages of respondents, which accounts for 46% of total mentioned that having good relationship with employees is the most important for leaders, while 43.9% indicated that this was important. Those who chose neither important nor unimportant cover 9.4% whereas only the remaining 0.7% of respondents chose it is the least important for leaders to have good relationship with employees and no one chose unimportant.
When asked employees’ opinion whether it is essential for leaders to have a self-confident characteristic, 49.6% of respondents think that having self-confidence is important for leaders. Those who believe that it is the most important occupied 30.2%; while 17.3% of them chose neither important nor unimportant. Respondents who chose the least important and unimportant that leaders should have self-confidence cover only 2.2% and 0.7% respectively.

When asked whether leaders should have effective communication skills, 47.5% of respondents reveal that it is important and 42.5% think that it is the most important for leaders to have effective communication skills; 9.4% chose the least important and unimportant, while only a small proportion rated the least important which accounts for 0.7% and no one chose unimportant.

When respondents were asked whether or not leaders should be able to build a workforce with high levels of hope, optimism and self-sufficiency, 46.8% of respondents believe that being able to build a workforce in high levels of hope, optimism and self-sufficiency is important and 45.3% indicates that it is the most important for leaders. The other 6.5% of them chose neither important nor unimportant. 1.4% of them rated for the least important and no one choose unimportant.

When asked whether leaders should act ethically in an organisation, more than half of respondents believed that it is the most important for leaders to act ethically, which account for 59%. 30.9% of the total respondents opted important and those who chose neither important nor unimportant occupied by 7.2%. 2.9% rated for the least important and no one chose unimportant.

When respondents were asked to rate whether or not leaders should be able to make most decisions without consulting subordinates, 38.8% of them voted that it is important; 29.5% chose neither important nor unimportant; while 18.7% of them indicated that it was the most important. The other 10.1% believe that it is the least important and 2.9% chose unimportant. This point is also supported in the literature where Gill (2011) pointed out that leaders who have good communication skills can effectively influence and motivate employees to perform better.
Question 16: The respondents were asked their opinion about the way in which their superior leaders carry out the essential leadership practices with them.

Table 4.9. Employees' perspectives toward leadership practices applied by their leaders

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Not at all</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Encourage you to take control of your work</td>
<td>2.9%</td>
<td>2.9%</td>
<td>41.7%</td>
<td>36.7%</td>
<td>18.5%</td>
</tr>
<tr>
<td>2</td>
<td>Allowed you to set your own goals</td>
<td>5.8%</td>
<td>18%</td>
<td>41%</td>
<td>24.5%</td>
<td>10.8%</td>
</tr>
<tr>
<td>3</td>
<td>Ask for your ideas and suggestions before making decisions</td>
<td>4.3%</td>
<td>13.7%</td>
<td>42.4%</td>
<td>30.2%</td>
<td>9.4%</td>
</tr>
<tr>
<td>4</td>
<td>Use your recommendation to improve work performance</td>
<td>3.6%</td>
<td>14.4%</td>
<td>38.1%</td>
<td>33.8%</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

The result indicated in Table 4.9, when respondents were asked how often their superiors encourage them to take control of their work, the vast majority, which is covered by 41.7% of the total, indicate that their leaders sometimes encourage them to take control of their work. Those who stated that their leaders often support them to manage their personal objectives, accounted for 36.7%. Only 18.5% of them mentioned that they always were encouraged by their leaders to take control of their own work while only 2.9% of employees said that their leaders never or rarely encourage them.

When respondents were asked whether or not their leaders allow them to set their own goals, 41% of respondents stated that their leaders only sometime allow them to set their own goals; while 24.5% of them said that they were often allowed to. 10.8% indicated always, 18% stated rarely and 5.8% mentioned not at all.

When employees were asked how often their leaders ask for their ideas and suggestions before making decisions, more than 40% of employees stated that they were sometimes asked by leaders to contribute their ideas and suggestions, while 30.2% of total respondents said their
leaders often ask for their ideas and suggestion in order to make decisions. However, a small proportion of employees which represents 4.3% indicated that they were never asked for their ideas or suggestions from their leaders while another 13.7% stated that they were rarely asked.

When participants were asked how often their leaders apply their suggestions for improving work performance, 38.1% of them stated that their leaders sometimes apply their suggestions for improving work performance; and 33.8% of respondents mentioned that their suggestions often were used for the improvement of their work. 14.4% and 10.1% indicated rarely and always respectively while only 3.6% said that their leaders never use their suggestions to improve work performance.

4.5. Section D: Motivation

This section discusses the findings related to the motivation factors which are considered to be important factors that enhance employees’ motivation at work and determine how satisfied they are with their current job.

There are four questions in section D, it starts from question 17 – 20 and each of the questions is discussed in detail as follows:

**Question 17:** The respondents were asked whether it is important for leaders to understand the different needs of employees.

*Figure 4.8. The perception of employees toward the importance of leaders in understanding the different needs of employees*
From Figure 4.8, one sees that 95% of respondents stated that understanding the different needs of employees is important for leaders, whereas only 3.6% mentioned that it is not necessary. However, those who accounted for 1.4% indicated that they did not know about this.

**Question 18:** The respondents were asked to point out what the most important factor is that encourages and motivates them to work for their current organisation.

**Figure 4. 9. The crucial factors that motivated employees to work for their organisation**

Based on Figure 4.9, it can be seen that interesting work is the main factor that motivates employees to work for their current organisation which represents at 39.6%; while 36.7% mentioned that a good working environment makes them contribute more effort toward their work in their organisation. 16.5% of them indicated that potential for promotion is a factor that motivates them to work; while satisfactory remuneration is the last one, only 7.2% that was chosen as a factor to motivate them to work for their organisation.
**Question 19:** The respondents were asked to rate the important factors that motivate them to work.

**Table 4.10. The important factor that motivate employees to work**

<table>
<thead>
<tr>
<th>No.</th>
<th>Factor</th>
<th>Not at all</th>
<th>A little</th>
<th>Average</th>
<th>Highly</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job security</td>
<td>0%</td>
<td>1.2%</td>
<td>7.9%</td>
<td>38.1%</td>
<td>52.5%</td>
</tr>
<tr>
<td>2</td>
<td>Self-esteem needs</td>
<td>0%</td>
<td>0.7%</td>
<td>18%</td>
<td>53.2%</td>
<td>28.1%</td>
</tr>
<tr>
<td>3</td>
<td>Interesting and challenging work</td>
<td>0%</td>
<td>2.9%</td>
<td>22.3%</td>
<td>47.5%</td>
<td>27.3%</td>
</tr>
<tr>
<td>4</td>
<td>Opportunity for growth</td>
<td>1.4%</td>
<td>12.9%</td>
<td>34.5%</td>
<td>36%</td>
<td>15.1%</td>
</tr>
<tr>
<td>5</td>
<td>Fairness in a workplace</td>
<td>0%</td>
<td>6.5%</td>
<td>24.5%</td>
<td>38.1%</td>
<td>30.9%</td>
</tr>
<tr>
<td>6</td>
<td>A friendly relationship</td>
<td>0%</td>
<td>2.2%</td>
<td>21.6%</td>
<td>41%</td>
<td>35.3%</td>
</tr>
</tbody>
</table>

The results shown in Table 4.10, where respondents were asked to rate whether or not job security is an important factor which motivates them to work, more than half or 52.5% of the respondents expressed the opinion that job security is very important; while more than 35% stated that it is important. 7.9% rated average and 1.2% opted for a little; and no one choose not important at all.

When participants were asked to figure out whether self-esteem needs are the important factor of motivation, 53.2% of respondents indicated that they are. 28.1% of the total pointed out that it is the most important factor to motivate employees to work. 18% rated for average; only 0.7% chose a little and no one choose not at all.

When employees were asked whether an interesting and challenging job is a factor to motivate them, the highest percentage, which occupied 47.5%, mentioned that it is a highly important factor that encourages them to work; while 27.3% and 22.3% chose very important and average respectively. Only 2.9% chose a little and none of them rated for not at all.

When they were asked whether opportunity for growth is the main factor that motivates them to work, 36% of respondents rated for highly important, 34.5% opted for average importance, 15.1% chose very highly important, 12.9% and 1.4% chose a little and not at all important respectively.
When respondents were asked whether fairness in the workplace is an essential factor to encourage them to work, 38.1% of them mentioned that this is a highly important factor; while those who stated that fairness is very highly important factor in encouraging employees to work occupied 30.9% of total. 24.5% pointed out that it is average; while only 6.5% indicated that it is little important and there is no one choosing not at all important.

When participants were asked whether or not a friendly relationship is an important factor to motivate them to work, 41% of participants mentioned that it is important; while 35.3% of employees stated that working in an environment of friendly relationships is very important because it supports employees to contribute their effort to work. 21.6% of them chose average importance. 2.2% opted for a little and there is no one choosing not at all important. The above section relates to sub-question 3 of this research project.

Question 20: The respondents were asked whether or not they are satisfied with their work.

**Figure 4. 10. The percentage of employees' satisfaction with their work**

The graph displayed in Figure 4.10 illustrates that a majority of employees, which accounted for 56.8%, are quite satisfied with their job, another 12.2% of them mentioned that they are very satisfied with their work while 30.9% of respondents stated that they are somewhat satisfied with their job. No one choose the category of not at all satisfied.
4.6. Section E: Open ended question

This section shows the results of the two open-ended questions that participants responded to in the questionnaire. The main purpose of this section is to identify the concern and perspective of employees toward the leadership style which was practiced by their superiors and to find recommendations and suggestions on what the superiors should do in order to improve employees’ motivation in the workplace.

There are two questions in section E, it starts from question 21 – 22 and each of the questions is discussed in detail as follows:

**Question 21:** the central objective of this question is to discover the main concerns regarding the leadership style which is being applied by their superiors

The total number of participants who responded to this question was 115 and the results indicate that there are five major areas of concern. The area of the most concern is the autocratic approach of superiors, which 47 participants mentioned. Twenty-two of them mentioned that their leaders did not share any power nor offer them any kind of opportunities for them to participate in the decision making process. And if they had it was a small chance. Fifteen of them indicated that their leaders are so coercive and directive that they create a climate of fear in the working environment. As a result, employees are afraid to speak up or discuss any ideas with their leaders. In addition, ten of them stated that their leaders are more likely to make a decision by themselves without employees’ participation. Consequently, they felt that they were not important and had a tiny chance to enhance their work performance.

The second area of employees concern is about unequal treatment by their superiors to which 25 participants responded. Eighteen of the respondents indicated that they were treated unfairly as they did not receive the same opportunities for their improvement by attending a training programme, either inland or in a foreign country. Seven of them stated that their leaders did not provide any challenging work for them compared to some employees who worked in the same department. Hence, they have very small opportunity to increase their skill and improve their work performance.
The third area that employees worried about is that their leaders lacked knowledge and skills, which was responded to by 19 participants. Twelve people mentioned that in some areas their leaders are still lacking certain knowledge to cope with problems whereas seven of them pointed out that their leaders did not have enough skill to solve particular issues. As a result, employees do not have confidence in their leaders.

The fourth area that was mentioned was by 15 respondents who was concerned about the responsibility of their leaders. Eight of participants mentioned that sometimes their leaders do not take full responsibility for their duties; especially sometimes when they were more likely to focus on their personal issues rather than on their work.

