

**YEDİTEPE UNIVERSITY**  
**GRADUATE SCHOOL OF SOCIAL SCIENCES**

**LEADERSHIP STYLES AND EMPLOYEES' MOTIVATION IN A  
CASE FROM THE BANKING SECTOR**



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YEDİTEPE UNIVERSITY  
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LEADERSHIP STYLES AND EMPLOYEES' MOTIVATION IN A CASE FROM THE  
BANKING SECTOR

A Thesis Submitted

by

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## DECLARATION OF ORIGINALITY

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## ABSTRACT

The objective of this study is to examine which aspects of leadership style (independent variable) affect employees' motivation (dependent variable) in a case from the banking sector. In this research, primary data was collected in the way of a questionnaire.

120 participants were selected randomly from the same bank. The sample size was created. Participants were from different groups and gender in the case of the banking sector. A convenient survey with three parts was developed. One of these parts was based on leadership styles, another one was based on employees' motivation, and the last one was based on demographic information.

Leadership style items were adapted from the Multifactor Leadership Questionnaire (MLQ), and employee motivation items were adapted from the Work Motivation Scale (WMS).

This survey was administered between January and March of 2024. The results were:

H1: There is a significant relationship between leadership styles and employees' motivation in a case from the banking sector (*Fail to reject*).

H1a: There is a positive and significant relationship between transformational leadership and employees' motivation in a case from the banking sector (*Fail to reject*).

H1b: There is a negative and significant relationship between transactional leadership and employees' motivation in a case from the banking sector (*Rejected*).

H1c: There is a positive and significant relationship between laissez-faire leadership style and employees' motivation in a case from the banking sector (*Rejected*).

H2: There is no difference between men and women in terms of perceived leadership styles and employees' motivation in a case from the banking sector (*Fail to reject*).

H3: There is a difference in age in terms of employees' motivation in a case from the banking sector (*Fail to reject*).

H4: There is difference for seniority in terms of employees' motivation in a case from the banking sector (*Fail to reject*).

## ÖZET

Bu çalışmanın amacı, bankacılık sektöründeki bir vakada liderlik stillerinin (Bağımsız değişken) çalışan motivasyonunu (Bağımlı değişken) hangi yönlerden etkileyebileceğinin araştırılmasıdır. Araştırmada birincil veriler anket yoluyla toplanmıştır. 120-katılımcı aynı bankadan rastgele seçilerek örneklem oluşturulmuştur. Bankacılık sektöründen olan vakada katılımcılar farklı yaş ve cinsiyetten oluşmaktadır. Araştırma için 3 bölümden oluşan bir anket oluşturuldu. Bu bölümlerden biri liderlik stillerine, diğeri çalışanların motivasyonuna ve sonuncusu da demografik bilgilere dayanıyordu. Liderlik stili madelleri Çok Faktörlü Liderlik Anketi'nden (MLQ), çalışanların motivasyon maddeleri ise İş Motivasyon Ölçeği'nden (WMS) uyarlanmıştır. Bu anket, bahsedilen ilgili katılımcılara 2024 Ocak ve Mart ayları arasında uygulanmıştır.

Hipotezler ve sonuçları ise aşağıda yer almaktadır.

H1: Bankacılık sektöründen bir örnekte, liderlik stilleri ve motivasyonu arasında anlamlı bir ilişki vardır (*Desteklendi*).

H1a: Bankacılık sektöründen bir örnekte, dönüşümcü liderlik ile çalışanların motivasyonu arasında pozitif ve anlamlı bir ilişki vardır (*Desteklendi*).

H1b: Bankacılık sektöründen bir örnekte, etkileşimci liderlik ile çalışanların motivasyonu arasında negative ve anlamlı bir ilişki vardır (*Reddedildi*).

H1c: Bankacılık sektöründen bir örnekte, laissez-faire liderlik tarzı ile çalışanların motivasyonu arasında pozitif ve anlamlı bir ilişki vardır (*Reddedildi*).

H2: Bankacılık sektöründen bir örnekte, algılanan liderlik stilleri ve çalışanların motivasyonu açısından kadın ve erkek arasında fark yoktur (*Desteklendi*).

H3: Bankacılık sektöründen bir örnekte, liderlik stilleri ve çalışanların motivasyonu açısından yaşa göre farklılık vardır (*Desteklendi*).

H4: Bankacılık sektöüründe çalışan motivasyonu açısından kıdem farkı vardır (*Desteklendi*).

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## LIST OF ABBREVIATIONS

EP Employee Performance  
LS Leadership Style  
 $\beta$  Beta  
R Sample Correlation Coefficient  
R<sup>2</sup> Coefficient Determination  
N Number of Valid Observation  
Sig Significance  
P Value Significance  
H Hypothesis



## 1.INTRODUCTION

In today's world, the structure of organizations is evolving due to globalization, technological advancements, and improvements in communication. As organizations strive to achieve their business objectives, the significance of internal communication and approach is becoming increasingly important. Leaders and managers play a crucial role in organizing the organization and guiding employees towards enhancing productivity. Different leaders within the organization adopt and apply various types of leadership styles (Gopal, Chowdhury, 2014). Leadership in an organization involves a process where one person's behavior and approach influence the direction of a group of people (Sougui, Bon & Mahamat, 2017).

Countless academic fields, such as psychology, management, and organizational behavior, have delved into comprehensive research on the complex and diverse concept of leadership. Scholars have proposed a multitude of ideas and methodologies to understand and elucidate leadership phenomena, each offering a unique perspective on how individuals motivate, inspire, and guide others toward achieving common goals. These perspectives include the trait, behavioral, and contingent approach (Zaccaro, Kemp, & Bader, 2004).

In addition, in today's world, organizations need leaders with characteristics such as emotional intelligence and sensitivity that will motivate employees to compete with the changing environment.

Some of the well-known leadership styles today are transformational leadership, transactional leadership, and laissez-faire leadership (Gopal, Chowdhury, 2014). The leader is someone who effectively handles people, conditions, location, and the structure under his supervision. Success greatly depends on realizing this. There are elements both internal and external to consider, and the leaders must guide their organization based on these considerations. Put differently, the circumstances influence how leaders behave. Therefore, based on the circumstances, a competent leader should choose the best structure (Gopal, Chowdhury, 2014). This study will focus on behavioral leadership, one of the leadership approaches.

In the existing literature, extensive research has been conducted on the impact of leadership styles on employees' motivation in various sectors such as maritime, oil, and education. However, there has been conducted on the impact of leadership styles on

employees' motivation in various sectors such as maritime, oil and education. However, there has been a lack of studies focusing on the relationship between leadership styles and the motivation of banking employees. This gap in the literature underscores the need for further investigation. Therefore, the research will specifically examine 'The Impact of Leadership Styles on Employees' Motivation' within the context of banking sector.

### **1.1 The Purpose of Research**

The research aims to clarify the issue of which leadership styles in a case from the banking sector affect employees' motivation in which aspect. In this sense, the study looks at the ideas of motivation and empirical analysis that shows how employee motivation and leadership styles are related. The research question is '*In which aspects can leadership styles affect employee motivation in a case from the banking sector?*' According to Johnson, Reynolds, and Mycoff, research questions should be empirically testable, more specific, and not vague (2008, pp.61-62). While this research question was formulated, care was taken to ensure that it was empirically testable, and more specific rather than general.

### **1.2 The Importance of Research**

Since employee relations have a direct impact on an organization's bottom line they continue to be a crucial element of modern enterprises. Scholars and researchers explored the impact of managers and leaders on employee performance, in addition to other factors that affect employee motivation, employee engagement, or employee commitment. In the literature, research on the effect of leadership styles on employees' motivation in many sectors such as maritime, oil, and education was made. However, there was no study about the relationship between leadership styles and banking employees' motivation. It was a gap in the literature. Because of this reason, the research topic is 'The Impact of Leadership Styles on Employees' Motivation in a Case from the Banking Sector.'

Examining the sector value statistics in the banking sector of the bank. In other words, it represents the banking sector in Turkey together with its sector market and employee volume of 16.000. These features will contribute to the thesis and the literature by providing an accurate representative sample. By providing light on leaders' roles in

motivating employees concerning various leadership styles, the research will provide crucial signals to close the current gap. It could be useful for banking sector to comprehend this relationship in order to enhance their leadership development procedures.

The research outputs provide leaders of banking sector to have information about the relationship between leadership styles and employees' motivation. It enables leaders to gain awareness about their own leadership styles and the knowledge they will gain about approaching the employee can be guiding. It can provide an output on which behaviors to show and which behaviors not to show in order to increase the motivation of employees.



## 2. LITERATURE REVIEW

### 2.1 Definition of Leadership

It is extremely difficult to come up with single, widely accepted definition of leadership because there are many definitions across the literature and studies on the subject. According to several definitions, leadership is an act of influence, a process, or a person's trait qualities. Nel et al. (2004) define leadership as a process in which one individual makes others direct their efforts willingly and enthusiastically the ability to achieve defined group or organizational goals. Cole (2005) defines leadership as a dynamic process in which one man influences others to voluntarily participate in its implementation and achievement goals.

Some researchers explain that it is a process where one person impacts the direction of a group of people. Leadership is used in various types of areas such as business, health, academia, and politics. Also, the leader is responsible for the success and failure of the organization. When a definition of leadership is examined more closely, it becomes clear that there is a lot of definition.

The literature that is relevant to the topic explains by addressing leadership from various angles (Northouse, 2019, p.5), which sometimes complement and other times contradict the reader's understanding of the concept. Upon closer examination, we find that several character attributes, including belief, confidence, dynamism, courage, knowledge, and intelligence are frequently found in attempts by academics to characterize leadership. Leadership is a multifaceted and dynamic notion, which is why it's an intriguing field for investigation. In this context, research efforts to characterize the notion of leadership allow us to observe various aspects of leadership in fact (Northouse, 2019, p.378).

There are many types of leadership styles. They are transactional leadership, transformational leadership, laissez-faire leadership, dynamic leadership management, and leadership share many parallels, but there are also some significant distinctions between them (Yukl, 2013, p.6).

Ascertaining that management and leadership are synonymous may cause misunderstanding outcomes because some managers do not lead, and vice versa for those who lead without holding a formal management role (Algahtani, 2014, p.71).

## **2.1.1 Leadership Approaches**

Leadership is a complex and multifaceted concept that has been studied extensively in various fields, including psychology, management, and organizational behavior.

Scholars have proposed numerous theories and approaches to understand and explain the phenomenon of leadership, each offering unique insights into how individuals influence, motivate, and guide others toward achieving common goals. This summary provides an overview of some of the key leadership approaches.

### ***2.1.1.1 Trait Theory***

Originating in the early 20<sup>th</sup> century, trait theory posits that certain inherent qualities or traits differentiate effective leaders from non-leaders.

Researchers have identified various leadership traits such as intelligence, extraversion, conscientiousness, and emotional stability, although the consensus on specific traits remains debated (Zaccari, Kemp, & Bader, 2004). In other words, the trait approach focuses on the personal qualities of leaders and assumes that all effective leaders share a pattern of traits, asserts that certain traits as abilities, values, and physical and personality traits consistently linked to leadership and that people who possess these traits are more likely to become effective leaders (Yukl, 2013, p.12).

According to Northouse (2019), traits are positively associated with effective leadership as shown below:

- 1- A desire for accountability and task fulfillment
- 2- A strong sense of purpose and perseverance
- 3- A willingness to take chances and be creative in addressing problems
- 4- A desire to take the initiative in social situations
- 5- Self-assurance and a strong sense of self
- 6- Acceptance of decision and action consequences
- 7- Preparedness to handle interpersonal stress
- 8- Tolerance for annoyance and delay
- 9- Capacity to influence the behavior of others
- 10- The ability to organize social contact networks for the intended outcome

(Northouse, 2019, p.65).

### ***2.1.1.2 Behavioral Theories***

Behavioral theories of leadership focus on the actions and behaviors of leaders rather than their innate traits. These theories suggest that leadership effectiveness can be learned and developed through observable behaviors such as task-oriented or relationship-oriented behaviors (Northouse, 2018).

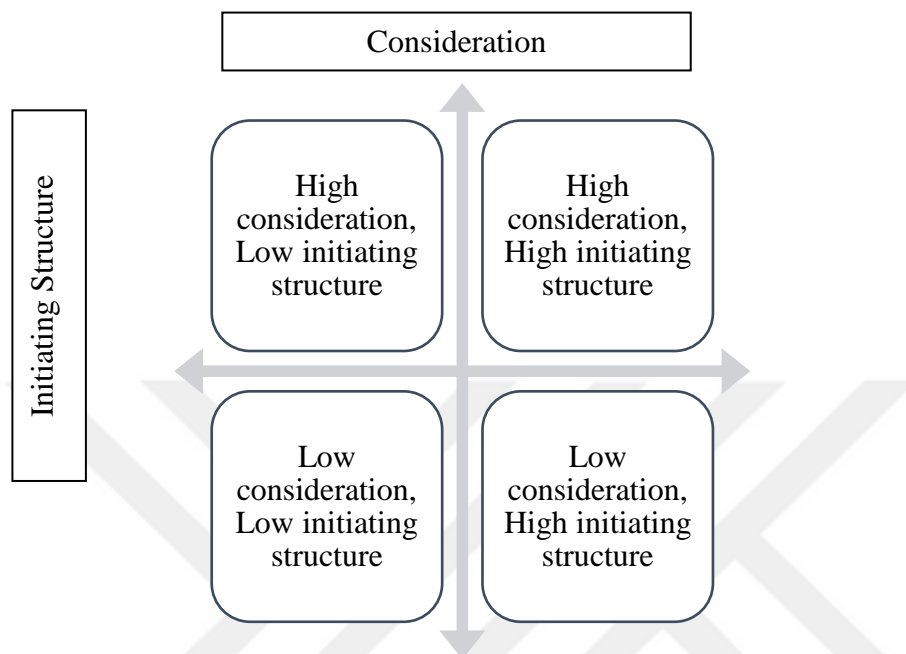
According to the behavioral approach, a person is likely to become an effective leader if they learn and apply specific good behaviors in the workplace. At Ohio State University and the University of Michigan, two significant research projects were started in the late 1940s to investigate leadership from a behavioral standpoint (Rost, 1991, p.24).

#### **Ohio State University Studies**

More than 25 years ago, Ohio State University hosted one of the most extensive programs in the subject of leadership studies (Schriesheim & Bird, 1979, p.135). Then, a number of studies were conducted with the goal of identifying the distinct elements of leader behavior, which led to development of maybe the most comprehensive behavioral theories. Taking into account the shortcomings and inadequacies of the trait approach to leadership explanation, a team of researchers at Ohio State University made the decision to approach the job using a fresh method in which leaders' actions were analyzed (Northouse, 2019, p.72). Data collected from hundreds of respondents in academic, military, and industrial settings were analyzed through the study based on a new questionnaire with 150 questions especially selected to determine leaders' behavior. The two key sets of traits that Ohio University researchers found in leaders show that two behavioral categories- "initiating structure" and "consideration" -are responsible for the performance of leaders (Taberner and colleagues, 2009, p.1394).