The final area of employees concern is about their leaders who barely spend time talking with their employees. This was mentioned by 9 people. Six of them reported that it is hard to build a good relationship with their superior due to having no chance to talk with their leaders while three of them indicated that leaders should create some kind of activities in a department in order to generate good interpersonal relationship between leaders and employees.

**Question 22:** the main purpose of this question is to seek a recommendation and suggestion on what the superiors should do in order to improve employees’ motivation at workplace.

The total number of employees who responded to this question was 127 people and the finding showed that there are five recommendation areas to which leaders should truly pay attention. Firstly, the majority of respondents (45 respondents) stated that leaders should not be too aggressive and too direct in front of employees; they should be friendly, self-confident and have effective communication skills to communicate with employees because these are elements will motivate them to perform better. For this point of view, they clarified that if leaders are friendly, they would be confident to share their ideas and suggestions with leaders. In addition, this will also help leaders to understand the employees’ problems. As a result, all this would make employees feel that they are trusted and respected by their leaders. Secondly, 39 respondents suggested that every single employee should be treated fairly because applying fair practices to all employees makes them feels that they are equally important in the department. Moreover, they mentioned that they should receive similar opportunities to improve their skills and
knowledge by attending vital training programme both inside and outside the country because this will truly help them to grow.

Thirdly, 28 participants indicated that leaders should be more opened to listening and allowing employees to participate in the decision making process. They mentioned that there are many employees who have a high level of education and knowledge in the department but they often lack chances and have no opportunities to participate in decision making because superiors always make a decision themselves. This makes them feel that they are not important in the department. As a result, they have no chance to improve and increase their confidence which affects their working performance.

Fourthly, 8 people mentioned that leaders should act as good role models for them by way of guiding, directing, coaching and collaborating. They said that if they have a good model guiding and directing them, they can solve problems and issues appropriately. A coaching approach by leaders would support employees who have potential to have confidence in problem solving. In addition, the role model of a good collaborative leader is required because some of the employees perceive their leaders to be a model for their working behavior.

A final 7 respondents emphasized that having a good working environment in the organisation is one of the most important factors that encourage employees to be dedicated in their work. Therefore, leaders should create a good working environment for their employees.

4.7. Hypotheses

In this section, the hypotheses will be discussed in order to understand the relationship between variables that are related to the objectives of this research and this finding will help to answer the research questions, sub – questions, and achieve the research aim. The hypotheses are verified by employing different quantitative analyzing methods that are available in “SPSS” software.
4.7.1. Objective 2

According to objective 2: To examine the perceptions of employees in MoIC whether or not leadership approach can increase both performance and motivation, the researcher has developed the hypotheses as follows:

\( H_{I0} \) – There is no difference in the perception of employees regarding leadership approach.

\( H_{Ia} \) – There is a difference in the perception of employees regarding leadership approach.

- The researcher applies T-test methods to analyse the difference between male and female (Q1) in respect of their levels of agreement that the leadership approach such as asking for suggestions from team members before making decision can increase their motivation and performance (Q12), and the result is displayed as follows:

**Table 4.11. Independent Samples Test**

<table>
<thead>
<tr>
<th>Asking suggestion from team members before making decision</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>F: .341, Sig.: .560</td>
<td>t: .418, df: 137, Sig. (2-tailed): .676, Mean Difference: .076</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td>t: .409, df: 89.702, Sig. (2-tailed): .684, Mean Difference: .076</td>
</tr>
</tbody>
</table>

From Table 4.11, the significant value of Levene’s test is 0.560, which is greater than 0.05. Therefore, there is no difference in the variances between male and female towards their agreement about leadership approach. Hence, the result accepts \( H_{I0} \) – There is no difference in the perception of employees regarding leadership approach.

- In addition, the researcher applies the ANOVA approach to examine the difference in age groups (Q2) in respect of the perception that the leadership approach such as providing
instruction on how to do the job influences the increase of motivation and performance (Q11), and the results are displayed as follows:

**Table 4. 12. Test of Homogeneity of Variances**

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.411</td>
<td>4</td>
<td>134</td>
<td>.234</td>
</tr>
</tbody>
</table>

From Table 4.12, the significant value of Homogeneity is 0.234, which greater than 0.05. Hence, the statistics are valid.

**Table 4. 13. ANOVA – Providing instruction on how to do the job can affect employees’ motivation and performance**

<table>
<thead>
<tr>
<th>Providing instruction on how to do the job can affect employees’ motivation and performance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>5.953</td>
<td>4</td>
<td>1.488</td>
<td>1.942</td>
<td>.107</td>
</tr>
<tr>
<td>Within Groups</td>
<td>102.695</td>
<td>134</td>
<td>.766</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>108.647</td>
<td>138</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on information in Table 4.13, the significant value of ANOVA is 0.107, which is greater than 0.05. The finding suggests that there is no difference between variables.
Table 4.14. Post Hoc Tests - Multiple Comparisons

Dependent Variable: Providing instruction on how to do the job can affect employees’ motivation and performance

Tukey HSD

<table>
<thead>
<tr>
<th>(I) Age group of respondent</th>
<th>(J) Age group of respondent</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-23 year old</td>
<td>24-29 year old</td>
<td>-.500</td>
<td>.454</td>
<td>.805</td>
<td>-1.75 to 0.75</td>
</tr>
<tr>
<td></td>
<td>30-39 year old</td>
<td>-.346</td>
<td>.451</td>
<td>.939</td>
<td>-1.59 to 0.90</td>
</tr>
<tr>
<td></td>
<td>40-49 year old</td>
<td>-1.100</td>
<td>.518</td>
<td>.216</td>
<td>-2.53 to 0.33</td>
</tr>
<tr>
<td></td>
<td>50 year old and above</td>
<td>-.333</td>
<td>.565</td>
<td>.976</td>
<td>-1.90 to 1.23</td>
</tr>
<tr>
<td>24-29 year old</td>
<td>19-23 year old</td>
<td>.500</td>
<td>.454</td>
<td>.805</td>
<td>-0.75 to 1.75</td>
</tr>
<tr>
<td></td>
<td>30-39 year old</td>
<td>.154</td>
<td>.161</td>
<td>.875</td>
<td>-.29 to 0.60</td>
</tr>
<tr>
<td></td>
<td>40-49 year old</td>
<td>-.600</td>
<td>.301</td>
<td>.276</td>
<td>-1.43 to 0.23</td>
</tr>
<tr>
<td></td>
<td>50 year old and above</td>
<td>.167</td>
<td>.377</td>
<td>.992</td>
<td>-0.88 to 1.21</td>
</tr>
<tr>
<td>30-39 year old</td>
<td>19-23 year old</td>
<td>.346</td>
<td>.451</td>
<td>.939</td>
<td>-0.90 to 1.59</td>
</tr>
<tr>
<td></td>
<td>24-29 year old</td>
<td>-.154</td>
<td>.161</td>
<td>.875</td>
<td>-.60 to 0.29</td>
</tr>
<tr>
<td></td>
<td>40-49 year old</td>
<td>-.754</td>
<td>.297</td>
<td>.089</td>
<td>-1.58 to 0.07</td>
</tr>
<tr>
<td></td>
<td>50 year old and above</td>
<td>.013</td>
<td>.374</td>
<td>1.000</td>
<td>-1.02 to 1.05</td>
</tr>
<tr>
<td>40-49 year old</td>
<td>19-23 year old</td>
<td>1.100</td>
<td>.518</td>
<td>.216</td>
<td>-.33 to 2.53</td>
</tr>
<tr>
<td></td>
<td>24-29 year old</td>
<td>.600</td>
<td>.301</td>
<td>.276</td>
<td>-.23 to 1.43</td>
</tr>
<tr>
<td></td>
<td>30-39 year old</td>
<td>.754</td>
<td>.297</td>
<td>.089</td>
<td>-.07 to 1.58</td>
</tr>
<tr>
<td></td>
<td>50 year old and above</td>
<td>.767</td>
<td>.452</td>
<td>.440</td>
<td>-.48 to 2.02</td>
</tr>
<tr>
<td>50 year old and above</td>
<td>19-23 year old</td>
<td>.333</td>
<td>.565</td>
<td>.976</td>
<td>-1.23 to 1.90</td>
</tr>
<tr>
<td></td>
<td>24-29 year old</td>
<td>-.167</td>
<td>.377</td>
<td>.992</td>
<td>-1.21 to .88</td>
</tr>
<tr>
<td></td>
<td>30-39 year old</td>
<td>-.013</td>
<td>.374</td>
<td>1.000</td>
<td>-1.05 to 1.02</td>
</tr>
<tr>
<td></td>
<td>40-49 year old</td>
<td>-.767</td>
<td>.452</td>
<td>.440</td>
<td>-2.02 to .48</td>
</tr>
</tbody>
</table>

The results in Table 4.14 demonstrate the relationship between variables in more detail, particularly the significant values, which can identify the difference between them. The findings show that the significant values between these age groups are greater than 0.05, which mean that there is no difference between variables. Therefore, the findings support H16.
Moreover, the researcher uses the ANOVA method to analyse the difference in respondents’ level of education (Q4) towards their agreement about the importance of leadership (Q8), and the results are displayed as follows:

**Table 4.15. Test of Homogeneity of Variances**

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.525</td>
<td>3</td>
<td>135</td>
<td>.666</td>
</tr>
</tbody>
</table>

The figure in Table 4.15, the significant value of Homogeneity is 0.666, which is greater than 0.05. This suggests that the results are reliable.

**Table 4.16. ANOVA - The importance of leadership**

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.284</td>
<td>3</td>
<td>.095</td>
<td>.329</td>
<td>.804</td>
</tr>
<tr>
<td>Within Groups</td>
<td>38.824</td>
<td>135</td>
<td>.288</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39.108</td>
<td>138</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the data in Table 4.16, the significant value of ANOVA is 0.804, which is greater than 0.05. Thus, there is no difference in respondents’ level of education towards their agreement about the importance of leadership.
Table 4.17. Post Hoc Test - Multiple Comparisons

<table>
<thead>
<tr>
<th>(I) Level of Education</th>
<th>(J) Level of Education</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
<th>Lower Bound</th>
<th>Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>Bachelor degree</td>
<td>-.148</td>
<td>.274</td>
<td>.949</td>
<td>-.86 - .57</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master degree</td>
<td>-.211</td>
<td>.280</td>
<td>.875</td>
<td>-.94 - .52</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral degree</td>
<td>.000</td>
<td>.464</td>
<td>1.000</td>
<td>-1.21 - 1.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>Diploma</td>
<td>.148</td>
<td>.274</td>
<td>.949</td>
<td>-.57 - .86</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master degree</td>
<td>-.063</td>
<td>.098</td>
<td>.917</td>
<td>-.32 - .19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral degree</td>
<td>.148</td>
<td>.383</td>
<td>.980</td>
<td>-.85 - 1.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master degree</td>
<td>Diploma</td>
<td>.211</td>
<td>.280</td>
<td>.875</td>
<td>-.52 - .94</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor degree</td>
<td>.063</td>
<td>.098</td>
<td>.917</td>
<td>-.19 - .32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctoral degree</td>
<td>.211</td>
<td>.388</td>
<td>.948</td>
<td>-.80 - 1.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>Diploma</td>
<td>.000</td>
<td>.464</td>
<td>1.000</td>
<td>-1.21 - 1.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor degree</td>
<td>-.148</td>
<td>.383</td>
<td>.980</td>
<td>-1.15 - .85</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master degree</td>
<td>-.211</td>
<td>.388</td>
<td>.948</td>
<td>-1.22 - .80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The statistics displayed in Table 4.17 demonstrates the difference between the educational variable of respondents in relation to the importance of leadership. The results illustrate the significant values between these variables are greater than 0.05, which mean that there is no difference between variables. Therefore, the results support $H_{10}$. Moreover, this finding also answered the objective 2 of the research.

From these analyses, it can be concluded that leadership approach can influence the increase of motivation and performance, which answers the main research question.
4.7.2. Objective 3

According to objective 3 – to determine a leadership style that can enhance staff motivation in the Ministry of Industry and Commerce, the researcher has developed the hypotheses as follows:

\( H_{2o} \) – There is no relationship between a leadership style and leadership approach which affects the increase of motivation of employees.

\( H_{2a} \) – There is a relationship between a leadership style and leadership approach which affects the increase of motivation of employees.

The researcher employs a Cross-tabulation approach to analyse the relationship between Q10 and Q14, the results are displayed as follows:

**Table 4.18. The Leadership styles* Asking for employees’ opinion before making decision Cross-tabulation**

<table>
<thead>
<tr>
<th>Leadership styles</th>
<th>Asking for subordinate's opinion and suggestion before making decision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The least important</td>
<td>Neither important nor unimportant</td>
</tr>
<tr>
<td>Situational leadership</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Participative leadership</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Democratic leadership</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Autocratic leadership</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Goal-oriented leadership</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>27</td>
</tr>
</tbody>
</table>

The results are demonstrated in Table 4.18, there were 40 employees who believed that democratic leadership style is an essential factor for supporting them to increase work motivation. Among them, 31 respondents stated that it is important for leaders to ask their opinions before making decisions if their leaders want to increase their work motivation at workplace.
Table 4.19. Chi-Square Tests of Q10 and Q14

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>57.025a</td>
<td>16</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>20.130</td>
<td>16</td>
<td>.214</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.018</td>
<td>1</td>
<td>.895</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>139</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .02.

According to the figures in Table 4.19, the significant value of Pearson Chi-Square is 0.00, which is less than 0.05. Therefore, the finding accepts alternative hypothesis H_{2a}.

- The researcher utilizes a Cross-tabulation method to examine the relationship between Q10 and Q15, the results are displayed as follows:

Table 4.20. Leadership styles* Friendly (Have good relationship with employees)

<table>
<thead>
<tr>
<th>Leadership styles</th>
<th>Situational leadership</th>
<th>Participative leadership</th>
<th>Democratic leadership</th>
<th>Autocratic leadership</th>
<th>Goal-oriented leadership</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The least important</td>
<td>Neither important nor unimportant</td>
<td>Important</td>
<td>Very important</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>29</td>
<td>34</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>8</td>
<td>16</td>
<td>16</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>13</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>13</td>
<td>61</td>
<td>64</td>
<td>139</td>
<td></td>
</tr>
</tbody>
</table>

The results are shown in Table 4.20, there were 65 employees who mentioned that a participative leadership style is one of the leadership styles that support them in enhancing their motivation. Among those, 63 employees stated that it is important for leaders to be friendly; e.g. by having a good relationship with employees because this can increase work motivation at workplace.
Table 4.21. Chi-Square Test Q10 and Q15

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>59.016</td>
<td>12</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>22.069</td>
<td>12</td>
<td>.037</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.998</td>
<td>1</td>
<td>.318</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>139</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .02.

The results are shown in Table 4.21, the significant value of Pearson Chi-Square is 0.00, which is less than 0.05. Therefore, the finding rejects H₂o.

Furthermore, the researcher uses a Cross-tabulation approach to analyse the relationship between Q10 and Q15. The results are displayed as follows:

Table 4.22. Leadership styles*Being able to build a workforce in high levels of hope, optimism and self-efficiency Cross-tabulation

<table>
<thead>
<tr>
<th>Leadership styles</th>
<th>Be able to build a workforce in high levels of hope, optimism and self-efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The least important</td>
</tr>
<tr>
<td>Situation leadership</td>
<td>0</td>
</tr>
<tr>
<td>Participative leadership</td>
<td>0</td>
</tr>
<tr>
<td>Democratic leadership</td>
<td>0</td>
</tr>
<tr>
<td>Autocratic leadership</td>
<td>1</td>
</tr>
<tr>
<td>Goal-oriented leadership</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

The figures shown in Table 4.22; 27 employees mentioned that a goal-oriented leadership style also supports them to increase their work motivation. 26 respondents stated that it is important for leaders to be able to build a workforce in high levels of hope, optimism and self-efficiency because this can increase work motivation at workplace.
Table 4.23. Chi-Square Tests Q10 and Q16

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>34.593(^a)</td>
<td>12</td>
<td>.001</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>21.308</td>
<td>12</td>
<td>.046</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.007</td>
<td>1</td>
<td>.935</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>139</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) 14 cells (70.0\%) have expected count less than 5. The minimum expected count is .04.

Based on figures shown in Table 4.23, the significant value of Pearson Chi-Square is 0.01, which is less than 0.05. Thus, the result supports \(H_{2a}\).

From these three analyses which support \(H_{2a}\), this means that there is a relationship between a leadership style and leadership approach, which answers objective 3.

### 4.7.3. Objective 6

According to objective 6 – to identify employees’ satisfaction regarding their superiors’ leadership, the researcher has developed the hypotheses as follows:

- \(H_{3o}\) – There is no relationship between employees’ satisfaction and superiors’ leadership approach.

- \(H_{3a}\) – There is a relationship between employees’ satisfaction and superiors’ leadership approach.

- The researcher employs a Cross-tabulation approach to analyse the relationship between Q11 and Q16. The results are displayed as follows:
Table 4.24. The satisfaction of employees*Asking for your ideas Cross-tabulation

<table>
<thead>
<tr>
<th>Count</th>
<th>Asking for your ideas and suggestion before making decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The satisfaction of employees</td>
<td>Not satisfied 0 0 0 0 1 1</td>
</tr>
<tr>
<td></td>
<td>Neutral        0 6 10 4 3 23</td>
</tr>
<tr>
<td></td>
<td>Quite satisfied 5 4 35 26 7 77</td>
</tr>
<tr>
<td></td>
<td>Very satisfied 1 9 14 12 2 38</td>
</tr>
<tr>
<td>Total</td>
<td>6 19 59 42 13 139</td>
</tr>
</tbody>
</table>

According to figures in Table 4.24, the total number of employees who were sometimes and often asked by their leaders to share their ideas in decision making is 101, of whom 61 of them were quite satisfied with their superiors’ leadership approach of allowing them to share ideas and suggestions.

Table 4.25. Chi-Square Tests Q11 and Q16

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>24.277</td>
<td>12</td>
<td>.019</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>20.768</td>
<td>12</td>
<td>.054</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.710</td>
<td>1</td>
<td>.399</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>139</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .04.

Based on information in Table 4.25, the significant value of Pearson Chi-Square is 0.019, which is less than 0.05. Therefore, the result accepts alternative hypothesis $H_{3a}$.

- In addition, the researcher utilizes a Cross-tabulation method to analyse the relationship between Q11 and Q12. The results are displayed as follows:
Table 4.26. The satisfaction of employees*Urging employees to complete their work by the time he or she has specified Cross-tabulation

<table>
<thead>
<tr>
<th>The satisfaction of employees</th>
<th>Not satisfied</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>Quite satisfied</td>
<td>3</td>
<td>8</td>
<td>35</td>
<td>31</td>
<td>77</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>7</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>20</td>
<td>60</td>
<td>47</td>
<td>139</td>
</tr>
</tbody>
</table>

The result displayed in Table 4.26 illustrates that there were 107 employees who were often, and always, urged by their leaders to complete their work by the time he or she had specified. Among them, 66 employees are quite satisfied with their leadership approach of encouraging them to finish their work on time.

Table 4.27. Chi-Square Tests Q11 and Q12

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>16.964a</td>
<td>9</td>
<td>.049</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>14.409</td>
<td>9</td>
<td>.109</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>2.395</td>
<td>1</td>
<td>.122</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>139</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is .09.

According to the information in Table 4.27, the significant value of Pearson Chi-Square is 0.049, which is less than 0.05. Thus, the result rejects $H_{3o}$.

- Moreover, the researcher employs a Cross-tabulation approach to examine the relationship between Q11 and Q12. The results are displayed as follows:
Table 4.28. The satisfaction of employees*Supporting employees to develop skills

Cross-tabulation

<table>
<thead>
<tr>
<th>The satisfaction of employees</th>
<th>Supporting employees to develop skills</th>
<th>Not at all</th>
<th>Rarely</th>
<th>Sometime</th>
<th>Often</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not satisfied</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Quite satisfied</td>
<td>0</td>
<td>5</td>
<td>17</td>
<td>30</td>
<td>25</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>3</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>17</td>
<td>37</td>
<td>44</td>
<td>38</td>
<td>139</td>
<td></td>
</tr>
</tbody>
</table>

The result shown in Table 4.28 demonstrates that the total number of employees who were often, or always, supported by their leaders to develop their skills is 82. 66 of them were quite satisfied with their leaders approach of supporting them to improve their skills.

Table 4.29. Chi-Square Tests Q11 and Q12

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>22.716</td>
<td>12</td>
<td>.030</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>23.240</td>
<td>12</td>
<td>.026</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>2.004</td>
<td>1</td>
<td>.157</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>139</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .02.

According to the figures in Table 4.29, the significant value of the Pearson Chi-Square is 0.03, which is less than 0.05. Thus, the result accepts H₃a.

From these three analyses, it can be seen that all the results support H₃a – There is a relationship between employees’ satisfaction and superiors’ leadership approach, and it can be concluded that the leadership approach can enhance the satisfaction of employees in MoIC, which answers objective 6 of the research.
4.8. Chapter summary

In this chapter, a quantitative research method has been employed to support the researcher in generating the findings based on the data collected from the questionnaire survey. The finding are presented in the form of figures and tables which are derived through the use of statistical software SPSS. The first part of this chapter is divided into five sections by utilizing frequency analysis to present general findings from the research. After that, this chapter focuses on testing hypotheses, which aims to achieve the objective of the research. These three hypotheses are tested by employing the relevant quantitative analysis methods.

The next chapter discusses and interprets the findings, which are crucial to providing answers to the main research question and sub-questions.
CHAPTER FIVE
DISCUSSION OF FINDINGS

5.1. Introduction

In the previous Chapter, the collected data was analysed by employing the SPSS program; therefore, this Chapter discusses the findings based on the analyses of Chapter Four, then applying various relevant theories and literatures in order to develop a better understanding of the practical leadership styles that can increase work motivation and performance of employees in the workplace. However, to identify the practical leadership styles that the Ministry of Industry and Commerce should apply, it is vital for this research to examine the perceptions of employees who work for MoIC in Lao PDR in relation to the importance of leadership in its organisation since leadership plays a significant role in developing organisations and increasing motivation of employees to work. Thus, studying their perceptions on leadership could be one of the fundamental factors that contribute to successful leadership strategy for MoIC. They will be able to determine how to apply appropriate leadership styles toward their employees in order to influence motivation and increase work performance by employees.