Figure 1

Ohio State leadership studies-dimensions of leader behavior



Choi, D., Cheong, M., & Lee, J. (2020).

The term ‘initiating structure’ describes a series of actions that demonstrate how task-oriented a leader is and how they guide their team members’ work toward achieving objectives (Vroom & Jago, 2007, p.19). In this case, the group’s leader is the one who designates specific tasks for members to complete and establishes goals and standards that must be met in predetermined time frames (Johns & Moser, 2001, p.117; Tabernero et al., 2009). Providing a precise definition of the leader-subordinate position and ensuring that everyone is aware of expectations are the responsibilities of the task-oriented leader (Yukl, 2014, p.50-51).

### University of Iowa Studies

The University of Iowa hosted a study-related behavioral approach. According to this study, democratic leaders involve staff in decision-making, delegate authority, and use employee feedback for coaching (Robbins, S.P., & Coulter, M., 2021). Laissez-faire leaders allow the group to decide how to proceed and finish the task as it sees fit.

Autocratic leaders dictate work procedures, make unilateral decisions, and restrict employee participation.

### **Michigan University**

According to the research conducted at the University of Michigan, leadership styles can be categorized into employee-oriented. Employee-oriented leaders focus on fostering interpersonal relationships and addressing the needs of their staff members (Robbins, S.P., & Coulter, M., 2021).

In contrast, production-oriented leaders emphasize the technical or task-related aspect of the work.

Studies have shown that leaders who prioritize their employees are associated with higher group productivity and increased job satisfaction (Robbins, S.P., & Coulter, M., 2021).

### **Managerial Grid**

According to this theory, leadership effectiveness can be evaluated using two primary dimensions: Concern for people and concern for production. Leaders' concern for their followers is measured on a scale from 1 to 9, with 1 indicating a low level of concern and 9 indicating a high level (Robbins, S.P., & Coulter, M., 2021).

Similarly, the anxiety a leader feels regarding task completion, termed production-related worry, is also rated from 1 to 9 (Robbins, S.P., & Coulter, M., 2021). Leaders who score a 9.9 on this scale, demonstrating high concern for both people and production, are considered to perform at their best, effectively balancing the needs of their followers with the demands of task completion (Robbins, S.P., & Coulter, M., 2021).

#### ***2.1.1.3 Contingent Theories***

Contingent theories propose that effectiveness of leadership depends on the situational context. For example, Fiedler's Contingency Model suggests that leadership style (task-oriented or relationship-oriented) should match the favorability of the situation, determined by leader-member relations, task structure, and positional power (Fiedler, 1964). Position power refers to a leader's level of influence over decisions like hiring, firing, disciplining, promoting and raising salaries. Leader-member relations describe the level of confidence, trust, and respect that employees have for their leaders. Task structure describes the

formality and structure of job assignments (Pearson, 2021). Hershey and Blanchard's Situational Leadership Style, in addition to focusing on the preparedness of followers, emphasized readiness, which is the degree to which a person is able and eager to complete a particular activity. In addition to these theories, Leaders-Member Exchange Theory claims leaders establish in-groups and out-groups and that members of the in-group would perform better, have lower turnover, and be happier in their jobs.

### **2.1.2 Management and Leadership**

In the intricate ecosystem of modern organizations, management and leadership stand as twin pillars guiding the path towards success. While often used interchangeably, management and leadership represent distinct yet interconnected facets crucial for organizational effectiveness. Management encompasses the systematic coordination of resources, processes and people to achieve predetermined goals and objective (Drucker, 1954). It involves the planning, organizing, directing and controlling of various organizational functions to ensure efficiency and productivity (Fayol, 1916). Throughout history, exemplary leaders and managers have left lasting imprints on organizations, industries, and societies. Their visionary leadership, strategic foresight, and transformative management styles have shaped the course of history and set benchmarks for excellence (Collins, 2001). From visionary entrepreneurs like Steve Jobs to transformational leaders like Nelson Mandela, the legacy of exceptional leadership and management resonates across diverse contexts and disciplines (Bennis & Thomas, 2002).

In today's dynamic and competitive business environment characterized by globalization, technological advancements, and demographic shifts, the roles of leadership and management have never been more pivotal (Drucker, 1999).

Organizations must cultivate a culture that nurtures both managerial competence and leadership excellence to thrive amidst uncertainty and complexity (Charan, Drotter & Noel 2011). By integrating the principles of management with the qualities of leadership, organizations can foster a synergistic approach that maximizes efficiency, innovation, and organizational performance.

This exploration of leadership and management seeks to delve into their theoretical underpinnings, distinctive characteristics, and practical implications within organizational contexts. Drawing upon seminal theories, empirical research, and practical insights, it aims

to illuminate the interplay between leadership and management and its significance for organizational effectiveness and resilience. Through this journey, it has endeavored to provide a comprehensive understanding of leadership and management, offering insights that can inform leadership development initiatives, managerial practices, and organizational strategies in today's complex and dynamic business landscape (Charan, Drotter & Noel 2011).

### **2.1.3 Leadership Styles**

Leadership styles refers to a leader's preferred method of asserting their dominance and authority. In this way, a leaders' behavioral attitudes, which are the means by which they carry out their leadership tasks, are linked to their leadership styles. In this research, current approaches to looking at leadership is analyzed via transformational, transactional and laissez-faire leadership.

#### ***2.1.3.1 Transformational Leadership***

Transformative leadership has been the subject of much research in the last few years, with a significant amount of this study devoted this subject. Theories of leadership that predate Bass and Steidlmeier (1999) appear to have no conceptual overlap with the transformational leadership paradigm (Bass & Steidlmeier, 1999). The idea of transformational leadership complements many conventional ideas in organization management, while many theories have been integrated, altered, and expanded upon. Bass asserts, '*Transformational leaders can be directive or participative, authoritarian or democratic*' (1999). That is a, single transformational leader can assume all of these hats. Utilizing studies on political leaders, Burns created the initial thesis of transformational versus transactional leadership (Yukl, 1989, p.10). In a more conventional sense, leadership is seen as including a leader using positional power to persuade subordinates to complete a task. This is what he refers to in this work as 'managership', or transactional leadership.

On the other hand, transformational leadership looks for ways to fully involve followers in the work process and to satisfy their higher-order demands to assist and drive them. Burns (2011) argues that transformational leaders appeal to higher principles and values such as

libersi justice, peace, and humanitarianism rather than to baser emotions like fear, greed, jealousy, or hatred to elevate the consciousness of their followers (Yukl, 1989, p.271).

### **Basic Characteristics of Transformational Leadership**

Creativeness, vision, interactiveness, empowerment and passionate are the five primary pillars of transformational leadership (Hackman & Johnson 2009, p.108).

*a. Creative*

Transformational leaders are creative. Transformational leaders understand that maintaining the status quo breeds complacency, which poses a severe threat to the sustainability of the group. According to experts, creativity is combining preexisting elements in novel ways. It takes creativity to approach problems from several angles, think broadly, and come up with a range of solutions (Hackman & Johnson, 2009, p.108).

*b. Vision*

A vision is an explanation of the path that a person, group, or organization is taking. People are motivated and given a feeling of purpose by compelling visions. It raises the accomplishment of followers. A vision needs to be both feasible and attractive to be appealing (Hackman & Johnson, 2009, p.104).

*c. Interactive*

The primary responsibility of a transformative leader is to effectively communicate a vision to their people. An individual, group, or organization's vision is a statement of their intended course. People are inspired to devote and feel purposeful when faced with compelling visions. A vision ought to be realistic and appealing at the same time. Visions that are unrealistic or uninspiring are unproductive and can discourage followers (Hackman & Johnson, 2009, p.114).

*d. Empowerment*

People are empowered by transformational leaders. Transformational leaders promote engagement and participation. Transformational leaders understand that team success and accomplishments are built on the success and accomplishments of the individual. Rather than insisting on making every decision themselves, these leaders let others make decisions (Hackman & Johnson, 2009, p.120)

*e. Passionate*

Genuine passion for their ongoing initiatives or vision characterizes transformational leaders. They frequently have the power to provide each person the drive to carry out their responsibilities as well as the conviction that their objectives are attainable (Hackman & Johnson, 2009, p.114).

## **Dynamics of Transformational Leadership**

Individualized consideration, intellectual stimulation, inspirational motivation and idealized influence are the four dynamics of transformational leadership.

*a. Individualized Consideration*

According to Rafferty and Griffin (2006), leaders who adopt a developmental approach for their followers are known for their practice of “individualized consideration”, or “IC”. The integration of followers’ values with the organization’s values (Hannah, Schaubroeck, and Peng 2016), lowering followers’ intentions to leave by improving their embeddedness (Eberly et al., 2017), and raising worker’s job motivation (Kane and Tremble, 2000) are all benefits of transformational leadership.

Being conscious of the elements that each member of their team finds particularly motivating is the duty of a transformative leader. People have different needs and goals in life. While some people have stability, others seek variety and adventure, while others place a higher value on personal independence and financial success. Transformational leaders delegate tasks by their followers’ choices and show by example that they tolerate the individual diversity (Bass & Riggio, 2006).

*b. Idealized Influence (Charisma)*

The goal and vision that the leader sets for the team forms the foundation of this effect, which makes the leader idealized in the eyes of the workforce (Güney, 2011). Workers begin to act like their boss when they see that he has accomplished his objectives (Avolio, Waldman, and Yammarino, 1991).

*c. Providing Individual Support*

The transformative leaders appreciate their staff members and offer them individualized support. He/she is an employer-trusting leader who enlists the aid of subordinates as required. Because they inspire, encourage, and mentor their team members to achieve, employees adore and admire transformational leaders (Sökmen, 2012).

*d. Intellectual Stimulation*

According to Bass, a leader who fosters intellect, reason, and meticulous problem-solving is intellectually stimulating. Bass remarks regarding the aspect of intellectual stimulation. As part of the process of addressing issues and coming up with answers, followers are asked for fresh concepts and original solutions to challenges (Bass & Bass, 2008, p.608)

*e. Inspirational Motivation*

Transformational leaders inspire goals for the company and the followers themselves. Leaders employ techniques known as inspirational motivation to attain this goal. Optimism and a desire for understanding and achieving shared objectives with a common vision replace inspirational motivation in followers. (Bass and Riggio, 2006).

**2.1.3.2 Transactional Leadership**

Bernsen et al. (2009) in their journal described that these managers do not focus on reaching goals; instead, they only perform their duties by fostering a positive work environment. A transactional leader, operates under the tenet that each time an employee performs well, they will be adequately rewarded. A transactional leader may establish a moderately supervised work environment.

Members of a group that are led by transactional leadership prioritize following the directives and instructions of the leader. These leaders avoid taking chances and prioritize the efficient operation of their current companies over innovation and change (Yahaya & Ebrahim, 2016, pp.192-193). Transactional leaders as those who prioritize assisting followers in meeting their basic wants, which are located at the base of Maslow's hierarchy. In this setting, organizations under the direction of transaction wherein the demands of followers for psychological safety and belonging are satisfied in return for their diligent work (Luthans, 2011, p.430).

Relationships in organizations run by transactional leaders are built on rewards and penalties for both parties meeting the previously stated expectations (Sudha et al, 2016, p.112).

Subordinates in this context enhance their work performance as requested by the leaders after the transactional leader takes into account the scenario and an example of the failures.

The leader then acts by the subordinate's expectations (Celik, 2016, p.147). There are two sub-dimensions of transactional leadership:

a. Contingent Reward

If workers meet their objectives, they will receive moral and pecuniary compensation. As a result, the manager watches his staff and provides them with feedback. When staff members meet their objectives, the manager gives them recognition and rewards (Çakınberk and Demirel, 2010).

a. Management by Exception

Employers can work independently under the management by exception (MBE) policy, which only involves managers when there are unique problems or "exceptions" to regular business operations. In another expression, this management approach comes into play when anything goes wrong. Certain standards in the enterprise cannot be met when it is implemented. There are two categories: active exceptions and passive exceptions.

a. Management by Exception Passive (MBEP)

Leaders who practice management with active exceptions proactively involve themselves before issues arise. When there are passive exceptions, the leader waits until the issues arise before acting (Celep, 2004). With this style of leadership, leaders wait for errors to occur before acting. Thus, the strategy is also known as the Reactive Approach. When an employee's standard performance does not meet the expectations, they may face consequences. Management by Exception-Passive is similar to the Putting-Out-Fires or Reactive Management Approach, according to Bass and Avolio (1994). Since the leader primarily provides criticism in response to mistakes, the relationship is extremely negative (Barbuto & Brown, 2000).

b. Management by Exception Active (MBEA)

A leader monitors the output of his/her team and gives direction as needed. A leader guarantees that tasks are completed effectively and efficiently. A leader also assists the worker in concentrating on any errors or departures from the task. According to Bass & Avolio (2002), a leader who manages by exception actively assists staff members in resolving errors, grievances, or failures in addition to focusing on errors. He continually

brings up their mistakes to motivate them to meet expectations. These leaders also adjust their behavior to the circumstances, making necessary corrections that can have unfavorable effects but ultimately prove to be a successful strategy (Bass & Avolio, 2002).

### ***2.1.3.3 Laissez Faire Leadership***

According to this theory, the leader works to keep a low profile, avoids causing waves of unrest, and depends on the few devoted followers who are available to complete the task (Chaudhry & Javed, 2012). Laissez Faire Leadership is a delegative leadership style in which the group leader gives members the freedom to exercise their power while fully relying on their initiative. The inclination of laissez-faire leaders is always to rely on and trust their staff. Therefore, the leaders avoid giving out too much advice or direction unless essential (Sudha et al, 2016, p.122).

## **2.2 The Concept of Motivation**

Although scholars have long been interested in the concept of motivation, a cursory glance through the pertinent literature reveals that, except for a few recently introduced models, almost all of the motivation models and frameworks that have been published up to this point are based on the first real models that were studied between the 1940s and 1950s.

They can be divided into two primary groups: process theories and content theories (Küçüközkan, 2015, p. 101). Understanding internal cognitive process-that is how people feel and think-is the standard method used in the research of motivation.

### **2.2.1 Content Motivation Theories**

The goal of content theories is to explain the particular factors that drive an employees' motivation at work. The identification of people's needs, relative strengths, and the objectives they pursue to meet these needs are the subjects of these theories. The focus of content theories is on what motivates and the nature of needs:

- a. The Hierarchy of Needs Theory by Maslow
- b. Need Theory of Motivation by David C. McClelland,

- c. Two-Factor Theory by Herzberg,
- d. Theory X and Y
- e. Theory X and Y for McClelland are some of the major content theories of motivation.

### ***2.2.1.1 The Hierarchy of Needs Theory by Maslow***

In the literature, also there are explanations of motivation. Maslow's Hierarchy of Human Needs Theory is one of the most well-known theories of motivation. Published in 1943, Maslow developed a theory of motivation and individual development.