By studying the perspectives of employees toward their superiors’ leadership styles in its organisation, the researcher aims to identify problems that may prevent a person(s) who is in a leadership position in MoIC from employing appropriate leadership styles to approach their employees as well as contributing suggestions and recommendations to solve these problems. The researcher believes that understanding employees’ perceptions on leadership styles can be a powerful factor, which may help a person(s), who is in a leadership position, to enhance their employee motivation and work performance which will affect the improvement of its sector.

In this Chapter, there are five main discussion points and each point aims at achieving the relevant objectives and sub-research questions of the study. The first point studies the understanding of employees regarding the importance of leadership; the second point examines the satisfaction of employees toward their superiors’ leadership. The third point will discuss leadership styles in order to find out which practical leadership styles employees in MoIC prefer
their leaders to practice. The fourth point discusses essential motivating factors that affect work performance and motivation of employees. Lastly, this chapter will examine the challenges that prevent leaders from improving their leadership skills and achieving employee motivation.

5.2. Leadership

5.2.1. The importance of leadership.

As indicated in Chapter One, employees who work for government sectors such as MoIC are always working under pressure due to rapid changes in advanced technology, an increase of competitive business in regions and a highly competitive tension of regional and global markets’ integration. These pressures they sometimes cannot solve by themselves as pointed out by Nel et al. (2015) who emphasize that employees sometimes hardly achieve their assigned objectives without any support from their leaders. They require capable leaders to support and guide them to solve these problems in order to increase their performance and motivation. From this point of view, identifying whether or not employees understand the importance of leadership is crucial. Northouse (2015), Goetsch and Davis (2013) and Yadav et al. (2012) believe that leadership is a vital key that supports and motivates employees in their work which affects both their personal performance and improvement of organisations.

Therefore, there is one sub-question in this research that attempts to figure out the perception of employees in MoIC regarding the importance of leadership that enhances work motivation and work performance in the organisation. To answer this sub-question, Q8 asked “To what extent do you think leadership is important in your organisation”.

According to the result showed in Figure 4.3, a large group of respondents (more than 60% of total) stated that leadership plays an important role in organisation. They were followed by 28.1% who emphasized that leadership is quite important, while only a small proportion of employees felt that leadership plays a neutral role in the organisation. This finding illustrates that a majority of employees in MoIC sector recognize the importance of leadership as it is a crucial factor for enhancing both personal and organisational performance (Haque et al., 2012).
From this analysis, it can be clearly seen that employees in MoIC recognize the importance of leadership in that it can increase motivation and performance of employees in organisations. This means that the analysis achieves objective 1, which answers sub-question 1 of the research.

5.2.2. Leadership approach enhancing employees’ motivation and performance.

From the analysis of Q9 by employing frequency approach, the result shown in the Figure 4.4 demonstrates that the majority of employees (66.9%) agree that a particular leadership approach can increase their motivation to work better. They are followed by 18% who agree that leadership approach is crucial. These figures indicate that employees in MoIC perceive that a leadership approach plays an important role in supporting them to develop and increase their performance and motivation. Moreover, three analyses were conducted to examine the difference in employees’ perceptions toward leadership approach in which the results support hypothesis $H_{10}$ – There is no difference in the perception of employees regarding leadership approach. These results are achieved from the analyses of questions in Section A and B, which are as follows:

The analysis of the difference between male and female in MoIC (Q1) towards their levels of agreement that a leadership approach such as asking opinions from team members before making decisions can increase work motivation and work performance (Q12) demonstrated that there was no difference in the attitudes of male and female towards leadership approach (refer Table 4.11). These results illustrate that employees in MoIC recognize that the leadership approach greatly contributes to their improvement and motivation regardless of their gender. Many employees state that leadership approach from their leaders is crucial factor that increases their work motivation and work performance. Gill (2011) and Armstrong (2015) state that a leadership approach, especially by asking opinions and recommendations from all team members, makes employees feel that their work is essential and meaningful. Moreover, if employees are always allowed to participate in vital discussions, they will be confident in sharing their ideas in team decision-making. This will affect their motivation and performance. Therefore, asking opinions from employees is one kind of effective leadership approach that affects improvement and motivation of employees.
Additionally, the analysis of the difference in age groups (Q2) towards the perceptions of staff that a leadership approach such as providing instruction on how to do the job influences the increase of motivation and performance (Q11) implied that there is no difference in age groups towards their perceptions about the leadership approach. The significant value of ANOVA was 0.107, which was greater than 0.05 (refer Table 4.13), and the significant values of multiple comparison between these age groups were also higher than 0.05 (refer Table 4.14). Therefore, the findings imply that there is no difference in age groups towards their perceptions about the leadership approach. Northouse (2013) mentions that providing instruction on how to do the jobs is crucial for employees especially for those who do not know how to appropriately do their tasks correctly and this supports individuals in developing their potential and motivate them to accomplish the organisational purpose. Thus, providing instruction on objective processes for employees can influence employees’ motivation and improvement.

Furthermore, the analysis of difference in respondents’ levels of education (Q4) towards their agreement about the importance of leadership (Q8) demonstrated that the significant value of ANOVA was 0.804, which was higher than 0.05 (see Table 4.16), and the significant values of multiple comparisons between these variables were also greater than 0.05 (refer Table 4.17). Hence, the results suggest that there is no difference in employees’ levels of education regarding their perceptions about the importance of leadership. As revealed in the study of DuBrin (2013), today’s organisation includes a diverse workforce with high levels of knowledge, qualification, experience and skills. These people can perform their work by themselves without guidance and direction from leaders. Nevertheless, the author emphasizes that well-educated and experienced employees who clearly recognize and understand the importance of leaders are more likely to perform their jobs successfully. Those employees who have lower levels of education can increase and improve their skills by the inspiring and motivating example of their leaders. It was stated by Powell (2012) that staff will improve their potentials significantly when they are closely inspired and motivated by their leaders. Hence, the results prove the validity of hypothesis 1 ($H_1$).

As regards the analyses aimed at answering sub-question 2 – to what extent does a leadership approach supports enhance staff performance in their workplace? The findings demonstrate that a large number of employees believe that a particular behavior by leaders can potentially affect
their work motivation and work performance regardless of their gender, age groups, and levels of education. DuBrin (2013) stresses that the influence of leadership plays an essential role that affects the motivation and performance of employees as leaders are responsible for creating vision and mission for its organisations. The achievement of organisations and employees is largely dependent on leadership that can provide direction and supportive guidance and develop more adaptable organisational structures for changeable circumstance. Hence, employees who are approached by leaders can achieve a desired goal and perform their work well.

It can be concluded that a leadership approach from leaders is very important for the increase of motivation and performance of employees in MoIC in Laos. Thus, it is important for a person(s) who is in a leadership position to understand leadership in order to appropriately approach staff for instance by asking for opinions from team members before making decisions, and providing instruction on how to do jobs.

5.3. The satisfaction of employees

According to analysis of Q11 by using frequency approach, the results showed in the Figure 4.6 demonstrates that more than half of all employees (55%) were satisfied with their superiors’ leadership. This analysis suggests that a majority of employees were satisfied with the execution of their superior’s leadership. In addition, there were three analyses that were conducted to study the relationship between employees’ satisfaction and superior’s leadership in which the findings accept hypothesis H3a – There is a relationship between employees’ satisfaction and superiors’ leadership approach. These results are achieved from the analyses of questions in Section B, which are as follows:

From the analysis, by using cross-tabulation, to study the relationship between the satisfaction of employees (Q11) and the execution of their superiors’ leadership by asking individuals’ ideas before making a decision (Q16), it showed that there were 101 employees who were often asked to share their ideas. Among them, 61 staff members were quite satisfied with their leaders’ behavior (see Table 4.24). The results showed that employees were more satisfied when they were asked by their leaders to share their ideas in decision making. Armstrong (2015) states that allowing individuals to participate in an essential objective, particularly by asking opinions, can
influence their work motivation which affects their performance. This is supported by Pauley and Pauley (2009) who state that if employees are trusted in contributing their knowledge and ideas to essential objectives, they will be more confident in speaking out about their ideas. As a result, individuals are able to perform well in their tasks.

Another study of relationship between the satisfaction of employees (Q11) and the leadership approach of urging employees to complete their work by the time they had specified (Q12) illustrated that there were 107 employees who were urged by their leaders to complete their tasks on time. Of them, 67 employees were quite satisfied with this leadership approach (refer Table 4.26). The results demonstrate that employees were satisfied when leaders urged them to complete their tasks on time. Cassidy and Kreitner (2009) highlight that one of the effective approaches that develop and improve employees’ performance in an organisation, is that leaders have to set a goal with a deadline, quality standards and objectives for their employees because these elements will help employees to take responsibility for their assigned work. If employees have a high sense of work responsibility, work performance is also increased.

The final study of the relationship between (Q11) and the leadership approach by supporting employees to develop skills (Q12) showed that there were 88 employees who were supported in developing and improving their skills by their leader. Of them, 66 employees were quite satisfied with their leaders behavior who supported them to develop their skills (see Table 4.28). The findings suggest that improving employees’ skills and knowledge can enhance the satisfaction of employees in organisations. In today’s working environment, supporting employees to develop skills is necessary and it is one effective leadership approach that can increase their inspiration to work which affects their performance and motivation. Daft and Pirola-Merlo (2009) state that some of employees have a limited abilities and capability of completing assigned objectives and such employees sometimes find it difficult to finish assigned tasks without any support or coaching from their supervisors. Therefore, it is necessary for leaders to develop their skills in supporting and coaching. As a result, these improved skills affect employee’s work achievements.

The above analyses answer objective 6 – to identify employees’ satisfaction regarding their superiors’ leadership. The results demonstrate that there is a strong relationship between employees’ satisfaction and their superiors’ leadership. Voon, Lo, Ngui, and Ayob (2011) and
Saeed et al. (2013) mention that leadership has a great impact on employee satisfaction. This means that whether or not employees are satisfied with their work performance is dependent on the execution of their superiors’ leadership as leadership can influence their behavior in achieving organisational goals.

5.4. Leadership styles

5.4.1. Leadership style enhancing staff motivation

Before finding out the practical leadership styles that employees in MoIC prefer their leaders to practice in order to increase their work motivation and performance, the researcher will examine whether or not leadership styles enhance employee work motivation in the workplace by employing a cross-tabulation approach to study the relationship between leadership style and leadership approach. In the following section, three different relationships between leadership style and leadership approaches will be discussed.

From the analysis of the relationship between leadership style (Q10)* and leadership approach, of asking for employees’ opinions and suggestions before making a decision, (Q14) using the cross-tabulation method, it shown that there were 40 employees who believed that democratic leadership style is crucial for supporting them to increase work motivation. Among them, 32 respondents stated that it is vital for leaders to ask staff’s opinion before making a decision (refer Table 4.18) and the significant value of the Pearson Chi-Square is 0.00, which is less than 0.05 (see Table 4.19). Thus, the findings state that asking opinions from employees will significantly influence and increase their motivation at workplace. When working under democratic leaders, staff members often are allowed to participate in decision making. In addition, they are asked to share their opinions and ideas before the final decision is taken (Rory & Steve, 2014). Hence, the results accept alternative hypothesis $H_{2a}$.

In addition, according to the finding of a relationship between a friendly leadership style (Q10)* and having a good relationship with employees (Q15), using a cross-tabulation method showed that there were 65 employees who stated that a participative leadership style helps them to increase their work motivation. 54 respondents stated that it is important for leaders to be friendly (see Table 4.20). The significant value of the Pearson Chi-Square is 0.00, which less
than 0.05 (see Table 4.21). The findings suggest that leaders should be friendly with their employees because this creates a sound working environment in an organisation. Pride et al. (2009) mention that participative leaders usually do not give a direction and guidance but they offer advices and suggestions to their subordinates which creates a friendly, creative and cooperative work environment for the whole team. If employees work in a friendly environment, they perform their tasks well. Therefore, the findings reject hypothesis H2o.

The analysis of a relationship between leadership style (Q10)* and a leadership approach that is able to build up high levels of hope, optimism and self-efficiency (Q15) by applying a cross-tabulation method illustrated that there were 27 employees who believed that goal-oriented leadership style also supports increase of their work motivation. 26 respondents stated that it is important for leaders to build up a workforce with high levels of hope, optimism and self-efficiency (refer Table 4.22). The significant value of Pearson Chi-Square is 0.01 which less than 0.05 (based on Table 4.23). The findings showed that goal-oriented leaders may build up a high level of hope and self-efficiency in a workforce. Goetsch and Davis (2013) mention that goal-oriented leaders often provide directive and task-oriented instruction to employees who are experiencing low self-esteem. Because of these supportive components, they then have confidence when they do their work. Thus, the analysis supports hypothesis H2a.

Based on the above analyses, it can be seen that different leadership styles influence motivation of employees in different ways, which answers the objective 3.

5.4.2. Preferable leaderships to be practiced in MoIC sector

One objective of this research is to figure out the appropriate leadership styles that employees in MoIC sector would like their leaders to practice the most in the work place. Hence, there was a question which asked respondents: “What do you think are the most significant leadership styles that leaders should practice in your organisation in order to improve employees’ performance and work motivation?”.

As the results revealed in Figure 4.4, the most preferred leadership styles that employees require their leaders to practice in MoIC included participative leadership, democratic leadership and goal-oriented leadership. Nonetheless, from the survey results observation, the researcher
observed that transformational leadership, authentic leadership and charismatic leadership are also needed in MoIC sectors. The rationale why they prefer their leaders to practice these leadership styles will be discussed as follows.

5.4.2.1. Participative leadership

Participative leadership was selected as being the most important leadership style that the majority of employees in MoIC prefer their leaders to practice. This one can see in the results shown in Table 4.4, where the finding indicates that there were 65 employees who prefer their leaders to practice a participative leadership style. Pride et al. (2009) highlight that participative leaders lead their employees to achieve common goals by sharing ideas and empowering them to participate in decision-making.

However, statistics displayed in Figure 4.6 indicate that only 23% of employees always participated and were involved in decision-making. This means that their leaders almost took complete control of the decision making process. This makes employees feel that they are powerless which reduces their motivation, enthusiasm, confidence and commitment in their work. Hence, it is crucial for leaders to share more power with employees because it makes staff more confident in contributing their ideas and opinions in the decision making process. Authorizing and allowing employees to participate and share their opinions is a crucial objective especially as decision making increases employees’ motivation and performance at work (Pride et al., 2009).

In addition, Shelton (2012) suggests that authority shared with leaders is one of the effective factors that gives a strong motivation to followers since it meets the needs of individuals, particularly the need for self-efficacy, which makes employees believe that they are effective.

Furthermore, based on the statistics on the discussion of employees in Q22, they said that leaders should be more open to accepting and listening to their ideas and opinions and leaders should not make most decisions without consultation. From this perspective, a participative leadership style should be considered by leaders in MoIC. Obolensky (2010) states that participative leaders focus on a team’s consensus and allows individuals to have more control over and a sense of responsibility for their work. Ricketts and Ricketts (2010) point out that employees who work for this type of leader will believe that they are trusted by their leaders to make good decisions. As
the result, they believe in their abilities and have respect for themselves which develop their feeling of self-esteem.

5.4.2.2. Democratic leadership

A Democratic leadership style was chosen to be the second leadership style that staff in MoIC prefers their leaders to practice. Based on figures in Table 4.4, the result indicates that there were 40 employees who want their leaders to practice democratic leadership style. Of these there were a large number of employees who wanted to have more opportunities to be involved in an essential decision making process, particularly regarding their assigned objectives. Western (2008) emphasizes that democratic leaders are people who often allow staff especially those who work on particular tasks, to be involved in the decision making.

Nevertheless, employees discussed in Q21 stated that their leaders did not share much power or offer any kind of opportunity for them to participate in the decision making process. They furthermore said that even when they did, they were just given a small chance. Thus, from this point of view, it is crucial to consider that a democratic leadership style should be practiced in an organisation. Pride et al. (2009) stress that democratic leaders are people who hold the final responsibility, while delegating authority to employees who can achieve their assigned objectives. This suggests that they do not make the final decision after they receive suggestions from their employees. As a result, employees feel that their contribution of knowledge and ideas is important and they feel that they are essential parts of a team. Therefore, Pauley and Pauley (2009) mention that working with this type of leadership style, employees will be able to perform well with their assignments without close supervision by the leaders.

Furthermore, during the survey, employees mentioned that leaders should not be too aggressive and prescriptive in front of fellow employees because this creates a climate of fear in the working environment. Leaders should be friendly with them. From this point of view, employees required their leaders to have effective communication when approaching them. Pauley and Pauley (2009) state that effective communication skills are one of the crucial characteristics of democratic leaders. Therefore, this type of leader must recognize how to create a friendly and a cooperative working environment in the organisation. In addition, they do not apply ‘top-down’
communication while promoting communication among group members in which employees at all levels are allowed to express their ideas. In addition, Northouse (2012) highlights that democratic leaders see themselves as potential guides who can provide guidance, direction, suggestion and information without giving orders or in any way forcing employees. Consequently, employees are encouraged to interact in the decision making process which influences their work motivation and work performance.

5.4.2.3. Goal-oriented leadership

The Goal-oriented leadership style was selected to be the third leadership style that employees would prefer their leaders to practice in their organisations, which accounted for 27 employees. However, according to the analysis in Figure 4.9, it can be seen that only 12.2% of staff who were very satisfied with their job performance. This means that only a small number of employees were happy with their assigned objectives in the organisation. Therefore, it is crucial for leaders to apply a goal-oriented leadership style to support them.

Cassidy and Kreitner (2009) mention that leaders who apply goal-oriented leadership style can develop and improve employees’ performance and motivation in organisation by setting a goal with deadline, quality standards and objectives for them. Setting these objectives with deadline for employees can help them to take responsibility for their work. As a result, this will influence their motivation which affects their improvement. Moreover, Hallinger (2010) points out that when this type of leaders approach their employees by assigning tasks, they attempt to communicate high performance expectation to employees, and motivate them to put their best effort toward achievement. Thus, Gunduz (2012) stresses that goal-oriented leaders influence staff to accomplish outstanding achievements. Consequently, employees’ performance increases.

In addition, according to the discussion of Q22, employees mentioned that they do not have many chances to improve and increase their confidence in their work objectives because their leaders do not fully allow them to participate in decision making. As a result, they felt that they did not have crucial roles in the organisation. Additionally, this also decreased their motivation towards their tasks which affected their work performance. From this perspective, it is necessary to employ goal-oriented leadership style to help leaders to guide and lead employees. Goetsch
and Davis (2013) state that applying a goal-oriented leadership style is very effective to solve this problem because it facilitates specific directive and task-oriented instruction to employees who are experiencing low self-esteem. It improves their confidence when they do their assigned work. Additionally, applying this leadership style helps leaders to encourage staff members through both effective and persuasive language and communication.

5.4.2.4. Transformational leadership

From the observed analysis of Table 4.7, more than half of the employees expressed the opinion that it is vital for leaders to provide the necessary training for employees because this can increase development and give them an opportunity to grow. When talking about the growth of staff members, a transformational leadership style is the best option for leaders to practice. This is suggested by Daft (2015) who states that transformational leaders have the potential ability to motivate and inspire employees to have a high level of performance. This type of leader approaches their employees by providing crucial training which affects their development and potentials. Roughly 73% of employees in the survey mentioned that training is one of the effective practices to which that they require leaders to pay attention. They stated that through training they will gain more knowledge and skills which enable them to have a greater chance to grow in a workplace. The authors further explain that transformational leaders inspire staff by providing vision and showing optimism about the future and giving staff power to make change happen.

Therefore, a transformational leadership style is considered to be a suitable practice for a person(s) who is in a leadership position since this leadership style focuses on intrinsic motivation, staff’ development and empowerment. Furthermore, this type of leader improves their employees’ leadership by coaching and mentoring and providing both support and challenge. So, employees who are closely coached by transformational leaders are more satisfied, motivated and perform better. Apart from training, leaders also need to understand the needs of different employees as the statistic shown, in Table 4.7, that almost 85% of employees mention that it is important for leaders to understand the needs of different employees. The ability to understand other people is in natures of the transformational leadership style. So, Northouse (2015) emphasizes that a transformational leadership is strongly linked to ethics, values,
emotions, and long-term goals. The author mentions that this type of leader is concerned about employees’ performance and attempts to develop their potentials by guiding both meaning and understanding. Thus, employees who are inspired and motivated by this type of leader will always understand their work procedures well. As result, they can gain lots of improvement.

Moreover, such leaders also assess and evaluate employees’ motives and attempt to satisfy their different needs (Northouse, 2015). All in all, in order to support employees in developing and growing in an organisation, leaders require to understand individuals’ needs by supporting and empowering them. So, transformational leadership is important for leaders to practice because it emphasize on intrinsic motivation and employees’ development.

5.4.2.5. Authentic leadership style

In the open ended question, the characteristics of authentic leadership style were discussed. Employees stressed that leaders should treat every staff member fairly as they are all equally important in an organisation. They moreover stressed that every employee should receive similar opportunities to attend necessary training in order to improve their knowledge and skills which will influence their growth. From these perspectives, it seems that leaders have less concern about the importance of ethical practice in organisation. As a result, staff has a lack of motivation to perform their assigned objectives, which affects their work improvement. Therefore, in order to increase employees’ performance and motivation, it is crucial for leaders to understand more about moral practice in an organisation.

Northouse (2013) points out that recognizing and understanding the characteristic of authentic leadership is significant for leaders because this leadership style often applies fair practice to all employees. Moreover, this leadership style has crucial components such as transparency, honesty and a high sense of moral right and wrong. According to the literature review, authentic leaders often apply these basic characteristics namely acting on their values, valuing about the moral right and wrong, creating a relationship of trust with employees, understanding their purpose and valuing their mission. Authentic leaders always influence their employees to enhance performance by building a workforce with a high level of hope, self-efficiency and optimism.
Elkin et al. (2008) point out that optimism of employees is vital for an organisation because of their higher motivation, job satisfaction and work performance. In addition, from the survey results in Q22, employees require their leaders to lead and guide them by being a good model. This means that a good modeling leader plays a significant role in leading employees as they will learn to imitate people whom they admire and respect. Therefore, authentic leaders can be a good role model for their employees; this is because they truly understand of how they behave and think which can create a positive modeling to employees.

Additionally, from the analysis of Q22, it can be seen that employees require their leaders to ensure a good working environment in organisation. However, fair practices by authentic leaders can increase optimism of employees and create a good working environment in the workplace. According to Wilde (2013), the psychological emotions of employees can be affected by the positive characteristics of authentic leaders which consequently influence optimistic attitude toward their work motivation as well as good relationship between leaders and followers. Hence, in order to improve authenticity in employees, leaders should be aware of their development of ethical practices by increasing self-regulation, self-awareness and positive modeling (Härtel & Ganegoda, 2008).