According to Maslow, human beings are inherently self-centered; their desires are based on their current circumstances and are always expanding. According to him, there is a hierarchy of importance that groups human requirements into several levels. Physiological needs are at the lowest level of the hierarchy, followed by safety needs, love (social) needs, esteem needs, and finally the need for self-actualization at the top.

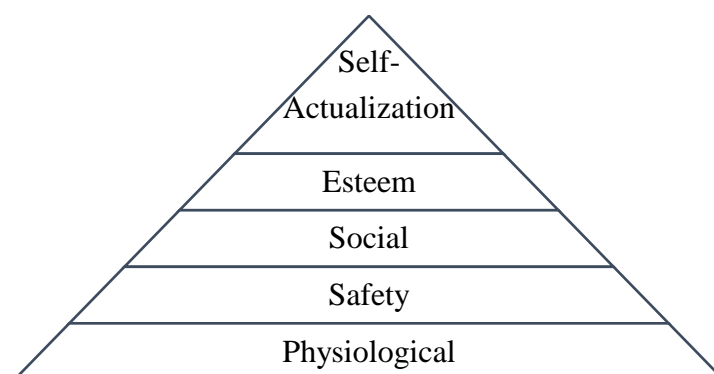
This hierarchy is represented as having five major levels.

According to this theory, individuals have five degrees of human needs, which are arranged physiologically, self-actualization, self-esteem, safety, and belonging.

This theory states that the first level must be met before going on the subsequent stage.

*Figure 2*

*The hierarchy of needs theory by Maslow*



#### **a. Physiological Needs:**

Primitive needs that are not learned are typically correlated with physiological demands, the lowest level of the hierarchy.

Some examples of needs include those for food, drink, sleep, and sexual activity. These fundamental wants, the idea foes, cease to motivate as soon as they are met. When someone is thirsty, for instance, they will make every effort to reach for a drink of water. After consuming enough water, though, the person will only be driven by their demands at the next higher level.

**b. Necessities for Safety:**

Safeguarding against harm or the possibility of physical assault, maintaining order and predictability, and safety and security are a few of these. It is more psychological desire. Having stated that, each person may have various needs for safety depending on their current stage of life.

A child's need for a secure home setting could be one way that this need shows up. A secure, cozy and loving environment is necessary in the house. (Poston, 2009, p.350).

**c. Belonging Needs:**

The urge for social belonging is represented by the next step up the hierarchy pyramid. Only until the physiological and safety demands have been adequately satisfied and maintained does the social level often take precedence (Poston, 2009, p.350). When someone is more intent on forming connections with other people, they might have a feeling of belonging. At any one time, several things might impact a person's sense of belonging or need for it. Among these influences, as an illustration, are socioeconomic factors, such as the parents and families! Educational attainment, the child's neighborhood, the kind of school they attend, and the other kids attending such institutions. Because it affects a person's self-esteem, the degree of belonging must be determined.

If someone has a low sense of belonging in the hierarchy model or is perceived poorly (Poston, 2009, p.350). He or she may have social anxiety brought on by peers in that group and turn inward into a socially comfortable group of people (Poston, 2009, p.350).

**d. Esteem Needs:**

The individual will go to the demands of their self-esteem when the needs of their physiology, safety, and belonging have been satisfied. Just as with all the previous demands, maintaining one's self-worth is equally essential. In the category of shortfall needs, this is the highest platform. Building a bridge to consciousness is part of the

growing process, particularly when it involves self-esteem. In early infancy, as early as age two, self-esteem starts to take shape (Poston, 2009, p.351).

**e. Self-Actualization:**

According to Maslow, the only element that makes up the hierarchy model is self-actualization. Being in this context refers to avoiding the deficient requirements as they manifest in the lower echelons of the hierarchy.

Typically, a person's attention is diverted from self-actualization toward solving problems related to hunger, safety concerns, or feelings of unlove. No one can take away a person's regard for themselves once they have established it. Abraham Maslow's classification of self-actualization as a distinct category that measures the need for being as opposed to the need for deficit makes sense in this situation (Poston, 2009, p.352).

**2.2.1.2 Two-Factor Theory of Herzberg**

Another theorist who examined employees' motivation is Herzberg. His thesis divides motivation into two categories: hygiene and motivators. Herzberg's theory states that because motivators fulfill the need for growth or self-actualization, they are inherent to the work and promote favorable attitudes about it (Herzberg, 1966, p.75). A person's level of job satisfaction is influenced by several motivational elements such as opportunities for growth, progress, the work itself, responsibility, acknowledgment, and accomplishment (Herzberg, 1966).

*Figure 3*

*Summary of the factors in Herzberg's theory*

<b>Motivation Factors</b>	<b>Hygiene Factors</b>
Advancement	Interpersonal relationship
Work itself	Salary
Possibility of growth	Policies and administration
Recognition	Supervision
Achievement	Working conditions

**a. Motivation Factors:***Advancement*

The upward and favorable status or position of a person or employee in the workplace is known as advancement. Negative progression is defined as having a negative or neutral standing at work (Herzberg, 1966; Adair, 2006).

*The Work Itself*

Employees are impacted by job responsibilities and assignments in one of the two ways: either positively or negatively. Whether a work is too simple or too complex, exciting or uninteresting, it might affect how satisfied or unhappy employees are at work (Herzberg, 1966; Adair, 2006).

*Possibility for Growth*

The real chances for someone to advance professionally and undergo personal development are known as possibilities for growth (Herzberg, 1966; Adair, 2006).

*Responsibility*

This component covers authority and responsibility for the work. Having the authority and flexibility to make decisions brings a sense of fulfillment and accountability (Herzberg, 1966; Adair, 2006).

*Positive Recognition*

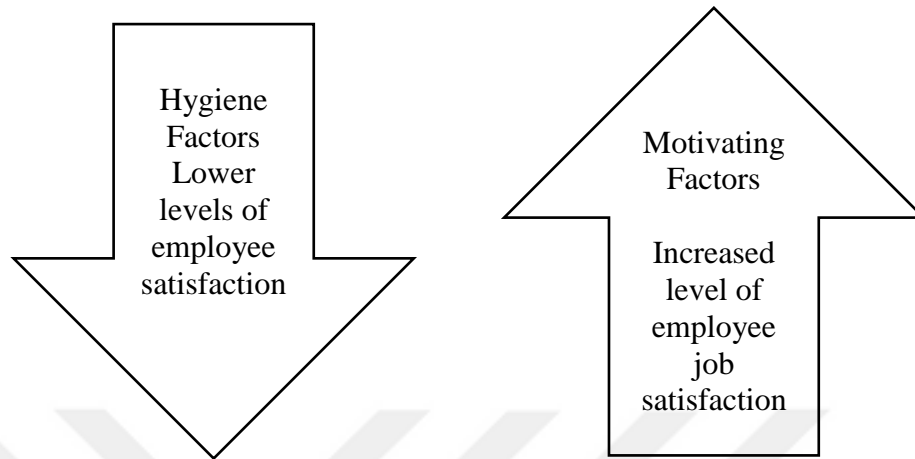
When workers accomplish particular goals at work or turn in excellent work, they are given positive reinforcement in the form of awards or praise. (Herzberg, 1966; Adair, 2006).

*Achievement*

Positive achievement includes achieving a specific success, such as completing a difficult task on time, solving a job-related problem, or seeing positive results in one's work. Negative achievement involves failure to make progress at work or poor decision-making on the job (Herzberg, 1966; Adair, 2006).

*Figure 4*

*Hygiene factors and motivating factors in Herzberg's theory*



### **b. Hygiene Factors**

The environment in which work is 'done' or the workplace is one of the hygiene variables. According to Herzberg, the elements related to cleanliness are external to the workplace and, if they exist, help to minimize job discontent because they respond to the surroundings and workplace out of 'the need to avoid unpleasantness! (Herzberg, 1966, p.75). Employee job discontent is reduced by hygiene variables.

Interpersonal relationships, compensation, business policies and administration, supervisor relationships, and working conditions are examples of hygiene variable that are tied to the work environment (Herzberg, 1966). The context of the work itself affects hygiene aspects, which include working conditions, salary, supervisor relationships, business policies and administration, and interpersonal relationships (Herzberg, 1966).

#### *Interpersonal Relations*

The worker's ties with peers, superiors, and subordinates are the only interpersonal and professional relationships that fall under this category. This covers social conversations and interactions about the job both at the workplace and during breaks (Herzberg, 1966; Adair, 2006).

### *Salary*

Included in this are all types of pay received one's place of employment, such as raises in wages or salaries, as well as any expectations that are not met about wages or salaries. Salary hikes and bonuses in the workplace should be governed by explicit hospital regulations (Herzberg, 1966; Adair, 2006).

### *Company Policies and Administration*

This comprises summaries of the management policies and principles, as well as descriptions of how the company is organized and how good or bad it is. Good or bad organizational policies that impact the employee are a factor in this equation. Poor policies and processes, inadequate communication, and deficiency, and authority delegation are a few examples (Herzberg, 1966; Adair, 2006).

### *Supervision*

The competent or incompetence of the supervisor as well as the fairness or justice of the supervision are related to supervision. This covers the supervisor's fairness, job knowledge, and readiness to assign tasks or impart expertise. To increase an employees' level of job satisfaction, they need to have access to supervision or a good supervisor.

Ineffective management or leadership might lower the degree of job satisfaction at work (Herzberg, 1966; Adair, 2006).

### **2.2.1.3 The Theory of X and Y for McGregor**

The theory of X and Y for McGregor is another theory of motivation. These ideas, which were established and created by Douglas McGregor in the 1960s, explain two opposing models of employees' motivation that managers use in organizational behavior, organizational communication and human resource management. This concept states that the foundation of two distinct managerial styles is the two opposed sets of generic assumptions about employee motivation (Aithal, Sreeramana, Kumar & Suresh, 2016, p.3).

According to the theory, McGregor divided people into two groups: the X group, which is made up those who are motivated by rewards and compensation, and the Y group, which is

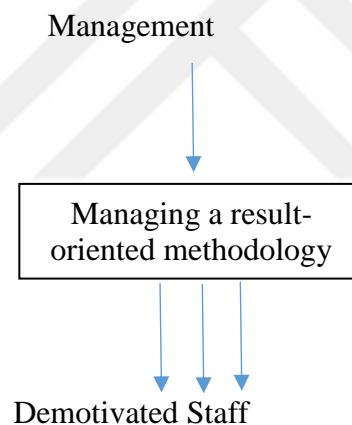
made up those who are self-directed and seek out challenges (Aithal, Sreeramana, Kumar & Suresh, 2016, p.3).

*a. Theory X*

On the gloomy presumptions of the typical worker, Theory X is founded. According to this, the typical employee is goal-oriented, avoids work and responsibility, and has little to no desire. The general belief held by Theory X type managers is that their staff members are either lazy or less clever than them, or they work only to provide a stable salary. As a result, Theory X holds that every action should be tracked down, and the person who took it should either receive a direct reward or a reprimand based on the results (Aithal, Sreeramana, Kumar & Suresh, 2016, p.3).

*Figure 5*

*Theory of x*

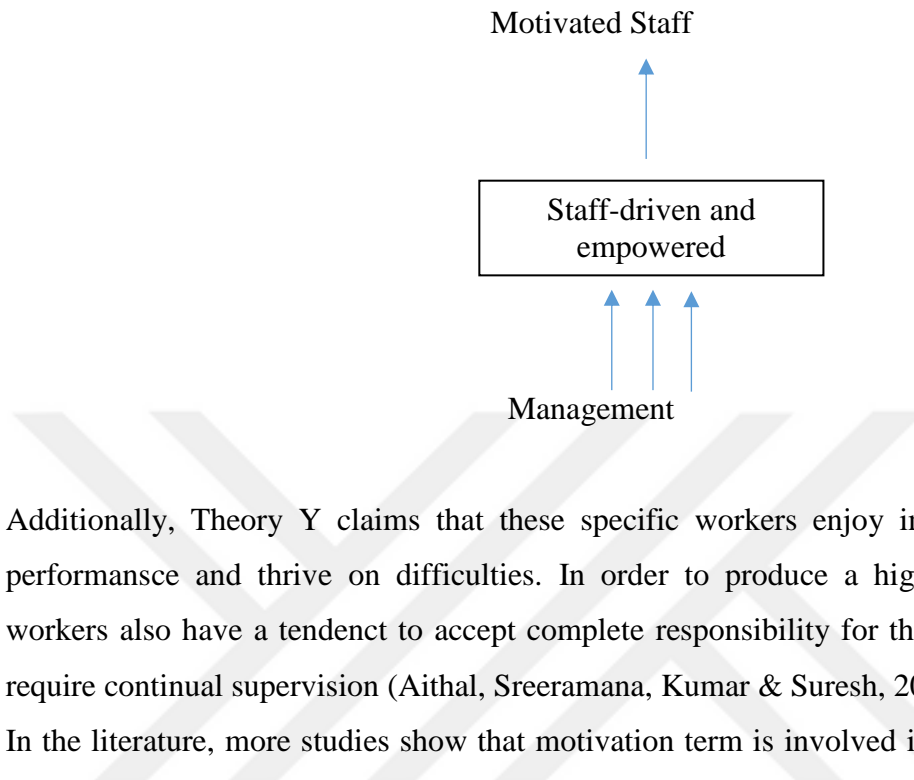


*b. Theory Y*

According to Theory Y, being lazy is not a natural trait in people; rather, it is a result of experience. Work is as natural as leisure or relaxation. To further the goals they are dedicated to, people will exert self-control and self-direction.

Humans are capable. When given the right conditions, they learn to take ownership of their actions. They are imaginative, clever, and creative in ways that are useful in the workplace. According to Theory Y, employees are self-motivated and love what they do (Aithal, Sreeramana, Kumar & Suresh, 2016, p.3).

*Figure 6*  
*Theory of y*



Additionally, Theory Y claims that these specific workers enjoy improving their own performance and thrive on difficulties. In order to produce a higher-quality product, workers also have a tendency to accept complete responsibility for their work and do not require continual supervision (Aithal, Sreeramana, Kumar & Suresh, 2016, p.4).

In the literature, more studies show that motivation term is involved in the explanation of leadership style.

According to literature, motivation is the incitement of inducement to do a task. Motivation can drive the organizations' employees to meet their individual and organizational goals. Motivation is separated as integral motivation and external motivation. In internal motivation, you do something because you want to do. However, in external motivation, you do task because someone else wants you to do or you get award when you do task. The factors of external motivation can be reward, flexible working hours, fairness and equity etc. (Topal & Chowdhury, 2014; Sougui, Bon & Mahamat, 2017).