5.4.2.6. Charismatic leadership style

Charismatic leadership style is also required to be practiced in MoIC because this leadership style can meet the needs of employees. Based on the analysis in Table 4.8, almost 80% of employees mentioned that it is important for leaders to have self-confidence and more than 90% of those surveyed declared that leaders should have effective communication skills. Moreover, employees expressed, in the open ended question (Q22), the opinion that leaders who have self-confidence and effective communication skills can potentially influence and motivate them to perform better. Griffin (2011) emphasizes that leaders who possess charisma generally tend to have a lot of self-confidence and good communication skills which are able to inspire and encourage employees to increase their work performance. Furthermore, Daft (2015) mentions that charismatic leaders have the potential ability to influence and motivate their subordinates to put more effort into their work and encourage employees to work more than they would usually do. This affects their employee work’s motivation and increases their work performance.
Surveyed employees pointed out that effective communication skill is essential in an organisation. Therefore, they require their leaders to be friendly. They stated that if their leaders are friendly and are more open to listening to employees by applying two way communication, they will be confident enough to share their ideas and suggestions with their leaders. Furthermore, this will help leaders to understand their employees’ problems. As a result, all of these will make employees feel that they are trusted and respected by their leaders. Apart from that, approximately 93% of responding employees mentioned that it is important for leaders to communicate clear goals to employees because this helps them to see a clear path and recognize how to contribute to their work.

Northouse (2015) points out that charismatic leaders have the ability to communicate complicated ideas in a compelling way which helps subordinates to clearly comprehend their messages. Moreover, this type of leader inspires and influences individuals by utilizing their own personal power rather than using positional power. Consequently, this makes employees admire them, not because of authority or power granted by the organisation, but because of their personal character, experience and knowledge.

According to the above analysis, it can be seen that there are six important leadership styles that employees prefer their leaders to practice in order to increase their motivation and performance in MoIC, which answers objective 3 and sub-question 4 of the research.

5.5. Motivation factors

Improving employees’ performance is necessary for organisations because they are the fundamental workforce that enables the achievements of the organisation. Therefore, it is important to figure out the essential motivating factors that can motivate employees to work. In order to achieve this, the researcher created a question (Q19) which asked employees to rate the important factors that they require in order to motivate them to work. There were six factors which were considered to be crucial factors that significantly motivate employees to work. These include: job security, self-esteem needs, interesting and challenging work, opportunity for growth, fairness in work place and a friendly milieu. According to the analysis of Q19 in Table 4.10 using frequency approach, the self-esteem need was chosen to be the highest motivating
factor that employees require which accounted for 53.2%. Interesting and challenging work was considered to be second by 47.5%. 41% regarded a friendly relationship in the workplace to be the third. The fourth place was occupied by two factors namely fairness in the workplace and job security and the last factor was opportunity for growth. However, the researcher will describe just some of these motivation factors which are based on the results of the survey as follows:

5.5.1. Self-esteem needs

Mills et al. (2014) point out that employees are influenced and motivated in different ways; there is no right answer for employee motivation. However, it is required of leaders who want to improve their staff’s performance and motivation to understand the important motivation factors. According to the results of analysis above, the self-esteem factor was chosen as the first. This means that leaders have to understand how to develop self-esteem in their employees. Based on Maslow’s Hierarchy of needs, self-esteem is recognized to be the higher level of needs. Some employees desire recognition, status and achievement; this is because they perceive their work to be valuable and worthwhile. Thus, these employees normally are motivated by their self-esteem needs. From this perspective, increasing and supporting employees’ pride in their work achievement is necessary.

Mondy and Mondy (2012) suggest that leaders can enhance staff’ self-esteem by giving them acknowledgement when they have achieved their target either by an awards or a certificate of merit or both. Providing essential training for employees is also considered to be an important factor that can increase their ability and performance at work. Moreover, these approaches make employees feel confident in the organisation and increase their motivation to perform better at work.

5.5.2. Challenging work

The analysis shown in Table 4.10 indicates that challenging work is the second factor that motivates employees in MoIC. This means that a challenging task influences employees to work better. However, in the discussion in Q22, employees stated that there were many staff members who have high level of knowledge and skill in the department but often lack opportunities to
approach a challenging task or participate in essential task especially in decision making. Northouse (2015) states that today’s employees have a lot of knowledge, abilities and advanced skills with which they can complete their tasks. This suggests that leaders in MoIC should allow their employees to take part in challenging objectives in their organisations.

Moreover, Re'em (2011) states that individuals who engage in such activities do so for their own sake, since they find the challenging job itself to be a source of joy and satisfaction. For instance, many individuals attempt to complete and pursue a challenging job as it is a new challenge for them which helps them to improve their new knowledge and work performance. Furthermore, they enjoy a result when they have successfully completed the task and achieved the goal. Nonetheless, in the discussion in Q21, some employees stated that they did not receive any challenging jobs from their leaders. As a result, they felt discouraged and unable to achieve their objectives. Mawoli and Babandako (2011) state that leaders can increase motivation of employees by providing a tough job with a deadline because it makes staff feel a sense of responsibility. In addition, sending employees to participate and attend important international workshops is also a new kind of motivation as they see themselves to be an important part of the organisations.

5.5.3. Fairness in the workplace

According to the analysis in Table 4.10, it can be seen that fairness in the workplace was considered to be a significant factor that can motivate employees to work. Employees reported in Q21 that inequality practices by leaders often occurred. For instance, some of them stated that they were treated unfairly as they did not receive the same opportunities for their improvement and this made them feel that they were not an important part of that sector. HärTEL and Fujimoto (2010) state that employees who work at the same place always make a comparison of their work performance, such as their efforts and output (rewards), with their co-workers and colleagues both inside and outside the organisation and soon see a difference between their treatment and rewards and that of their colleagues. Such inequality practices from leaders have a great impact on the way employees perform in the workplace as they might put less effort into their work. Therefore, leaders should ensure that every employee in the organisation receives the same opportunities and treatment.
5.5.4. Opportunity for growth

According to the analysis in Table 4.10, when employees were asked to rate whether opportunity for growth is the main factor that motivates them to work, approximately 51% of them mentioned that it is an important factor that motivates them to put more effort into their work. Therefore, it is vital for leaders to figure out what kinds of practices should be used in order to support them in achieving their goals. Based on Alder’s ERG Theory, employees who have pursued growth needs prefer to have a sense of self-actualization and personal development. Härtel and Fujimoto (2010) state that employees seeking achievement normally prefer work characterized by challenging goals, responsibilities and feedback on performance, while individuals who strive for power prefer work with opportunities for attention and recognition and with high levels of control. This means that in order to fulfill growth needs for employees, leaders should recognize all of these aspects.

It can be seen that these four motivation factors play a significant role in affecting employees to put more effort into their work, which answers objective 5 and sub-question 3 of the research.

5.6. Challenges on improving Leadership skills and staff motivation

In order to improve the leadership skills of leaders, it is important to figure out the main issues in relation to the leadership execution of leaders in MoIC seen through the perspective of staff. This might solve some problems that prevent leaders from improving their leadership which influences both motivation and performance of staff. Therefore, in this research, the researcher has given more space for employees to share and discuss their opinions related to superiors’ leadership in open ended questions, both Q21 and Q22. Moreover, the researcher will also apply the analyses of Q13, Q14 and Q15 to support this point of view. The researcher observed that a person who is in a leadership position may still be lacking certain knowledge and leadership skills, as indicted in the results of analysis in Q21 and Q22.

Firstly, a majority of employees stated that leaders should not be too aggressive with them; they should be friendly as the statistics showed in Table 4.8. Roughly 90% of employees mentioned that it is important for leaders to have a good relationship or be friendly with employees because this makes employees feel comfortable when they approach their leaders. Moreover, if leaders
are too aggressive or apply coercive practice, these would create a climate of fear in work the environment. Consequently, employees would be afraid to speak up or share any ideas with their leaders. Hence, leaders should be friendly with employees.

Einarsan et al. (2010) state that employees working in a fear atmosphere of organisation are afraid to share, participate, contribute or speak up to their leaders when in the process of decision-making. As a result, the concerns of assigned objectives will not come to light. Daft (2015) points out that when staff are afraid to share and speak up with their leaders, they cannot perform well in their work and they attempt to avoid challenge tasks and take no risks. In addition, they feel powerless and unimportant which significantly reduces the enthusiasm, commitment, confidence, and motivation of employees in the workplace.

Secondly, the majority of employees mentioned that their leaders did not share much power or any kind of opportunity for them to participate in crucial decision making. Based on the analysis in Figure 4.7, only 23% of staff who always have a chance to participate and be involved in decision-making. They suggest that all decision making depends on the leaders and they neglect participation by employees who could significantly contribute to improvement of organisational work. In consequence, employees feel that they are powerless which reduces their motivation, enthusiasm, confidence and commitment in their work.

Hill and Jones (2013) say that staff play crucial roles in supporting and driving the organisation to achieve its vision, mission and goals which potentially support organisation to achieve its success. Therefore, it is crucial that leaders should empower employees to participate in essential decision making by allowing them to share opinions or ideas which will make employees confident in the workplace. Shelton (2012) suggests that a shared authority from leaders is one of the effective factors that give a strong motivation to followers since it meets the needs of individuals, particularly the need for self-efficacy, which makes employees believe that they are effective.

Thirdly, employees commented that some leaders approached every single staff member unfairly, some of them received a lot of chances to improve their knowledge and skills by attending training workshops both in and outside the country. As a result, they feel that they were treated unfairly by their leaders, which reduces their motivation to participate and contribute to
achieving goals. Almost 80% of surveyed employees (see Table 4.8) stated that it is vital for leaders to act ethically in an organisation. Grover and Moorman (2009) mention that employees are motivated to work and perform better by leaders who have an integrity image and who perceive that leaders should act ethically, be honest and treat employees fairly. This is because employees contribute their knowledge and capabilities to objective assignments when they are treated fairly as they believe that they are an important asset to their organisations (Mondy & Mondy, 2012). So, applying ethical practices in an organisation is very important for the improvement of employees as they perceive that fair treatment from leaders affects their work motivation.

Fourthly, employees stated that leaders should be more open to listening to their opinions and suggestions. They commented that there are many employees who have a high level of education and knowledge but often lack chances and no opportunities to participate in decision making. This is because their leaders always make a decision themselves. In consequence, employees feel that they have only a tiny opportunity to grow. Walker (2011) asserts that actively paying attention to listening to employees is significant because it helps leaders to identify employees’ values and desires and to understand their needs and goals. Therefore, leaders should break down any kind of communication barrier.

Daft (2015) points out that breaking down the barriers of communication can create a sound working environment which encourages employees to feel free to sharing ideas and information throughout the organisation, particularly throughout the hierarchical level. In addition, it is crucial that leaders have to support and encourage communication across groups, divisions and departments. Because these do not just help all staff to see a clear direction, they will understand how to participate and contribute.

The analyses above answers sub-question 5 of the research study.

5.7. Chapter summary

This Chapter discusses the findings based on the analyses of Chapter Four, then applying various relevant literature to support the findings in order to achieve the conclusions to the research. All hypotheses were carefully observed and analysed based on statistical data and quantitative
analysis. Therefore, the Chapter provides important information that answers all the points covered in the research objectives and sub-research questions, and ultimately achieving the aim of the research.

Chapter Six discusses conclusions, recommendations, and further areas of research.
CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

6.1. Research Conclusion

As indicated in Chapter One, employees who work for MoIC are always working under pressure especially due to an increase in the competitive business environment and rapid changes in advanced technology which has a great impact on employees’ attitude toward their work. Another perspective is that, in Laos has only a few universities and institutes providing courses relating to industrial and commercial field of studies. So, there were not enough qualified students to supply the essential workforce in industrial and commercial sectors. Consequently, MoIC has a number of employees who are vulnerable and have lower knowledge and skills which affects their confidence in the workplace. Hitt et al. (2013) emphasize that vulnerable and unqualified employees cannot strongly contribute to the improving of performance and achievement of organisations. Thus, they require capable leaders to support and guide them to solve these problems and to increase performance and motivation at workplace (Nel et al., 2015).

Many researchers mention that leadership is an essential key that supports employees to enhance performance and increase motivation which will affect organisational improvement (Nel et al., 2015). Thus, it is imperative to study the effective leadership styles that bring vital possibilities for influencing and supporting employees to perform at their best. Hence, the purpose of this research is to identify the practical leadership style that Ministry of Industry and Commerce in Lao P.D.R should practice in order to enhance the performance of employees and increase motivation of staff in the workplace.

In order to find out the practical leadership style for a person who is in a leadership position to practice, the researcher surveyed the perceptions of employees regarding the execution of superiors’ leadership in 10 different departments in MoIC, based on a questionnaire survey. This research used a quantitative method as the primary tool to conduct questionnaires. There were 150 survey questionnaires which were distributed to employees in 10 different departments but a total of 139 questionnaires were returned, which means a 92.67% response rate. After that, the
researcher applied a SPSS program to process the survey questionnaires to create statistics, data, figures and graphs for data analysis.

Throughout this research study, it can be seen that employees are recognizing the importance of leadership as it is a crucial factor for enhancing both personal and organisational performance. In other words, they perceive that leadership is a crucial key that supports and motivates them to enhance their performance which affects organisational improvement.

Moreover, the results from analyses indicate that even though a majority of employees who work for MoIC sector were satisfied with their superiors’ leadership execution. However, through the study of their perceptions toward their superiors’ leadership, the researcher has noticed that the execution of leadership in MoIC still has some weaknesses which prevent a person who is in leadership level from improving their leadership skills:

Firstly, many employees stated that leaders are sometimes too aggressive with them, while they stressed that it is very important for leaders to be friendly because if leaders are too aggressive or employ coercive practices in the organisation this creates a climate of fear in a working environment. Consequently, they are afraid to speak up or share any ideas with leaders. When employees are afraid to share and speak up with their leader, they cannot perform well in their work and they attempt to avoid challenging tasks and taking risks. As a result, the concerns of an assigned objective will not be exposed.

Secondly, employees mentioned that leaders did not share power and opportunities for them to participate in any crucial decision making process. Their leaders always made most decisions by themselves without any consultations with employees. In consequence, they feel that they are powerless in respect of decision making, which affects their work motivation, enthusiasm, confidence and commitment to their work.

Thirdly, employees stated that leaders approached every single staff member unfairly because some of them received many chances to improve their knowledge and skills by attend training and workshops, while others did not. Consequently, they felt that they were being treated unfairly by their leaders, which reduced their motivation to participate and contribute to achieving assigned tasks.
Fourthly, employees expressed the opinion that leaders were not open to listening to their suggestions and opinions. They emphasize that there are many employees who have a high level of education and knowledge but often lack chances and have no opportunities to participate in decision making. As a result, they feel that they have only a tiny opportunity to grow.

After finding out the main issues of the execution of leadership in MoIC, this research has concluded that there are six essential leadership styles that are suitable for leaders to practice in order to improve employees work performance and motivation at the workplace.

Participative leadership is the first leadership style that is required to be practiced in this organisation. Leaders who apply participative leadership focus on the team’s opinions and allow all members of the team to be involved and participate in decision making. However, based on the results of analysis, only a small group of them had a chance to participate in decision making. Hence, it requires leaders to apply participative leadership style. Moreover, participative leaders give authority to subordinates to have more control over their own objectives which helps them to have a sense of responsibility over their work. Therefore, staff who work under the guidance of participative leaders are more likely to believe in their own abilities and have respect for themselves. In addition, the potentials of this leadership style are collaborating skills so participative leaders can create a cooperative, creative and a friendly working environment for the whole team.

Secondly, democratic leadership style is one of the effective leadership styles which was chosen as the second leadership style to be practiced by their leaders in MoIC. Democratic leadership style focuses on consensus. However, from the discussion, employees mentioned that their leaders did not share much power or give any kind of opportunities for them to participate in decision making. Leaders who apply a democratic leadership style normally hold the final responsibilities, while delegating authority to followers who can achieve the work objectives. Moreover, they only make the final decision after they have received suggestions from their employees. So employees who work under this leadership style have plenty of opportunities to use their knowledge and ideas in the decision making process. Therefore, when working with this democratic leadership style, employees will be able to perform well with their assignments without close supervision from the leaders.
The Goal-oriented leadership style was selected as the third leadership style to be practiced in MoIC. According to the analysis of Figure 4.9, it can be seen that only a small number of employees who were satisfied with their work performance, therefore, it is significant for leaders to apply a goal-oriented leadership style to support them. Leaders who employ a goal-oriented leadership style can develop and improve performance and motivation of employees by setting a goal with a deadline, quality standards and objectives for employees. Moreover, when goal-oriented leaders approach their subordinates by assigning tasks, they attempt to communicate high performance expectation to employees, and motivate them to put their efforts toward achievement. Thus, this type of leaders can influence staff to accomplish outstanding success. As a result, performance of employees increases.

Transformational leadership style is one of the leadership styles that should be practiced by leaders in MoIC. From the analysis, more than half of employees stated that having opportunities to attend training is significant for their improvement and development which affect their growth. When talking about employees’ growth, a transformational leadership style is the best option for leaders to practice. This type of leader approaches employees by providing the necessary training which increases their development and potentials. Furthermore, transformational leaders inspire staff members by providing vision and showing optimism about the future and giving employees power to make change happen. Additionally, they improve their staff’ leadership by coaching, mentoring and providing both support and challenges. Hence, employees who are closely coached by this type of leader are more satisfied, motivated and perform better performance.

The Authentic leadership style is also required to be practiced by leaders in MoIC. According to the survey, a majority of employees expressed the opinion that the unfair practice from leaders always occurred in the organisation. Employees pointed out that leaders did not treat everyone fairly. Only some of them have opportunities to attend training to improve their knowledge and skills which will influence their growth. From these perspectives, recognizing and understanding the characteristics of an authentic leadership style is significant for leaders because this leadership style often applies fair practice to all employees. In addition, leaders who employ this leadership style always apply the practices of transparency and honesty and have a high sense of moral right and wrong. An authentic leaders influence their employees to enhance performance by building a workforce with a high level of hope, self-efficiency and optimism.
The final suitable leadership style that leaders in MoIC should practice is charismatic leadership. Leaders who possess charisma generally tend to have lots of self-confidence and have effective communication skills with which they are able to inspire and encourage employees to enhance their work performance. Employees expressed the opinion in Q22 that leaders who have self-confidence and effective communication skills can potentially influence and motivate them to perform better. Furthermore, Daft (2015) mentions that charismatic leaders have the potential ability to influence and motivate their subordinates to put more effort into their work and to encourage employees to work more than they usually would do. In this way they affect their employee work’s motivation and increase their work performance.

In this research study, the researcher observed that there are four essential factors that employees need their leaders to practice in order to motivate employees to put more effort into their work. These consist of self-esteem needs, challenging work, fairness in the workplace and opportunity for growth.

Self-esteem needs were chosen as the first factor to motivate them to work, which means that employees perceive themselves in organisation to be valuable to the organisation and worthy of respect. Therefore, leaders have to understand how to develop their employees’ self-esteem.

Challenging work is another important factor that drives employees to work. Today’s employees would like to take on more challenging tasks because for their own sakes, since they find that a challenging job itself is a source of joy and satisfaction. Thus, it is important for leaders to allow employees to participate more in essential tasks in the organisation, especially by allowing them to be a part of a decision making process.

Employees perceive fairness in the workplace to be another crucial factor that makes them want to work, so leaders have to treat every employee equally and fairly by providing similar opportunities for them to grow.

Lastly, opportunity to grow is an important factor that motivates employees to put more effort into their work, which means that they are pursuing their achievement. Therefore, it is vital for leaders to understand Alder’s ERG Theory as it states that employees who pursue growth need to have a sense of self-actualization and personal development.
6.2. **Recommendations for leaders in Ministry of Industry and Commerce.**

Throughout this research study, it can be seen that employees were quite satisfied with execution of their superiors’ leadership. However, the current leadership approaches from leaders in MoIC still have weaknesses that need be solved in order to increase motivation and performance of employees in the workplace. Therefore, this research concluded that there are six practical leadership styles that are suitable for a person who is in a leadership level position in MoIC. These include participative leadership, democratic leadership, goal-oriented leadership, authentic leadership, transformational leadership and charismatic leadership styles. According to Lussier (2013), there is no a single leadership style that can be suitable and apply to fit all situations. Thus, it is required that leaders need to apply different leadership styles in different circumstance.

**Some recommendations that leaders in MoIC should consider are as follows:**

- Creating a work environment that makes employees feel empowered especially by providing employees with more power to share opinions in decision making. When this is done employees will have a sense of responsibility and have more control over their work.

- Practicing and applying fair practice to all employees because they perceive themselves as an important workforce in the organisation.

- Providing essential and necessary training for employees because this can develop and improve their knowledge, skills and abilities which will affect their performance in the workplace.

- Being able to build a workforce with a high level of hope and giving staff an opportunity to grow.

- Encouraging employees to participate in decision making, sharing authority with them, ensuring a good relationship in the organisation and being friendly with them.

- Supporting and helping staff to become leaders themselves (when they are empowered) and attempting to understand the different needs of employees.
Having self-confidence and having good communication skills which are able to inspire employees to increase their work performance.

Being able to communicate high expectations of employees in order to increase their sense of competence and self-efficacy.

Understanding the important motivation factors that drive employees to put more effort into their work which includes self-esteem needs, challenging work, fairness in the workplace and opportunity for growth.

Understanding how to develop self-esteem needs for employees because it is a crucial factor that motivates them to work.

Providing challenging tasks to employees because some of them find that a challenging task itself is a source of joy and satisfaction.

6.3. Limitations of the research

It is undeniable that every research has its own limitations and this research also has some limitations that may affect the findings and the representation of other Ministries in Laos. Firstly, all respondents who participated in this survey are employees who work for the Ministry of Industry and Commerce. Although, the sample size is quite adequate for this research study, it would be useful if the researcher could have conducted it with employees from various ministries in order to understand more about the practical leadership styles in different ministries. The main reason why the researcher focused only on employees from MoIC is because of the time constraints. Thus, the results from the survey are more likely to be suitable for MoIC. Secondly, this research applied only a quantitative method in which questionnaires were used, and many staff members who participated in the survey did not answer the open ended questions in which the accuracy of the findings might be influenced. Nevertheless, the research had a sufficient number of responses for data analysis.
6.4. Further research opportunities

This research was conducted based on perceptions of employees only in Ministry of Industry and Commerce toward their superiors’ leadership in order to figure out the practical leadership styles that leaders should practice in order to increase employee motivation and performance at workplace. So this research was conducted with a relatively small sample size. Thus, the researcher has noticed some possible areas for further research as follows:

- The research could be conducted with a large sample from the industrial and commercial sectors in different provinces in Laos. This would enable researchers to have more accurate information from employees about suitable leadership styles and motivation factors that would enhance performance of employees in industrial and commercial sectors.