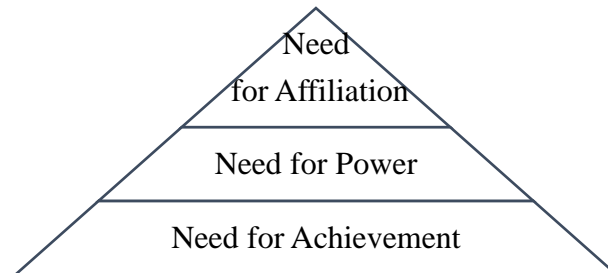
#### ***2.2.1.4 Needs Theory of Motivation by David C. McClelland***

According to psychologist David, there are three main paradigm of motivation: power, affiliation, and achievement. This Need theory is a motivational concept that aims to clarify how people's behaviors in a management setting are influenced by their wants for affiliation, power (Authority), and achievement. McClelland based his idea on Henry Murray's (1938) extensive list of visible needs and motives from his early research on personality (Osemeke, Adegboyega, 2017, p.169).

Three main categories of needs:

*Figure 7*

*McClelland's theory of needs:*



*a. Need for Achievement*

The desire to succeed, to perform above expectations, and to meet benchmarks is known as the need for achievement. An accomplishment is something that is done, acquired, or accomplished (Osemeke, Adegboyega, 2017, p. 169).

*b. Need for Power*

The drive to influence other to act in ways they otherwise would not. Strongly power-motivated people are motivated by a desire to mentor, inspire, or influence other people. They take pride in their work and discipline is highly valued. If people adopt a zero-sum mentality when working groups, one person must achieve or lose in order for the others to fail (Osemeke, Adegboyega, 2017, p. 169).

*c. Need for Affiliation*

According to Jaje (2003), affiliation is the bond formed when two things are combined. Strongly affiliation-motivated people are motivated by a need to establish preserve social ties. A similar definition of the urge for affiliation is the need to build and preserve warm, pleasant relationships with other individuals, according to Sinha (2015). According to this theory, those who have a high need for connection exhibit the following traits (Osemeke, Adegboyega, 2017, p. 170).

- 1- A great desire for other people's acceptance and approval

- 2- They have a propensity to grant wishes to individuals whose company and friendship they value
- 3- They appreciate other people's feelings (Osemeke, Adegboyega, 2017, p. 170).

### **2.3 The Studies Related Relationship between Leadership Styles and Employees Motivation**

Selesho and Naile's research (2014) suggest that a leader's style plays a significant role in inspiring the teaching staff. For the study, 184 educators from 13 high schools were chosen as participants. It was encouraged of the participants to complete the survey. Out of the total sample size of 184, 109 educators took part. There were 109 responses. The survey items dealt with the role of school leaders in assisting the teaching staff. Closed questions were used to extract specific information, while open-ended questions allowed participants to respond in a free-form manner. The survey used a Likert-type approach, where responses are ranked from 1 to 5.

Additionally, items from the Multifactor Leadership Questionnaire (MLQ) were modified in order to provide a comprehensive review of all leadership styles. The researcher coded the data into SPSS and used an integrative method for analysis and interpretation. The findings showed a positive correlation between teaching staff motivation and transformational leadership. According to this study, trust and inspiration are two characteristics of transformational leadership styles (Naile & Selesho, 2014).

The second study examines the connection between a private petrochemical company's adopted leadership style and employee motivation in the eastern province of Saudi Arabia. A five-point Likert scale was created by researcher and given to thirty randomly chosen employees from each of the two departments. Ten employees participated in a focus group that was held in order to verify the survey's findings.

So, a mixed approach was applied. A hypothesis was tested using a quantitative approach, and the phenomenon and individual opinions were understood using a qualitative approach. The findings demonstrated the strong correlation between employees' motivation and leader's style of leadership.

For transformational styles, the relationship was positive; however, for transactional styles, it was negative (Alghazo & Al-Anazi, 2016).

According to the study's findings, 'there is no significant relationship between working motivation and the emancipatory leadership style perceived by the employees.' Additionally, there is a negative relationship between employees' motivation and other perceived leadership styles (Türker, 2014, pp. 800). An additional finding of the survey is that employees are not motivated by liberal leadership styles. Ship employees believe that there should be a strict command chain established between leaders and employees. Authority provides a rigid framework within which workers must operate. For this reason, the study also demonstrates that ship employees had a negative perception of managers who adopted a liberal leadership style (Türker, 2014).

In another study, the relationship between leadership styles and employees' motivation in Indian oil companies was examined. There were 50 participants in total-50 men and 50 women across all groups. The three sections of the questionnaire are as follows; Demographic, employee motivation, and leadership style. The items related to leadership style were taken from Avolio and Bass (1997). The motivation items and the Multifactor Leadership Questionnaire (MLQ) were derived from MLQ model. The study's findings show that there is a strong correlation between employee motivation and the transformational leadership styles. Additionally, a positive correlation was found between employee motivation and interactional leadership style (Gopal, Chowdhurt, 2014).

These studies show that they used similar research methods and data collection methods (Naile & Selesho, 2014; Alghazo & Al-Anazi, 2016; Türker, 2014; Gopal & Chowdhury, 2014).

All of them were made across case research, large number of cases was used (Neuman, 2014, p.44). These cases were compared aspects of selected features. In addition, the survey technique from quantitative data techniques was used and the sample was selected randomly. Because a survey is a good way to reach results for the relationship of two variables. It was conducted in less time (compared to other data collection techniques). In addition, it gives extensive flexibility in data analysis.

The common arguments and discussions in the literature are that leadership styles, which include building trust, encouraging creativity, are positively related to employee's motivation.

Transformational leadership is one kind of leadership style. More precisely, transformational leadership refers to a style of leadership that transforms both the individual and the organization in a meaningful and constructive way. Another common argument in the literature is that transformation leadership style has four primary behaviors following below.

1. Individualized consideration
2. Inspirational motivation
3. Intellectual stimulation
4. Idealized influence (Keheo & Wright, 2013).

In addition, the literature show that there is a negative link between two variables. These are transactional leadership style and employees' motivation. The transactional leadership style is based on transactions. Subordinates are rewarded when they perform their tasks at the determined level and they are punished when they do not perform their tasks at the determined level. In addition, according to the results of studies, subordinates have the characteristics below.

- a. Subordinates lack motivation for themselves
- b. They are motivated by reward and punishment,
- c. Leaders must closely monitor and manage them (Gopal & Chowdhury, 2014; Sougui, Bon& Mahamat, 2017).

In contrast to transactional leadership, effective leaders (transformational) understand employees and the components, which motivate them. Since strong motivation is a factor in organizational effectiveness, this is the case (Hughes, Ginnett & Curphy, 2015; Hussain & Ali, 2012).

The results of survey research using the MLQ and related instruments indicate a favorable correlation between transformational leadership and measures of successful leadership, including worker motivation and output. Justice, a larger purpose, is the motivator for workers under transformational leadership.

They motivate their employees to do tasks well even if there is no formal recognition. In contrast to transactional leadership, transformational leaders satisfy the needs of their employees (Church, 2012; Jerotich 2013).

Although studies on the impact of servant leadership on motivation were conducted up to a decade ago, the past ten years have seen an increased emphasis on transactional and transformational leadership styles. *“A strong altruistic ethical overtone which emphasized leaders being attentive to the concerns of their followers; they should take care of them and nurture them and in return they will take care of the leaders,”* according to Northouse (2004), although studies on the impact of servant leadership on motivation were conducted up to a decade ago, the past ten years have seen an increased emphasis on transactional and transformational leadership styles. Northouse (2004), is how servant leadership is characterized. This leadership approach places the onus of employee results on the leader (Jason, Jeffery & Wesson, 2015).

A few sources in the literature say that transactional leadership is effective on employee motivation in a few fields, such as the pharmaceutical industry. It has been proven that performance and motivation increase when leaders use the reward and punishment system without discrimination among their employees. (Sitthiwarongchai; Wichayanuparp; Chantakit & Charoenboon, 2020)

Furthermore, a few studies in the literature suggest that the motivation of employees and a laissez-faire leadership style are not strongly correlated. In this type of leadership style, leader trusts their employees. They do not micromanage and give detailed instructions. Leaders permit their employees to use their resources and experience to help their goals (Al-Altheeb, 2020; Khan & Nawaz, 2016).

According to research, leaders who practice laissez-faire seldom or never participate in important organizational activities or job fulfillment. Their employees are very frustrated and have low self-esteem as a result of the avoidance of involvement. Leaders who practice laissez-faire show little concern for the behavior of their staff. They turn into the cause of demotivation for workers (Al-Altheeb, 2020; Khan & Nawaz, 2016).

The literature contains a variety of research, some of which are unique in that they explicitly examine the connection between employees' motivation and leadership style. However, a small number of research examined how a leader's style affects the productivity and motivation of their team members.

For instance, Alghazo and Al-Anazi's study (2016) specifically addressed the effect of a leader's style on the motivation of their subordinates. Church's paper, in contrast to this study, concentrated on how a leader's style affects the motivation and output of their team members. The research methodology used in the studies is another distinction.

Researching the connection between worker's motivation and leadership styles has undergone modifications over time. Islam, Aamir, Ahmed and Muhammad looked into the effects of transformational and transactional leadership styles on university students' motivation and academic performance in 2012. They employed a quantitative technique called the survey method. In 2014,

Naile and Selesho conducted a study on the role of leadership in employee motivation. Both quantitative and qualitative techniques were employed. A hypothesis was tested quantitatively, while the phenomenon and individual viewpoints were understood qualitatively.

As we approach the 2020s, effects of leadership styles on employee's motivating continue to be problem and a topic in corporate life in many companies around the world. One of these researches is in the field of economy. In this research, the effect of the following leadership styles on employee motivation was examined. These leadership styles were Autocratic, Laissez Faire and Democratic. This research was conducted through a survey of approximately 110 employees in the senior manager's teams (Fiaz, Su, Ikram & Saqib, 2017).

While democratic and laissez-faire leadership styles are demonstrated to positively product employee motivation, autocratic leadership styles are found to be more domineering and to have a strong negative association with employee motivation. Nonetheless, the negligible correlation between democratic leadership and workers' motivation illustrated the organization's dispersed and bureaucratic structure. By establishing a democratic leadership style, this study offers broader policy implications for strengthening institutions. Management needs to focus on leadership development programs and the pursuit of democratic leadership styles in a context marked by bureaucracy and slowness. Some of the recent studies examining the relationship between leadership styles and employee motivation are listed below.

One study employs qualitative methodologies alongside a thorough examination of existing literature (Library Research) utilizing an inductive analytical framework. The findings of this investigation reveal that leadership exerts an impact on employee performance, alongside additional contributing factors that influence employee effectiveness (Setiawan, Nurtrisnawati, & Sheidu, C. F., 2024).

Another research employs both a comparative method and a literature analysis approach. Through these methodologies, the study identifies that various leadership styles exert differing levels of influence on employees' initiative. Additionally, it acknowledges that management styles universally contribute positively to employees' proactive behaviors, irrespective of their theoretical underpinnings or leadership hierarchy. Moreover, it underscores that the majority of effects are mediated by indirect rather than direct factors. This study boasts broad coverage and extensive exploration of both domestic and foreign literature, aiming to offer enhanced insights and more effective information for future researchers. Furthermore, recognizing the dearth of authoritative literature in this domain and the narrow scope of existing research, the study seeks to garner greater attention to this field and foster its advancement (SHS Web Conf., 2024).

The study involved conducting surveys and case studies involving one hundred workers and ten supervisors from five manufacturing companies in China. The findings suggest that both transformational and transactional leadership have the potential to enhance employee motivation, although the former tend to be more effective in this regard compared to the latter. Additionally, factors such as job satisfaction, work-life balance, recognition and rewards, job security, and opportunities for professional growth were identified as variables influencing employee motivation.

The study implies that managers within China's manufacturing sector can benefit from prioritizing the adoption of transformational leadership styles and addressing these motivational factors highlighted by the research (Xuefeng, 2023).

One of the new studies analyzed the relationship between employee performance and motivation between leadership styles, which are transactional and laissez-faire leadership style. Case study methods and surveys are applied at a hospital.

Laissez-faire techniques were strongly correlated with employee performance, whereas transformational approaches with idealistic influence and intellectual stimulation were more so (Hundie & Habtewold, 2024).

The second of the new studies is in the field of the banking sector. The main focus of the study was on staff and management in private banks. To obtain the basic data from respondents, a detailed questionnaire had been developed. To allow the measurement of selected quantitative parameters and research questions, the questionnaire was designed to elicit respondents (Shakib, 2024). This study examined the impact of transformational and transactional leadership styles on employee performance and job satisfaction in private banks, with a focus on transformational and transactional leadership. The most important findings showed that the increase in employee performance and job satisfaction of private bank staff was strongly correlated with transformational leadership, characterized by inspiration, motivation as well as support (Shakib, 2024).

Third of the new studies in the fields analyzed the effect of workplace motivation, transformational leadership style and job satisfaction on employee performance an interdependent factor.

A quantitative method has been applied to this study. 40 participants were used in this study. The conclusion showed that motivation to work has a positive and substantial influence on job satisfaction. The positive and important impact on job satisfaction of a transformational leadership style can be seen. The effect of work motivation on employee performance is positive and negligible.

The effect of transformational leadership style on employees' performance is positive and significant (Marlapa, Ali & Masta, 2024).

When recent studies examining the relationship between leadership styles and employee motivation are examined new versions of leadership styles are also encountered in the literature. This study sought to ascertain the effects of the Madrase Principal's digital leadership style, inspiration, and the capacity of personnel to work simultaneously on the version of SMAN1 City employees following the COVID-19 Pandemic. It also sought to ascertain the effects of personnel motivation on performance and the effects of personnel

workability on performance. A descriptive study using a quantitative approach is the methodology applied. A closed questionnaire in the form of a Google was utilized as the data collecting method and it was given to 26 SMAN workers. Findings were taken place below (Riski & Rino, 2024).

With a score of 0.23, the school principal's charismatic leadership style has a positive effect on employee performance. Employee motivation does not affect employee performance with a score of 0.39; employee workability has a positive impact on employee performance with a score of 0.001; and the leadership style of the digital school principal, motivation, and workability of employees have a positive impact on employee performance by 79.7% (Riski & Rino, 2024).

## 2.4 Hypotheses

The research consistently argues that whereas transactional leadership and employees' motivation in various sectors have a negative relationship, transformational leadership and employees' motivation have a favorable association overall. In addition, a few studies in the literature show that the motivation of employees and a laissez-faire leadership style are not strongly correlated.

H1: There is a significant relationship between leadership styles and employees' motivation in a case from the banking sector.

H1a: There is a positive and significant relationship between transformational leadership and employees' motivation in a case from the banking sector. Trust and fostering creativity are two aspects of transformational leadership. Compared to other leadership philosophies, this one increases staff motivation. Since the four main behaviors of a transformative leadership style are listed below. Positive effects on employees' motivation result from these actions:

Individualized consideration, inspirational motivation, intellectual stimulation, idealized influence (Keheo & Wright, 2013).

H1b: There is a negative and significant relationship between transactional leadership and employees' motivation in a case from the banking sector.

Subordinates are rewarded when they perform their tasks at the determined level

and they are punished when they do not perform their tasks at the determined level. Also, according to the results of studies, subordinates have characteristics following below:

1. Subordinates lack motivation for themselves
2. They are motivated by reward and punishment,
3. Leaders must closely monitor and manage them (Gopal& Chowdhury, 2014; Sougui, Bon& Mahamat, 2017).

H1c: There is a positive and significant relationship between laissez-faire leadership style and employees' motivation in a case from the banking sector.

Because, the completion of a task largely depends on the abilities of the members in the group. If they do not have enough information to complete the task, the task can not be completed and may lead to low motivation in the employee (Al-Altheeb, 2020; Khan & Nawaz, 2016).

H2: There is no difference between men and women in terms of perceived leadership styles and employees' motivation in a case from the banking sector.

H3: There is difference for age in terms of employees' motivation in a case from the banking sector.

H4: There is difference for seniority in terms of employees' motivation in a case from the banking sector.

While formulating a hypothesis, it should be adequately and persuasively testable. The hypothesis should be specific, reasonable empirical statement and plausible. These were taken into account when formulating these hypotheses (Johnson, Reynolds and Maycoff, 2008, p.70-71).

### 3. METHODOLOGY

Methodology section explains the steps how research was conducted. This section will allow to check the accuracy and dependability of the studyç

#### 3.1 Sample

The aim of this study is to explain which aspects can leadership styles (independent variable) affect employees' motivation (dependent variable) in a case from the banking sector, 120 participants were selected randomly from the same bank. White-collar workers from different age groups and genders in the bank participated in the study.

In adherence to ethical guidelines and confidentiality agreements, the specific identification of the bank involved in the thesis is with held. This decision is predicated upon contractual obligations and regulatory constraints, as well as the sensitivity of the information and data accessed during the research process. While the bank's identity remains undisclosed, the analysis and findings presented herein are based on rigorous methodological procedures and apply to similar contexts within the banking sector.

Instead of mentioning the company directly, we referred to it as "*the bank*".

As of 2021, the bank has 804 branches and 15.500 employees. It is one of Turkey's largest private banks with a total asset size of 780.8 billion TL in 2021. (The Bank's website, 2024).

With these data, the bank was used as a case of the banking sector in Turkey. The method used to get served data was "convenience sampling." The survey was administered between January and March 2024. Participants were encouraged to complete the survey. An online survey employed 120 individuals who work in white-collar jobs completed the poll. Some of the participants were from branches & areas and some of the participants were from the head office of the bank. More than 60 provinces of Turkey were home to these participants like İstanbul, Ankara, İzmir, Antalya, Adana, etc. These provinces are the only possible locations. Furthermore, all individuals gave their full consent to participate in the study, and no data is missing (The Bank's Website, 2024).

### 3.2 Research Design

The research design was descriptive, descriptive research indicates the specific details of a situation or a relationship (Neuman, 2014, p.37-40). The type of research design was across case study, large number of cases were used. Features of numerous cases could be compared. Aspect of time, cross sectional design/one point in time was used. The survey technique, which is quantitative method, was used for collecting primary data. The questionnaires comprise demographic questions, multifactor leadership styles scale, and work motivation scale. Furthermore, it was optional to participate in the survey.

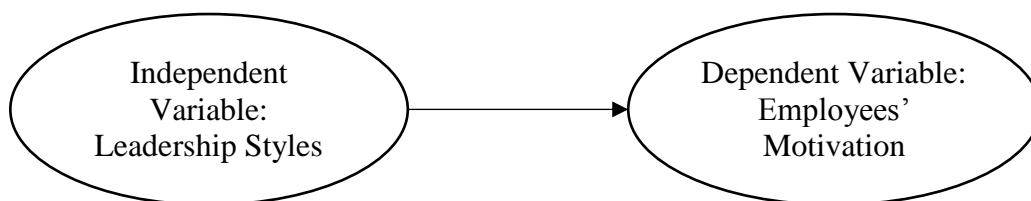
### 3.3 Research Model

Employee's Motivation (EM) is the dependent variable in the research model, while Leadership Style (LS) is the independent variable.

The independent variable Leadership Style and the dependent variable Employee's Motivation are shown in the table.

*Figure 8*

*Research model*



### 3.4 Procedure

Google Form was used to build the online survey. It was sent by email to while-collar employees' of the bank based on different provinces that had previously been granted to carry out the poll. 120 participants completed the online survey, and no data gaps were discovered.

### **3.5 Background of the Bank**

The bank, a prominent financial institution in Turkey, stands as a testament to innovation, customer-centricity, and sustainable growth in the banking sector (The Bank's Website, 2024).

Over its seven-decade history, the bank has consistently demonstrated a commitment to excellence, leveraging technological advancements and market insights to meet the evolving needs of its clientele. With an extensive network of branches, digital platforms, and strategic alliances, the bank has emerged as a trusted financial ally for individuals, businesses, and institutions across Turkey.

The bank's unwavering dedication to innovation and customer satisfaction has garnered numerous accolades and recognitions, both domestically and internationally. From pioneering product offerings to sustainable banking practices, the bank continues to set industry benchmarks, earning the confidence and loyalty of millions of customers (The Bank's Website, 2024).

This introduction offers a succinct overview of the bank, outlining its historical origins, core principles, and contributions to the Turkish banking sector. For further exploration of the bank's operations, achievements, and strategic direction, readers are encouraged to consult official publications, annual reports, and press releases provided by the bank (The Bank's Website, 2024).

### **3.6 Measurement Instruments**

For this research, an online questionnaire served as the assessment tool. The three sections of the online questionnaire were designed for independent research constructs and included measuring scales and demographic information. The participant's demographic information is included in the first section. The scale for leadership styles is included in the second section. The online questionnaire's final section contains a work motivation scale.

#### **3.6.1 Demographic Data**

In the questionnaire's information section, participants in the online survey were advised that the information would be kept confidential. The participant's demographic information is provided in the first section of the questionnaire. Gender, age, education

status, work location, length of working career, and role within the present organization were among the questions posed to the participants.

### **3.6.2 A Multifactor Leadership Questionnaire (MLQ)**

The scale for leadership styles is included in the second section.

Leadership style items were adapted from the Multifactor Leadership Questionnaire (MLQ), which includes close-ended questions, and it was completed by participants in a self-administrated way. The approach of the survey is Likert-type, which is ranking from 0 to 4. In addition, MLQ was developed by Avolio and Bass in 1997. The scale was translated from the original scale into the Turkish form.

The following steps were applied while translating the scale from English to Turkish.

#### **Step 1**

In the first step, two separate people translated the scale into Turkish. Each of the translators carried out this process separately. Then, the translators brought together their translations and exchanged ideas until they came up with a common product. In the last stage of this step, the translation was examined in terms of grammar, and corrections were made.

#### **Step 2**

**Test of clarity and uniformity:** In this step, interviews were held with candidates selected from the audience and opinions were obtained about the understandability of translation. Such an approach enabled suggestions to be received from the audience who spoke the language in which the translation would be used, before the final version of the translation was seen and before the data collection phase began. The interviewees were first asked to read the scale and indicate the words that were or could not be understood at all. It was then taught to different people to represent the target audience. The extent to which each statement was understood was discussed by asking questions such as , “what do you think the statement means?” During this process, the same processes were repeated for each expression, making changes when necessary.

### Step 3

Back translation: In this step, the scale translated from the original to the target language is translated back to the original. Unlike the traditional approach, people with different levels of education who speak both languages but are not experts on the subjects are provided with translation. The reason for applying this method is to find problematic words. These transplantsations were then reviewed and necessary adjustments were made. After the adjustments were made, content and face validity were checked by considering and reviewing the target audience.

The Likert scale on the Leadership Styles is as follows: (0) Not at all; (1) Once in a while; (2) Sometimes; (3) Fairly often; (4) Frequently, if not always

Some questions from Multifactor Leadership Questionnaire (MLQ) following below:

- My manager talks of values
- My manager seeks different views
- My manager suggests new ways
- My manager avoids deciding
- My manager delays responding

#### ***3.6.2.1 Construct Validation of Multifactor Leadership Questionnaire***

Seven leadership factors were included in the original conceptualization of Bass's (1985) transactional and transformational leadership model: charisma, inspiration, intellectual stimulation, individualized consideration, contingent reward, management-by-exception and laissez-faire. While charisma and inspiration had a strong correlation, their conceptualizations were distinct. Bycio, Hackett, and Allen (1995) provided evidence for a five-factor structure integrating charisma and inspirational leadership for the original Multifactor Leadership Questionnaire, which Bass (1985) employed. They have changed in scale over the years as leadership styles and behaviors have changed. Bass and Avolio (1997), followed their review of studies and finalized the last version of this Multifactor Leadership Questionnaire.

### **3.6.3 Work Motivation Scale (WMS)**

The scale for leadership styles is included in the third section.

Employees' Motivation items were adapted from the Work Motivation Scale (WMS), which includes close-ended questions, and it was completed by participants in a self-administrated way. The approach of the survey is Likert-type which ranks from 1 to 5. Also, WMS was developed by Selesho and Naile in 2014. The scale was translated the original scale into the Turkish form by Associate Professor Aydın Çivilidağ. The necessary permission to use the scale in this study was obtained by contacting the Head of the Akdeniz University Psychology Department, Aydın Çivilidağ via e-mail. Permission was attached appendix part of this thesis.

The Likert scale on the Leadership Styles is as follows: (1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree

Some questions from the Work Motivation Scale (WMS) are below:

- My job gives me a feeling of accomplishment
- My job is exciting and challenging
- I mobilize support from my manager for implementing my ideas and solutions
- My job lets me have the chance to be somebody
- My job allows me to grow and develop as a person
- My manager allows me to decide in projects (Selesho and Naile, 2014).

Before the survey was sent, permission was requested from participants with the informed consent form, which includes confidentiality and anonymity. The questionnaire was sent to the participants via e-mail so that the participants could complete it online from their computer or phone. Allowing the survey to be completed online sped up data collection. In addition, a randomly generated focus group study of 10 people was conducted to validate the survey results.

### **3.7 Conceptualization and Operationalization**

In the measurement process, there are two major processes. One of them is conceptualization and the other one is operationalization. In the conceptualization, the

abstract construct was taken, and refined by giving theoretical or conceptual definition. Also, in the operationalization was explained how the conceptual idea would be measured (Neuman, 2014, pp.205- 207).

According to Sougui, Bon, and Mahamat (2017), a leader is someone who protects the environment, manages the environment, and makes decisions. The organization's leader has a significant impact on the motivation of the workforce. Additionally, a leader bears responsibility for the organization's success or failure. There are several different styles of leadership: transactional, transformational, and laissez-faire. Conceptualizing leadership as behavior also emphasizes that leadership can be learned and taught. In the literature, studies show that also motivation term is involved in the explanation of leadership style (Gopal & Chowdhury, 2014).

As can be seen, a resource includes motivation in the definition of leadership, while a resource does not. Comprehensive conceptualization was made by combining the definitions.

The leadership style of the employees' manager was determined with the survey technique, which is from a quantitative method. A Likert survey, which includes questions related to leadership styles, was sent to the employees.

The ability to gather data from a large number of respondents is the rationale behind the use of surveys. The fact that surveys can be administered remotely by mail, mobile devices, or the internet is another factor. Researchers can swiftly contact more people by using survey techniques (Neuman, 2014, p. 44)

According to literature, motivation is the incitement or inducement to do a task. Motivation can drive the organizations' employees to meet their individual and organizational goals. Motivation is separated into internal motivation and external motivation. In internal motivation, you do something because you want to do it. However, in external motivation, you do tasks because someone else wants you to do them or you get an award when you do the task. The factors of external motivation can be rewards, flexible working hours, fairness, etc. If an employee has the following conditions, Research could understand that the employee is motivated.

- Finish work in less time,
- Voluntarily overwork,
- Not to complain about the work given,

- Willingness to take part in new projects voluntarily (Sougui, Bon& Mahamat, 2017).

### 3.8 Data Coding for Analysis

For measuring, data coding was applied. Items were coded as following below.

*Figure 9*

*Data coding for employees' demographic information:*

<b>Gender: Male</b>	<b>Gender: Female</b>
1	2

<b>Age: 18-24</b>	<b>Age: 25-34</b>	<b>Age: 35-44</b>	<b>Age: 45-54</b>	<b>Age: 54-64</b>	<b>Age: 65+</b>
0	1	2	3	4	5

<b>Education Level: High School</b>	<b>Education Level: Undergraduate Degree</b>	<b>Education Level: Graduate Degree/Master</b>
0	1	2

<b>Work Location: Branch</b>	<b>Work Location: Area</b>	<b>Work Location: Head Office</b>
0	1	2

<b>Work Definition: Specialist/ Assistant Manager</b>	<b>Work Definition: Assistant Manager</b>	<b>Work Definition: Manager/Center Manager</b>	<b>Work Definition: Director</b>
0	1	2	3

Seniority: 1-5 Years	Seniority: 5-10 Years	Seniority: +10 Years
0	1	2

*Data coding for leadership style items:*

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

*Data coding for employees' motivation items:*

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

#### 4. JUSTIFICATION of THE RESEARCH

According to Meredith et al. (1989) the ‘natural-artificial dimension’ is concerned with the type and resource of data, information, and knowledge used in research studies, whereas the ‘rational-existential dimension’ involves pure logic that is unrelated to subjectivist viewpoints or personal understanding that is based on experience. One of the most important aspects of the study’s goal is the interpretive viewpoint, which includes ‘the context of the phenomenon ’(Meredith et al., 1989). Meanings and interpretations are the primary criteria to comprehend how other interpretivist researchers construct and conceptualize concepts and events, according to Meredith et al. (1989)

*Table 1*

*A framework for research methods*

	<b>Natural</b>		<b>Artificial</b>
<b>Rational</b>	←—————→		
	Direct Observation of Object Reality	People’s Perception of Object Reality	Artificial Reconstruction of Object Reality
Axiomatic			<ul style="list-style-type: none"> <li>• Reason/Logic/Theorems</li> <li>• Normative Modelling</li> <li>• Descriptive Modelling</li> </ul>
Logical Positivist/Empiricist	<ul style="list-style-type: none"> <li>• Field Studies</li> <li>• Field Experiments</li> </ul>	<ul style="list-style-type: none"> <li>• Structured Interview</li> <li>• <b>Survey Research</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prototyping</li> <li>• Physical Modelling</li> <li>• Laboratory Experimentation</li> <li>• Physical Modelling</li> </ul>
Interpretive	<ul style="list-style-type: none"> <li>• Action Research</li> <li>• <b>Case Studies</b></li> </ul>	<ul style="list-style-type: none"> <li>• Historical Analysis</li> <li>• Delphi</li> <li>• Intensive</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual Modelling</li> <li>• Hermeneutics</li> </ul>

		Interviewing <ul style="list-style-type: none"> <li>• Experts Panels</li> <li>• Future/Scenarios</li> </ul>	
Critical Theory		<ul style="list-style-type: none"> <li>• Introspective Reflection</li> </ul>	

### **Existential**

*Note:* From 'Alternative research paradigms in operations' (Meredith et al. 1989).