- The research could be conducted with a large sample from various ministries in order to get better understanding of leadership styles in public sectors in order to identify the most effective leadership practices.

6.5. Closing statement

This research identifies suitable leadership styles that leaders in MoIC should practice in order to enhance employees’ performance and motivation in the workplace. This study discovered that a majority of employees were satisfied with the execution of superior’s leadership. However, their current leadership styles still have some weaknesses which needed to be resolved, particularly behavior of being too aggressive, the behavior of neglecting the participation of employees, the unethical practices of leaders, and behavior of not being open to listening to employees.

The value add to the body of knowledge by this research study is the recommendations to the MoIC leaders and the six leadership styles that leaders in MoIC need to practice which include participative leadership, democratic leadership, goal-oriented leadership, transformational leadership, authentic leadership and charismatic leadership styles. In addition, this research also identified some essential motivation factors that motivate employees to work such as self-esteem needs, challenging work, fairness in the workplace and opportunities for growth. These support
the findings of earlier researchers such as Aldefar, Maslow and others who are mentioned in the literature review and fill the gap in the literature specifically for Laos’ leaders. Hence, the researcher expects that leaders in MoIC will obtain some ideas and have opportunities to apply these six leadership styles in order to improve employees’ performance and motivation at workplace.
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Appendix A: Information for participants

**Research Project Title**: Enhancing performance and increasing motivation of employees in the Ministry of Industry and Commerce in Laos by practicing suitable leadership styles

My name is Vongthong Xayyapheth, and I am a Post-graduate student at Unitec Institute of Technology, New Zealand, Studying a Master of Business qualification. To fulfil the programme’s requirement, I will do a research on leadership approach that Ministry of Industry and Commerce should focus on in order to enhance the performance and increase motivation of employees at workplace. I will focus on leadership and management in organisations in order to find out effective methods and motivational approaches to enhance staff’s motivation and improve employees’ performance in the workplace.

**What we are doing**

The aim of my research study is to identify the practical leadership style that the Ministry of Industry and Commerce in Laos should focus on in order to improve its employee performance and to increase motivation of the employees at work. By taking part in the research study you will help me to understand more about what leadership style can enhance staff motivation in the workplace and what are the current leadership styles in the MoIC. Moreover, this research study will identify the essential factors that motivate employees to work.

The researcher would like to obtain all responses from all employee members who participate in the survey.

**What it will mean for you**

In order to achieve the purpose of the research study, I am very pleased to have you in participating to answer questions in the survey questionnaire. This survey questionnaire is voluntary process in which you are under no obligation to participate in the project if you do not wish to do so.
All participants that participate in the research study will be anonymous, your answers and comments will not be personally identified or reported back to your department. Thank you for your participation to answer and complete this survey questionnaire. This survey will take no longer than 15 – 20 minutes.

Your personal information that may identify you will be kept completely confidential. All information collected from you will be stored on a password protected file and only the researcher and supervisors will have access to this information.

If you have any inquiries or any information about this research study, please feel free to contact my primary supervisor at Unitec, New Zealand, Dr. Andries Du Plessis, telephone is +64-9-815 4321 ext. or email aduplessis@unitec.ac.nz.

UREC REGISTRATION NUMBER: (2014-1076)

This study has been approved by the UNITEC Research Ethics Committee from (21.8.14) to (21.8.15). If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162. Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix B: Participant Consent Form

Research Project Title: “Enhancing performance and increasing motivation of employees in the Ministry of Industry and Commerce in Laos by practicing suitable leadership styles”

I have had the research project explained to me and I have read and understand the information sheet given to me.

I understand that I don't have to be part of this if I don't want to and I may withdraw at any time prior to the completion of the research project.

I understand that everything I say is confidential and none of the information I give will identify me and that the only persons who will know what I have said will be the researchers and their supervisor. I also understand that all the information that I give will be stored securely on a computer at Unitec for a period of 5 years.

I understand that my discussion with the researcher will be recorded and transcribed.

I understand that I can see the finished research document.

I have had time to consider everything and I give my consent to be a part of this project.

Participant Signature: ……………………………Date: .... .../........ / 2014

Project Researcher: …………………………… Date: ……………………………

UREC REGISTRATION NUMBER: ( 2014-1076 )

This study has been approved by the UNITEC Research Ethics Committee from (21.8.14) to (21.8.15). If you have any complaints or reservations about the ethical conduct of this research, you may contact the Committee through the UREC Secretary (ph: 09 815-4321 ext 6162). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix C: Questionnaire

Title: Enhancing performance and increasing motivation of employees in the Ministry of Industry and Commerce in Laos by practicing suitable leadership styles

(Please tick the appropriate box for each question)

Demographic

1. What is your gender?
   - Male
   - Female

2. What age group do you belong to?
   - Below 18 years
   - 19 - 23 years
   - 24 - 29 years
   - 30 - 39 years
   - 40 - 49 years
   - 50 and above

3. Please indicate your working experience
   - Less than 1 year
   - 2 – 5 years
   - 6 – 10 years
   - 11- 15 years
   - More than 16 years

4. Please select your highest level of education
   - TAFE (Technical and future education)
   - Bachelor degree
   - Master degree
   - Doctoral degree
   - Others (please specify)…………………………………………………………

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Work performance

5. How satisfied are you with your current work performance?
   1. □ Not at all satisfied
   2. □ Not satisfied
   3. □ Neutral
   4. □ Quite satisfied
   5. □ Very satisfied

6. How often do your superiors provide or give you feedback about your work performance
   1. □ every day
   2. □ every week
   3. □ every month
   4. □ once a year
   5. □ Other (please specify)........................................................................................................

7. Have your superiors ever asked you for reports about the progress of your work
   1. □ Yes
   2. □ No

Leadership

8. To what extent do you think leadership is important in your organisation
   1. □ Not important
   2. □ Neutral
   3. □ Quite important
   4. □ Very important

9. To what extent do you agree that a particular leadership approach can motivate you to work better and increase your work performance in your organisation?

   Disagree strongly    disagree    neither agree nor disagree    agree    strongly agree
   □                     □          □                                □          □
10. What do you think are the most significant practices that leaders should practice in organisation in order to improve employees’ work performance?

1. ☐ Situational leadership  
2. ☐ Participative leadership  
3. ☐ Democratic leadership  
4. ☐ Autocratic leadership  
5. ☐ Goal-oriented leadership

11. To what extent are you satisfied with your immediate superiors’ leadership

1. ☐ Not satisfied  
2. ☐ Neutral  
3. ☐ Quite satisfied  
4. ☐ Very satisfied

12. From your experience working in your present organisation, please rate how your superior executes leadership.

<table>
<thead>
<tr>
<th></th>
<th>1- Not at all</th>
<th>2- Rarely</th>
<th>3- Sometime</th>
<th>4- Often</th>
<th>5- Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Makes a decision and provides instruction on how to do the job</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Asks suggestion from team members before making a decision</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Urges employees to complete their work by the time he or she has specified</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Supports employees to develop Skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Encourages employees to build good relationship with co-workers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. To what extent have you been involved in the decision making at your level in your organisation?
   1.  ❑ Never
   2.  ❑ Rarely
   3.  ❑ Sometimes
   4.  ❑ Always

14. In your opinion, to what extent do you think the following factors are important for the leaders to practice in order to improve your motivation and performance at work.

<table>
<thead>
<tr>
<th>Factor</th>
<th>1- The least important</th>
<th>2- Unimportant</th>
<th>3- Neither important nor unimportant</th>
<th>4- Important</th>
<th>5- The most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide necessary training and advice for employee development</td>
<td></td>
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</tr>
<tr>
<td>2. Ask for subordinates’ opinions and suggestions before making decisions</td>
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<tr>
<td>3. Communicate clear goals with employees</td>
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<tr>
<td>4. Talk optimistically about the future</td>
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<tr>
<td>5. Concern about your future benefits (such as promotion and pay rise)</td>
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</tr>
<tr>
<td>6. Try to understand the needs of different employees</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
7. Ensure a good working environment. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
8. Ensure good relationships among the employees | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

15. To what extent do you think your superiors should have these following characteristics in order to increase and motivate you to work

<table>
<thead>
<tr>
<th>1- The least important</th>
<th>2- Unimportant</th>
<th>3- Neither important nor unimportant</th>
<th>4- Important</th>
<th>5- The most important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Friendly (have a good relationship with employees)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Have self-confidence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Have an effective communication skill</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Able to build a workforce in high levels of hope, optimism and self-efficiency</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Act ethically</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Able to make most decisions without consulting subordinate</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
16. Please indicate the extent to what your superiors have carried out these following practices with you

<table>
<thead>
<tr>
<th></th>
<th>1- Never</th>
<th>2- Rarely</th>
<th>3- Sometime</th>
<th>4- Often</th>
<th>5- Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Encourage you to take control of your own work</td>
<td></td>
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<tr>
<td>2. Allowed you to set your own goals</td>
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<tr>
<td>3. Ask for your ideas and suggestions  before making decisions</td>
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<tr>
<td>4. Use your recommendation to improve work processes</td>
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</tbody>
</table>

Motivation

17. Do you think it is important for the leaders to understand the different needs of employees?

   1. ☐ Yes
   2. ☐ No
   3. ☐ Don’t know
18. **Please choose the most important factors that motivated you to work here**

- [ ] Satisfactory remuneration
- [ ] Interesting work
- [ ] Potential for promotion
- [ ] Good working environment
- [ ] Others (please specify)

19. **Please rate how much these following factors are important for your motivation at work**

<table>
<thead>
<tr>
<th>Factor</th>
<th>1- Not at all</th>
<th>2- A little</th>
<th>3- Average</th>
<th>4- Highly</th>
<th>5- Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Job security</td>
<td></td>
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<tr>
<td>3. Self-esteem needs (such as self and other-respect)</td>
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<tr>
<td>4. Interesting and challenging work</td>
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<td>5. Opportunity for growth</td>
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<tr>
<td>6. Fairness in a workplace</td>
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<tr>
<td>7. A friendly relationship</td>
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<tr>
<td>8. Others (please specify)</td>
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</tr>
</tbody>
</table>

…………………………………………………………………………………………
20. In general, to what extend are you satisfied with your work
   1. □ Not at all satisfied
   2. □ somewhat satisfied
   3. □ Quite satisfied
   4. □ Very satisfied

   If you select number 1 for this question please (Please indicate why)
   ………………………………………………………………………………………………………..

Open ended question

21. From your experiences, what is your biggest concern regarding the leadership style of your superiors?
   ………………………………………………………………………………………………………..
   ………………………………………………………………………………………………………..
   ………………………………………………………………………………………………………..

22. In your opinion, what should your superiors do to increase your motivation at work?
   ………………………………………………………………………………………………………..
   ………………………………………………………………………………………………………..
   ………………………………………………………………………………………………………..

(Thank you very much for the time devoted to answering the questionnaire. Your contribution to this survey is greatly appreciated.)