The methods which were used in this research were highlighted in bold:

- a. **Survey Research:** The survey method makes statistical analysis possible. It saves more time than interview, especially when conducted remotely, because a well-designed survey can be easily distributed to a large number of respondents with little additional effort.
- b. **Case Analysis:** The approach proved to be quite beneficial for the study as several details are involved in the research (Meredith et al., 1989).
- c. **Conceptual Modelling:** A technique for existential interpretation is called 'Conceptual Modelling' used to build a model that shows the purported relationships between the suggested study dimensions (Meredith et al., 1989).

## 5. DATA ANALYSIS

The main aim of this research is to explore which aspects of leadership styles (independent variable) can affect employees' motivation (dependent variable) in a case of the banking sector.

Primary data was compiled by using the survey method.

For the survey to measure the motivation of the leadership type, it was appropriate to have 3 parts in the survey. One of these parts was based on leadership styles, another one was based on employees' motivation and the last one was based on demographic information. Leadership style items were adapted from A Multifactor Leadership Scale; employees' motivation items were adapted from the Work Motivation Scale. The survey was administered between January and March 2024, it was appropriate for a sample of 120 people to be sent online and completed by the participants.

Participants were able to complete the online survey via phone or computer. To be able to analyze and interpret the data, which is collected, an interactive model of quantitative data analysis was used. The interactive model was adopted from Miles and Huberman in 1994. The respondents of participants were coded using SPSS Program (Statistical Package for Social Sciences). For analyzing data, descriptive statistics were used such as percentages, frequency, and the Cronbach-alpha coefficient. In addition, reliability test, correlation, regression, independent t-test, and ANOVA were applied.

### 5.1 Statistical Analysis

The section describes the analysis that was made on the participant data using the SPSS version 29. The descriptive analysis, factor analysis, reliability analysis, regression analysis, independent t-test, ANOVA test, normality test, and correlation analysis are all included in the statistical analysis. Demographic analysis was made first.

Discovering the Cronbach alpha finding required reliability analysis. To determine the factor loadings of leadership styles and employees' motivation scores, factor analysis was conducted.

A test for normality was then run. To find out how leadership styles and employees' motivation were related, correlation analysis was eventually carried out.

Finally, regression analysis was done to see if employee's motivation was influenced by leadership styles. In addition, gender and marital status -two demographic variables- were assessed using an independent t-test to see if there were any variations between the leadership styles and employees' motivation. To determine whether there were any changes in the leadership styles and employees motivation at work based on factors such as age, length of employment and role within the current company, the ANOVA test was utilized. Descriptive analysis, reliability analysis, factor analysis, regression analysis, correlation analysis, independent samples t-test, and ANOVA analyses are the various types of data analysis.

## 5.2 Descriptive Analysis

This study's descriptive analysis offers details on the participant's age, gender, marital status, length of employment, and position within the present company. These data are described in the tables below.

Descriptive statistics of gender is given in Table 2.

Table 2

*Descriptive statistics of gender*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	69	57,5	57,5	57,5
	Male	51	42,5	42,5	100,0
	Total	120	100	100,0	

As a result, 42.5% of participants were men and 57.5 % of participants were women.

Descriptive statistics of age is given in Table 3.

Table 3.

*Descriptive statistics of age*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	9	7,5	7,5	7,5
	25-34	51	42,5	42,5	50,0
	35-44	48	40,0	40,0	90,0
	45-54	12	10,0	10,0	100,0
	Total	120	100,0	100,0	

As a result, 7.5% (9) of participants were between the ages of 18 and 24, 42.5% (51) were between the ages of 25 and 34, and 40.0% (48) were between the ages of 35-44, and 10.0% (12) were between the ages of 45 and 54.

Descriptive statistics of participant's education is given in Table 4.

Table 4.

*Descriptive statistics of participant's education*

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	High School	2	1,7	1,7	1,7
	Undergraduate degree	79	65,8	65,8	67,5
	Graduate degree	39	32,5	32,5	100,0
	Total	120	100,0	100,0	

As a result, 1.7% (2) of participants were graduated from high school. 65.8% (79) of participant's education is undergraduate degree. 32.5% (39) of participant's education is graduate degree.

Descriptive statistics of participant's role is given in Table 5.

Table 5.

*Descriptive statistics of participant's role*

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Assistant specialist/specialist	50	41,7	41,7	41,7
	Assistant manager	43	35,8	35,8	77,5
	Manager/branch manager	23	19,2	19,2	96,7
	Director	4	3,3	3,3	100,0
	Total	120	100,0	100,0	

Accordingly, 41.7% (50) of participants were assistant specialist/specialist. 35.8% (43) of participants were assistant manager. 19.2% (23) of participants were manager/branch manager. 3.3% (4) of the participants held director position. Descriptive statistics of seniority is given in Table 6.

Table 6.

*Descriptive statistics of seniority*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 year	48	40,0	40,0	40,0
	5-10 year	19	15,8	15,8	55,8
	+10 year	53	44,2	44,2	100,0
	Total	120	100,0	100,0	

As a result, 40% (48) of participants had worked for 1 to 5 years. Of the participants, 15.8% (19) had been employed for 5 to 10 years. Of the participants, 44.2% (53) had been working for more than 10 years.

Descriptive statistics of workplace is given in Table 7.

*Table 7.*

*Descriptive statistics of workplace*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Branch	34	28,3	28,3	28,3
	Region	14	11,7	11,7	40,0
	Head office	72	60,0	60,0	100,0
	Total	120	100,0	100,0	

As a result, While 28.3% (34) of the employees work in the branch, 11.7% (14) work in the region. 60.0% (72) of participants work head office.

### **5.3 Reliability**

Drost (2011) defined dependability as the extent to which different people may repeat measurements on different days, in different settings, and purportedly using different instruments that assess the same concept or skill (pp.105-124). Reliability is defined as “the ability of measuring tools to yield comparable outcomes when applied at various time” (Sürücü & Maslakçı, 2020, pp. 2694-2726).

Reliability comes in various forms. Internal coherence is one of them. Cronbach’s Alpha coefficient (Cronbach, 1951, pp. 297-334) is the most commonly used techniques in research to assess internal consistency. It stated that the alpha coefficient is used to assess internal consistency among items.

Therefore, if the test lengths are too short or the items have too little in common, the alpha coefficient will be too low. In one-dimensional tests, the reliability of item-specific variances can be predicted using the coefficient alpha (Cortina, 1993, pp.98-104).

As a result, even though there are varying interpretations, the following is the widely recognized evaluation methodology.

Table 8.

*Reliability analysis*

Cronbach's Alpha Coefficient	Interpretation of Cronbach's Alpha Coefficient
$\geq 0,9$	The scale has a high level of internal consistency
$0,7 \leq a < 0,8$	There is internal consistency with the scale
$0,6 \leq a < 0,7$	The scale's internal consistency is adequate
$0,5 \leq a < 0,6$	The scale's internal consistency is inadequate
$\leq 0,5$	There is no internal consistency with the scale

The reliability coefficients of the 19-item Work Motivation Scale showed that the scale's Cronbach's Alpha value was (0.70). In other words, the scale has internal consistency. The reliability coefficients of the 45-item Multifactor Leadership Questionnaire showed that the scale's Cronbach's Alpha value was (0.90). Stated differently, the scale has high level of internal consistency.

#### 5.4 Factor Analysis

Factor analysis is a collection of methods for examining how underlying ideas impact responses to a range of observable variables, as stated by (DeCoster, 1998). According to Büyüköztürk (2018), it is ideal for the factor loadings of the variables or items inside a factor to be 0.45 and higher.

##### *Factor Analysis for Work Motivation Scale (WMS)*

The Kaiser-Meyer-Olkin measurement of the sample is .748. A score above 70% indicated that it is in a good situation. Bartlett's test of sphericity is significant, as it is below 5%. It is acceptable if it is below 5%.

Looking at the cumulative result, 5 factors constitute 65.7% of the variance. Being of it is above 50% is a good situation. Items are grouped under 5 factors. Details of the statements collected under the factor are given below.

Table 9.

*Factor analysis results of work motivation scale*

FACTOR 1		
	Variance:25,327	Factor Loading
4	I put effort into my work because it is exciting.	.929
10	I strive to do my job because it suits my personal values.	.857
6	I make an effort to have fun while doing my job.	.880
8	Effort in my job has a special meaning for me.	.775
12	I make an effort in my job because I think it is personally important to make an effort in this job.	.724
18	I put in effort at my job because it makes me proud of myself.	.541
2	I put effort into my work because it is interesting.	.799
FACTOR 2		
	Variance:18,469	Factor Loading
9	I make an effort to make others (manager, colleague, family etc.) respect me more in my work.	1.022
7	I make an effort to get the approval of others (manager, colleague, family etc.) in my work.	.962
11	I try to avoid criticism from others (manager, colleague, family etc.) in my work.	.914

FACTOR 3		
	Variance:8,965	Factor Loading
1	I don't make an effort at my job because I think I'm wasting my time.	.536
3	I put little effort into my work because I think it is not worth the effort.	.580
5	Even though my job is meaningless, I don't know why I'm still doing it.	.672
FACTOR 4		
	Variance:7,335	Factor Loading
16	I make an effort in my current job, otherwise I would feel embarrassed.	.631
14	I make an effort at my job, otherwise I feel bad.	.500
17	If I don't make enough effort in my job, I risk losing my job.	.536
FACTOR 5		
	Variance:5,626	Factor Loading
15	If I put in enough effort at my job, others (employer, supervisor, etc.) will provide me with more job security.	.893
13	If I put in enough effort at my job, others (employer, supervisor, etc.) will reward me economically.	.883

19 I make an effort at my job .535  
because I have to prove  
myself.

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As a result of factor analysis, there were items with similar factor loads. Accordingly, these items were removed and the factor analysis was repeated. Removed items:

WMS12: I make an effort in my job because I think it is personally important to make an effort in this job.

WMS2: I put effort into my work because it is interesting.

WMS19: I make an effort at my job because I have to prove myself.

*Repeated Factor Analysis for Work Motivation Scale (WMS)*

The Kaiser-Meyer-Olkin measurement of the sample is .724. A score above 70% indicated that it is in a good situation. Barlett's test of sphericity is significant, as it is below 5, with being of .001. It is acceptable if it is below 5%.

Looking at the cumulative result, 4 factors constitute 62.8% of the variance. Being of it is above 50% is a good situation. Items are grouped under 4 factors. Details of the statements collected under the factor are given below.

*Table 10.*

*Repeated factor analysis results of work motivation scale*

FACTOR 1		
	Variance:24,559	Factor Loading
4	I put effort into my work because it is exciting.	.959
6	I make an effort to have fun while doing my job.	.919
10	I strive to do my job because it suits my personal values.	.843
8	Effort in my job has a special meaning for me.	.813

18	I put in effort at my job because it makes me, proud of myself.	.539
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## FACTOR 2

	Variance:20,790	Factor Loading
7	I make an effort to get the approval of others (manager, colleague, family etc.)	1.015
9	I make an effort to make others respect me more in my work (manager, colleague, family etc.)	.984
11	I try to avoid criticism from others (manager, colleague, family etc.) in my work.	.947

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## FACTOR 3

	Variance:9,672	Factor Loading
1	I do not make an effort at my job because I think I am wasting my time.	.644
3	I put little effort into my work because I think it is not worth the effort.	.699
5	Even though my job is meaningless, I do not know why I am still doing it.	.654
14	I make an effort at my job, otherwise I feel bad.	-.442
16	I make an effort in my current job, otherwise I would feel embarrassed.	-.287

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FACTOR 4		
	Variance:7,817	Factor Loading
13	If I put it enough effort at my job, others (employer, supervisor, etc.) will reward me economically.	1.031
17	If I do not make enough effort in my job, I risk losing my job.	.444
15	If I put in enough effort at my job, others (employer, supervisor, etc.) will provide me with more job security.	.805

*Factor Analysis for Multifactor Leadership Styles (MLQ)*

The Kaiser-Meyer-Olkin measurement of the sample is .927. A score above 70% indicated that it is in a good situation. Bartlett's test of sphericity is acceptable if it is below 5%. Looking at the cumulative result, 7 factors constitute 72.1% of the variance. Being of it is above 50% is a good situation. Items are grouped under 7 factors. Details of the statements collected under the factor are given below.

*Table 2.*

*Factor analysis results of multifactor leadership scale*

FACTOR 1		
	Variance:48,494	Factor Loading
MLQ44	He/she increases my willingness to try harder.	1.024
MLQ42	He/she heightens my desire to succeed.	1.056
MLQ45	He/she leads a group that is effective.	1.037

MLQ31	He/she helps me to develop their strengths.	1.021
MLQ38	He/she uses methods of leadership that are satisfying.	1.051
MLQ41	He/she work with me in a satisfactory way.	1.013
MLQ26	He/she articulated a compelling vision of the future.	1.011
MLQ40	He/she is effective in representing others to higher authority.	1.051
MLQ39	He/she gets me to do more than they expected to do.	.942
MLQ25	He/she displays a sense of power and confidence.	.982
MLQ30	He/she gets me to look at problems from many different angles.	.874
MLQ43	He/she is effective in meeting organizational requirements.	.917
MLQ37	He/she is effective in meeting others' job-related needs.	.835
MLQ32	He/she suggest new ways of looking at how to complete assignments.	.838
MLQ14	He/she specifys the importance of having a strong sense of purpose.	.846
MLQ21	He/she acts in ways that build my respect for his/her.	.863
MLQ34	He/she emphasized the importance of having a collective sense of mission.	.789
MLQ35	He/she expresses satisfaction when others meet expectations.	.754

MLQ16	He/she makes clear what one can expect to receive when performance goals are achieved.	.836
MLQ15	He/she spends time teaching and coaching.	.869
MLQ18	He/she goes beyond self-interest for the food of the group.	.873
MLQ36	He/she expresses confidence that goals will be achieved.	.655
MLQ13	He/she talks enthusiastically about what needs to be accomplished.	.720
MLQ10	He/she in still prides me for being associated with me.	.835
MLQ23	He/she considers the moral and ethical consequences of decisions.	.712
MLQ8	He/she seeks different perspectives when solving problems.	.622
MLQ19	He/she treats me as individuals rather than just as a member of a group.	.687
MLQ29	He/she considers an individual as having different needs, abilities, and aspirations from others.	.605
MLQ1	He/she provides others with assistance in exchange for my efforts.	.538
MLQ9	He/she talks optimisticallt about he future.	.507
MLQ12	He/she waits for things to go wrong before taking action.	-.435
MLQ7	He/she is absent when needed.	-.488
MLQ5	He/she avoids getting involved when important issues arise.	-.525

MLQ33	He/she delays responding to urgent questions.	-.362
<hr/>		
FACTOR 2		
	Variance:8,571	Factor Loading
MLQ28	He/she avoids making decisions.	-.732
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FACTOR 3		
	Variance:4,016	Factor Loading
MLQ4	He/she focuses attention on irregularities, mistakes, excaptions and deviations from standards.	.874
MLQ24		.929
MLQ22	He/she keeps track of all mistakes.	.745
MLQ27	He/she concentrates his/her mistakes, complaints, and failures. He/she directs his/her attention toward failirues to meet standards.	.568
<hr/>		
FACTOR 4		
	Variance:3,728	Factor Loading
MLQ2	He/she re-examines critical assumptions to question whether they are appropriate.	.487
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FACTOR 5		
	Variance:2,816	Factor Loading
MLQ6	He/she talks about his/her most important values and beliefs.	1.019
MLQ11	He/she discusses in specific terms who is responsible for achieving	.571
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performance targets.

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FACTOR 6		
	Variance:2,320	Factor Loading
MLQ20	He/she demonstrated that problems must become chronic before he/she takes action.	.610
MLQ17	He/she shows that he/she is a firm believer in 'If it ain't broke, don't fix it.'	1.014

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FACTOR 7		
	Variance:2,241	Factor Loading
MLQ3	He/she fails to interfere until problems become serious.	.553

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*Repeated Factor Analysis for Multifactor Leadership Scale (MLQ)*

The Kaiser-Meyer-Olkin measurement of the sample is .933. A score above 70% indicated that it is in a good situation. Bartlett's test of sphericity is significant, as it is below 5, with being of .001. It is acceptable if it is below 5%.

Looking at the cumulative result, 4 factors constitute 69.7% of the variance. Being of it is above 50% is a good situation. Items are grouped under 4 factors. Details of the statements collected under the factor are given below.

*Table 3.*

*Repeated factor analysis results of multifactor leadership scale*

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FACTOR 1		
	Variance:49,825	Factor Loading
MLQ44	He/she increases my willingness to try harder.	1.023

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MLQ42	He/she heightens my desire to succeed.	1.051
MLQ41	He/she work with me in a satisfactory way.	1.022
MLQ38	He/she uses methods of leadership that are satisfying.	1.033
MLQ26	He/she articulated a compelling vision of the future.	.999
MLQ31	He/she helps me to develop their strengths.	.992
MLQ40	He/she is effective in representing other higher authority.	1.048
MLQ43	He/she is effective in meeting organizational requirements.	.952
MLQ45	He/she leads a group that is effective.	.992
MLQ37	He/she is effective in meeting others' job-related needs.	.858
MLQ39	He/she gets me to more than that expected to do.	.918
MLQ16	He/she makes clear what one can expect to receive when performance goals are achieved.	.919
MLQ14	He/she specifys the importance of having a strong sense of purpose.	.890
MLQ25	He/she displays a sense of power and confidence.	.969
MLQ30	He/she gets me to look at problems from many different angles.	.865
MLQ21	He/she acts in ways that build my respect for his/her.	.900

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MLQ32	He/she suggest new ways of looking at how to complete assignments.	.842
MLQ34	He/she emphasized the importance of having a collective sense of mission.	.822
MLQ35	He/she expresses satisfaction when others meet expectations.	.789
MLQ10	He/she in still prides me for being associated with me.	.914
MLQ15	He/she spends time teaching and coaching.	.920
MLQ36	He/she expresses confidence that goals will be achieved.	.708
MLQ18	He/she goes beyond self-interest for the good of the group.	.931
MLQ13	He/she talks enthusiastically about what what need to be accomplished.	.744
MLQ23	He/she considers the moral and ethical consequences of decisions.	.731
MLQ8	He/she seeks differenc perspectives when solving problems.	.674
MLQ9	He/she talks optimistically about the future.	.592

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FACTOR 2

	Variance:9,137	Factor Loading
MLQ7	He/she is absent when needed.	.910
MLQ12	He/she waits for things to go wrong before takin action.	.929

MLQ5	He/she avoids getting involved when important issues arise.	.896
MLQ20	He/she demonstrates that problems must become chronic before he/she takes action.	.861
MLQ 33	He/she delays responding to urgent questions.	.813
MLQ28	He/she avoids making decisions.	.768
MLQ3	He/she fails to interfere until problems become serious.	.631
MLQ17	He/she shows that he/she is a firm believer in 'If it ain't broke, don't fix it.'	.594
<hr/>		
<b>FACTOR 3</b>		
	Variance: 4,306	Factor Loading
MLQ4	He/she focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	.873
MLQ24	He/she keeps track of all mistakes.	.877
MLQ22	He/she concentrated his/her full attention on dealing with mistakes, complaints, and failures.	.838
MLQ27	He/she directs his/her attention toward failure to meet standards.	.514
<hr/>		
<b>FACTOR 4</b>		
	Variance:3,813	Factor Loading
MLQ6	He/she talks about his/her most important values and beliefs.	.942

## 5.5. Correlation Analysis

Correlation analysis is used to analyze hypothesis.

H1 hypothesis was that there is positive significant relationship between leadership styles and employees' motivation in a case from the banking sector.

*Table 4.*

*Correlation between leadership styles and employees' motivation*

	1	2
	Leadership Styles	Employees' Motivation
1	1	.283**
2	.283**	1

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

P value is significant; it is less than 5% with being of .002. There is a weak positive correlation between leadership styles and employees' motivation. The strength of the correlation is .283. In addition, level of significance is 0.01, because of the fact that there are two stars. H1a hypothesis is that there is a positive and significant relationship between transformational leadership styles and employees' motivation in a case from the banking sector. There are five subscales representing transformational leadership; idealized attributes or idealized influence, inspiration motivation, idealized behavior or idealized influence, intellectual stimulation and individual consideration. The results of the analysis including the means of the five subscales are as follows.

*Table 5.*

*Correlation between transformational leadership and employees' motivation*

	1	2
	Transformational Leadership	Employees' Motivation
1	1	.046

2

.046

1

P value is significant; it is less than 5% with being of .046. There is a correlation between transformational leadership style and employees' motivation. The results of the analysis in which the subscales representing transformational leadership were analyzed separately.

*Table 6.*

*Correlation between transformational leadership and employees' motivation*

1	2	3	4	5	6
Transformational Leadership Subscale: Idealized Attributes or Idealized Influence	Transformational Leadership Subscale: Inspirational Motivation	Transformational Leadership Subscale: Idealized Behavior or Idealized Influence	Transformational Leadership Subscale: Intellectual Stimulation	Transformational Leadership Subscale: Individual Consideration	Employees' Motivation
1	1	1	1	1	1
2					
3					
4					
5					
6	.209	.022	.056	.026	.138

The results for Idealized Attributes or Idealized Influence, first subscale representing transformational leadership, is as follows. P value is insignificant; it is more than %5 with being of .209. There is no correlation between Idealized Attributes or Idealized Influence and employees' motivation.

The results for Inspirational Motivation second subscale representing transformational leadership, is as follows. P value is significant; it is less than 5% with being of .022. There is correlation between Inspirational Motivation and employees' motivation.

The result for Idealized Behavior or Idealized Influence, third subscale representing transformational leadership, is as follows. P value is significant; it is equal to 5% with being of .056. There is correlation between Idealized Behavior or Idealized Influence and employees' motivation.

The result for Intellectual Stimulation, fourth subscale representing transformational leadership, is as follows. P value is significant; it is less than 5% with being of .026. There is correlation between Intellectual Stimulation and employees' motivation.

The result for Individual Consideration, fifth subscale representing transformational leadership, is as follows. P value is insignificant; it is more than 5% with being of .138. There is no correlation between Individual Consideration and employees' motivation.

H1b hypothesis was that there is a negative and significant relationship between transactional leadership and employees' motivation in a case from the banking sector. There are two subscales representing transactional leadership; the contingent reward and management by exception active. The results of the analysis including the means of the two subscales are as follows.

*Table 7. Correlation between transactional leadership and employees' motivation*

	1	2
	Transactional Leadership	Employees' Motivation
1	1	.143
2	.143	1

The results of the analysis in which the subscales representing transactional leadership were analyzed separately.

*Table 8.*

*Correlation between transactional leadership and employees' motivation*

1	2	3
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	Transactional Leadership Subscale: Contingent Reward	Transactional Leadership Subscale: Management by Exception Active	Employees' Motivation
1	1		
2		1	
3	.030	.670	1

The results for contingent reward, one of the subscales representing transactional leadership, are as follows. P value is significant; it is less than 5% with being of .030. There is a positive correlation between leadership styles and employees' motivation. The strength of the correlation is .198\*. The results for management by exception active, one of the subscales representing transactional leadership, are as follows. P value is insignificant; it is more than 5% with being of .670. There is no correlation between leadership styles and employees' motivation. The strength is .039\*

H1c hypothesis was that there is a positive and significant relationship between laissez-faire leadership and employees' motivation in a case from the banking sector.

*Table 9.*

*Correlation between laissez-faire leadership and employees' motivation*

	1 Laissez Faire Leadership	2 Employees' Motivation
1	1	.154
2	.154	1

P value is insignificant; it is more than 5% with being of .154. There is no correlation between leadership styles and employees' motivation.

## 5.6 Regression Analysis

Modeling the relationship between a dependent variable and one or more independent variable is done using this statistical method (Tseng, Fu, Cermak, Lu, & Shieh, 2011). H1 hypothesis was that there is positive and significant relationship between leadership styles and employees' motivation in a case from the banking sector.

*Table 10.*

*Results for regression analysis between leadership styles and employees' motivation*

Dependent Variable:	Beta	t value	p value
Employees' Motivation			
Independent Variable:	.283	3.210	.002
Leadership Styles			

R=.283; R<sup>2</sup>=0.80; F value=10.306; p value=.002

Leadership styles have a 0.80% impact on employee motivation (R square). In the table, p value is less than 0.05 and out model is significant with being of .002.

H1a hypothesis is that there is a positive and significant relationship between transformational leadership styles and employees' motivation in a case from the banking sector. There are five subscales representing transformational leadership; idealized attributes or idealized influence, idealized behaviors or idealized influence, inspirational motivation, intellectual stimulation and individual consideration. The results of the regression analysis included the means of the five subscales are as follows.

*Table 20.*

*Results for regression analysis between transformational leadership style and employees' motivation*

Dependent Variable:	Beta	t value	p value
Employees' Motivation			
Independent Variable:	.183	2.017	.046
Transformational Leadership			

R=.183; R<sup>2</sup>=.033; F value=4.069; p value=.046

Leadership styles have a .033 impact on employee motivation (R square). In the table, p value is less than 0.05 and our model is significant with being of .046. Managers who have transformational leadership styles affect the motivation of employees.

The results of the analysis in which the subscales representing transformational leadership were analyzed separately.

*Table 11*

*Results for regression analysis between transformational leadership: idealized attributes or idealized influence, idealized behaviors or idealized influence, inspirational motivation, intellectual stimulation, individual consideration and employees' motivation*

Dependent Variable:	Beta	t value	p value
Employees' Motivation			
Independent Variable:	.116	1.263	.209
Transformational Leadership: Idealized Attributes or Idealized Influence			
R=.116; R2=.013; F value=1.596; p value=.209			
Transformational Leadership:	.175	1.931	.056
Idealized Behaviors or Idealized Influence			
R=.175; R2=.031; F value=3.728; p value=.056			
Transformational Leadership:	.210	2.328	.022
Inspirational Motivation			
R=.210; R2=.044; F value=5.417; p value=.022			
Transformational Leadership:	.203	2.248	.026
Intellectual Stimulation			
R=.203; R2=.041; F value=5.053; p value=.026			
Transformational Leadership:	.136	1.494	.138
Individual Consideration			
R=.136; R2=.019; F value=2.231; p value=.138			

Transformational Leadership: Idealized Behaviors or Idealized Influence has a .013 impact on employee motivation (R square). P value is more than 0.05 and our model is insignificant with being of .209.

Transformational Leadership: Idealized Behaviors or Idealized Influence has a .031 impact on employee motivation (R square). P value is equal to 0.05 and our model is significant with being of .056.

Transformational Leadership: Inspirational Motivation has a .044 impact on employee motivation (R square). P value is less than 0.05 and our model is significant.

Transformational Leadership: Intellectual Stimulation has a .041 impact on employee motivation (R square). P value is less than 0.05 and our model is significant with being of .026.

Transformational Leadership: Individual Consideration has a .019 impact on employee motivation (R square). P value is more than 0.05 and our model is insignificant with being of .138.

H1b hypothesis was that there is a negative and significant relationship between transactional leadership and employees' motivation in a case from the banking sector. There are two subscales representing transactional leadership: the contingent reward and management by exception active. The results of the regression and analysis including the means of two subscales are as follows.

*Table 12.*

*Results for regression analysis between transactional leadership style and employees' motivation*

Dependent Variable:	Beta	t value	p value
Employees' Motivation			
Independent Variable:	.135	1.476	.143
Transactional Leadership			

R=.135; R<sup>2</sup>=.018; F value=2.179; p value=.143

In the table, p value is more than 0.05 and our model is insignificant with being of .143. Managers who have transactional leadership styles do not affect the motivation of employees.

The results of the analysis in which the subscales representing transactional leadership were analyzed separately.

*Table 13.*

*Results for regression analysis between transactional leadership: contingent reward and employees' motivation*

Dependent Variable:	Beta	t value	p value
Employees' Motivation			
Independent Variable:	.198	2.197	.030
Transactional Leadership:			
Contingent Reward			
R=.198; R <sup>2</sup> =.039; F value=4.825; p value=.030			
Transactional Leadership:	.039	.427	.670
Management by Exception			
R=.039; R <sup>2</sup> =.002; F value=.182; p value=.670			

Transactional Leadership: Contingent reward has a .039 impact on employee motivation (R square). P value is less than 0.05 and our model is significant with being of .030.

Transactional Leadership: Management by Exception has a .002 impact on employee motivation (R square). P value is more than 0.05 and our model is insignificant with being of .670.

H1c hypothesis was that there is a positive and significant relationship between laissez-faire leadership style and employees' motivation in a case from the banking sector.

*Table 14.*

*Results for regression analysis between laissez-faire leadership and employees' motivation*

Dependent Variable:	Beta	t value	p value
Employees' Motivation			

Independent Variable:	.131	1.436	.154
Laissez Faire Leadership			
R=.131; R2=0.17; F value=2.063; p value=.154			

Leadership styles hav a 0.131 impact on employees' motivation (R square). In the table, p value is more than 0.05 and our model is insignificant with being of .154. Managers who have laissez faire leadership style do not affect the motivation of employees.

### 5.7 Independent T-Test

A t-test for independent samples is used to compare the means of two groups (Willson and Ross, 2017).

To test hypothesis 2H, "There is no difference between men and women in terms of perceived leadership styles and employees' motivation in a case from the banking sector", an independent T test was used.

Table 15.

*Results of independent t-test for gender*

	Gender	N	Meand	Std. Deviation	Sig	2 Tailed
Leadership Styles	Female	69	1.9080	.53752	.846	0.72
	Male	51	2.0917	.56015		
Employees' Motivation	Female	69	3.1703	.35854	.244	.662
	Male	51	3.1360	.49855		

The statistical significance of the difference between men and women's perceived leadership styles and employees' motivation. To be examined homogeneously, a variable's p-value needs to be bigger than .05. This is known as  $p > .05$ . Regarding perceived leadership styles (.846) has a uniform distribution. In addition to it, 2-tailed score was also taken into account. For 2-tailed scores to show a significance difference, the p value needs to be less than 0.05 ( $p < .05$ ). Moreover, analyzing the 2-tailed result (.072) in terms of

leadership styles concludes that there is no difference between men and women.

Employees' motivation (.244) has a uniform distribution. In addition to it, 2-tailed score was also taken into account. For 2-tailed scores to show a significance difference, the p value needs to be less than 0.05 ( $p < .05$ ). Moreover, analyzing the 2-tailed result (.662) in terms of employees' motivation concludes that there is no difference between men and women.

## 5.8 ANOVA TEST

To determine whether there were any changes in the leadership styles and employees' motivation at work based on factors such as age, seniority and role within the current company, the ANOVA test was utilized.

First, an ANOVA test was used to examine how age related factors affected leadership styles and employees' motivation. Related hypothesis is that there is difference for age in terms of employees' motivation (3H). Required demographic data is displayed in the table below.

*Table 16.*

### *ANOVA descriptive analysis of age*

Employees' Motivation	N	Mean	Std. Deviation
18-24	9	3,2708	.40505
25-34	51	3,2328	.32066
35-44	48	3,0182	.45326
45-54	12	3,2917	.56742
Total	120	3,1557	.42211
Leadership Styles	N	Mean	Std. Deviation
18-24	9	2,1389	.60688
25-34	51	1,9196	.60090
35-44	48	2,0167	.49830
45-54	12	2,0312	.53504
Total	120	1,9860	.55249

Table 17.

*Homogeneity test for employees' motivation and leadership styles for age (ANOVA)*

Variance	Sig
Employees' Motivation	.031
Leadership Styles	.652

To indicate that there is a difference between the values, the p value needs to be less than 0.05 ( $p < 0.05$ ). With a p value of (.652), perceived leadership styles are considered more than 0.05. In other words, there is no difference for age in terms of perceived leadership styles. Employees' motivation p value is (.031), there is difference for age in terms of employees' motivation.

Secondly, an ANOVA test was used to examine participant's perceived leadership styles and employees' motivation in terms of seniority. Related hypothesis is that there is difference for seniority in terms of employees' motivation (4H). The necessary descriptive data displays in the table below.

Table 18.

*ANOVA descriptive analysis of seniority*

Employees' Motivation	N	Mean	Std. Deviation
1-5 Y1l	48	3,2708	.35830
5-10 Y1l	19	3,1480	.28122
+10 Y1l	53	3,0542	.49152
Total	120	3,1557	.42211
Leadership Styles	N	Mean	Std. Deviation
1-5 Y1l	48	2,0271	.58254
5-10 Y1l	19	1,8276	.65664
+10 Y1l	53	2,0057	.48110
Total	120	1,9860	.55249

Table 19.

*Homogeneity test for employees' motivation and leadership styles for seniority (ANOVA)*

Variance	Sig
Employees' Motivation	.035
Leadership Styles	.391

To indicate that there is a difference between the values, the p value needs to be less than 0.05 ( $p < 0.05$ ). With a p value of (.391), perceived leadership styles are considered more than 0.05. In other words, there is no difference for seniority in terms of perceived leadership styles.

Employees' motivation p value is (.035), there is difference for seniority in terms of employees' motivation.

Thirdly, ANOVA test was used to examine participant's perceived leadership styles and employees' motivation in terms of participant's role in current organization. The necessary descriptive data displays in the table below.

Table 20.

*ANOVA descriptive analysis of participant's role in current organization*

Employees' Motivation	N	Mean	Std. Deviation
Specialist	50	3,2375	.36202
Assistant Manager	43	3,0320	.43309
Branch Manager	23	3,1902	.49875
Director	4	3,2656	.34752
Total	120	3,1557	.42211
Leadership Styles	N	Mean	Std. Deviation
Specialist	50	1,9785	.60874
Assistant Manager	43	1,9099	.52977
Branch Manager	23	2,0935	.47237
Director	4	2,2813	.44878
Total	120	1,9860	.55249

Table 21.

*Homogeneity test for employees' motivation and leadership styles for participant's role in current organization (ANOVA)*

Variance	Sig
Employees' Motivation	.110
Leadership Styles	.422

To indicate that there is a difference between the values, the p value needs to be less than 0.05 ( $p < 0.05$ ). With a p value of (.422) perceived leadership styles is considered more than 0.05. In other words, there is no difference for participants' role in current organization in terms of perceived leadership styles. Employees' motivation p value is (.110), there is no difference for participants' role in current organization in terms of employees' motivation. Forthly, ANOVA test was used to examine participants' perceived leadership styles and employees' motivation in terms of work place. The necessary descriptive data displays in the table below.

Table 22.

*ANOVA descriptive analysis of work place*

Employees' Motivation	N	Mean	Std. Deviation
Branch	34	3,0882	.56932
Area	14	3,0759	.44070
Head Office	72	3,2031	.32666
Total	120	3,1557	.42211
Leadership Styles	N	Mean	Std. Deviation
Branch	34	1,8978	.62104
Area	14	2,0161	.58938
Head Office	72	2,0219	.51336
Total	120	1,9860	.55249

Table 23.

*Homogeneity test for employees' motivation and leadership styles for the workplace (ANOVA)*

Variance	Sig
Employees' Motivation	.323
Leadership Styles	.550

To indicate that there is a difference between the values, the p value needs to be less than 0.05 ( $p < 0.05$ ). With a p value of (.550) perceived leadership styles is considered more than 0.05. In other words, there is no difference for participants' work place in terms of perceived leadership styles. Employees' motivation p value is (.323), there is no difference for work place in terms of employees' motivation.

Lastly, ANOVA test was used to examine participant's perceived leadership styles and employees' motivation in terms of participant's education. The necessary descriptive data displays in the table below.

Table 24

*ANOVA descriptive analysis of participant's education*

Employees' Motivation	N	Mean	Std. Deviation
High School	2	2,9688	.13258
Undergraduate	79	3,1456	.39169
Graduate	39	3,1859	.48950
Total	120	3,1557	.42211
Leadership Styles	N	Mean	Std. Deviation
High School	2	1,9250	.49497
Undergraduate	79	2,0335	.55633
Graduate	39	1,8929	.54808
Total	120	1,9860	.55249

Table 35

*Homogeneity test for employees' motivation and leadership styles for participant's education (ANOVA)*

Variance	Sig
Employees' Motivation	.730
Leadership Styles	.428

To indicate that there is a difference between the values, the p value needs to be less than 0.05 ( $p < 0.05$ ). With a p value of (.428) perceived leadership styles is considered more than 0.05. In other words, there is no difference for participants' education in terms of perceived leadership styles.

Employees' motivation p value is (.730), there is no difference for participants' education in terms of employees' motivation.

## 5. DISCUSSION

The results reported in this chapter illustrate that using the measure of MLQ and WMS, demonstrated a positive and significant relationship between leadership and employees' motivation. The study's conclusions are examined as follows:

The study found a correlation between leadership styles and employees' motivation. H1 hypothesis was that there is a positive and significant relationship between leadership styles and employees' motivation in a case from the banking sector. Leadership styles have a 0.80% impact on employees' motivation (R square). In the table, the p value is less than 0.05 and our model is significant with being of .002. It means that leadership styles of managers affect the motivation of employees. Managers who have transformational leadership styles affect the motivation of employees.

### 6.1 Transformational Leadership Styles and Employees' Motivation

The study found a positive and significant relationship between transformational leadership and employees' motivation in a case from the banking sector. It can be said that this organization has a transformational leadership style. This result supported hypothesis (1a) which is that there is a positive and significant relationship between transformational leadership and employees' motivation in a case from the banking sector. H1a hypothesis is that there is a positive and significant relationship between transformational leadership styles and employees' motivation in a case from the banking sector. According to the results, transformational leadership styles boost employees' motivation. In addition to them, there are five subscales representing transformational leadership; idealized attributes or idealized influence, idealized behaviors or idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The results of the regression analysis including the means of the five subscales are as follows. Leadership styles have a .033 impact on employee motivation (R square). In the table, the p value is less than 0.05 and our model is significant with being of 0.46.

Transformational leadership style focuses on collaboration between the leader and the followers. To help motivate followers transformational leadership seeks to meet their higher-order expectations and completely incorporate them into the work process.

In addition to them, Selesho and Naile's research (2014) suggests that transformational leadership plays a significant role in employees' motivation. Selesho and Naile's research also confirms this result. Transactional leadership is almost the opposite of transformational leadership styles.

A transactional leader operates under the tenet that each time an employee performs well, they will be adequately rewarded. In addition, transformational leaders are imaginative. They constantly seek novel goods, concepts, and approaches to tasks that upend the current quo (Hackman & Johnson, 2009, p.108). Opposite of transformational leaders, transactional leaders avoid taking chances and prioritize the efficient operation of their current companies over innovation and change (Yahaya & Ebrahim, 2016, p.192-193).

## **6.2 Transactional Leadership Style and Employees' Motivation**

The results of the analysis showed that there is no significant relationship between transactional leadership and employees' motivation in a case from the banking sector. This result rejected the hypothesis (H1b) which is that there is a negative and significant relationship between transformational leadership and employees' motivation in a case from the banking sector. The findings demonstrated that transactional leadership styles do not lead to an increase or decrease in employees' motivation; In addition to them, there are two subscales representing transactional leadership; the contingent reward and management by exception active. The results of the regression analysis including the means of the two subscales are as follows. In the table, the p value is more than 0.05 and our model is insignificant with being of .143. It means managers who have transactional leadership styles do not affect the motivation of employees in a case from the banking sector.

According to this leadership styles, leaders who put their followers' fundamental needs, which are found at the bottom of Maslow's hierarchy, first, are known as transactional leaders. Organizations operating in this environment are led by transactions, where followers' needs for psychological safety and belonging are met in exchange for their hard work (Luthans, 2011, p.430).

An employee who works effectively will receive sufficient rewards, according to the theory of transactional leadership. A work atmosphere that is moderately monitored can be established by a transactional leader (Yahaya & Ebrahim, 2016, p.192-193).

### **6.3 Laissez-Faire Leadership Style and Employees' Motivation**

The results of the analysis showed that there is no significant relationship between laissez-faire leadership and employees' motivation in a case from the banking sector.

This result rejected hypothesis (H1c) which is that there is a positive and significant relationship between transformational leadership and employees' motivation in a case from the banking sector.

In the table, the p value is more than 0.05 and our model is insignificant with being of .153. As a result, managers who have a laissez-faire leadership style do not affect the motivation of employees.

This view holds that leaders need to rely on the few loyal followers who are available to finish the task, avoid creating waves of disturbance, and try to maintain a low profile (Chaudhry & Javed, 2012).

Laissez-faire leadership is a delegative leadership approach where the group facilitator grants members the autonomy to utilize their influence while entirely depending on their initiative (Sudha et al, 2016, p.122). Al-Mulki and Juan (2018) assert that laissez-faire leaders give their staff members a positive work atmosphere and give them the freedom to make decisions for themselves. It is well established that leaders who practice laissez-faire fail to provide feedback to their subordinates on complete tasks because they grant them complete authority to make decisions. A laissez-faire leadership style is characterized by low support, where neither the task nor the work is progressed (Khoza, Chetty, & Karodia, 2016). It appears that members frequently become frustrated, which spreads tension throughout the group.

### **6.4 Impact of Demographic Factors on Results**

In addition, a t-test for independent samples is used to compare the means of the two groups (Willson and Ross, 2017). To test hypothesis H2, "there is no difference between men and women in terms of perceived leadership styles and employees' motivation in a case from the banking sector", an independent T-test was used.

To ascertain whether there was a statistically significant difference between men and women in terms of perceived leadership styles and employees' motivation, the independent t-test was applied in this section. Regarding the perceived leadership styles, the data exhibited a uniform distribution with a coefficient of .846. Furthermore, a 2-tailed test was conducted to determine statistical significance

Furthermore, the means of the two groups are compared using a t-test for independent samples (Willson and Ross, 2017). An independent t-test was employed to examine hypothesis H2, which states that 'there is no difference between men and women in terms of perceived leadership styles and employees' motivation in a case from the banking sector. The independent t-test was a statistically significant difference between men and women in terms of perceived leadership styles and employees' motivation. With a coefficient of .846 for perceived leadership styles, the data showed a homogenous distribution. Moreover, statistical significance was confirmed using a 2-tailed test.

In order to show a significant difference in the findings, the p-value needs to be less than 0.05 ( $p < .05$ ). Furthermore, there is no difference between male and female leadership styles, according to an analysis of the 2-tailed result (.072). A review of Yüzgenç's (2019) study, which looked at how several leadership philosophies affected worker motivation, shows that workers' perceptions of leadership styles are gender-neutral (Yüzgenç, 2019, p.54) The distribution of employee motivation (.244) is uniform. Furthermore, a two-tailed score was considered. For 2-tailed scores to show a significant difference the p value needs to be less than 0.05 ( $p < .05$ ). Moreover, analyzing the 2-tailed result (.662) in terms of employees' motivation concludes that there is no difference between men and women.

Therefore, there is no difference between men and women in terms of the effect of employees' motivation in a case from the banking sector. The purpose of the ANOVA test portion was to determine whether the participant's age, workplace, seniority, position, and education level were factors that affected their perceptions of leadership styles and employees' motivation.

*Age:* With a p-value of (.652), perceived leadership styles are considered more than 0.05. In other words, there is no difference in age in terms of perceived leadership styles. According to Yüzgenç, the analysis which examine the differentiation of age for perceived

leadership styles has same result. The leadership style perceived by employees does not varies according to age (Yüzgenç, 2019, 54). Employees' motivation p-value is (.031), there is a difference for age in terms of employees' motivation. This result supported the hypothesis (H3) which is that is a difference for age in terms of employees' motivation in a case from banking sector. According to Yüzgenç, the analysis which examine the differentiation of age for employees' motivation has same result (Yüzgenç, 2019, 54).

*Seniority:* ANOVA test was used to examine participant's perceived leadership styles and employees' motivation in terms of seniority. The related hypothesis is that there is a difference in seniority in terms of employees' motivation (4H). There is no difference in seniority in terms of perceived leadership styles in a case from the banking sector. Also, the employees' motivation p-value is (.035), and there is a difference for seniority in terms of employees' motivation in a case from the banking sector.

*Participant's Role:* The ANOVA test was used to examine participant's perceived leadership styles and employees' motivation in terms of participants' roles in the current organization. There is no difference in participants' roles in current organization in terms of perceived leadership styles. Employees' motivation p-value is (.110), there is no difference for participants' role in current organization in terms of employees' motivation in a case from the banking sector.

*Work Place:* The ANOVA test was used to examine participants' perceived leadership styles and employees' motivation in terms of workplace.

There is no difference in participants' workplace in terms of perceived leadership styles. Employees' motivation p-value is (.323), there is no difference for the workplace in terms of employees' motivation.

*Participant's Education:* ANOVA test was used to examine participant's perceived leadership styles and employees' motivation in terms of participant's education. There is no difference in participant's education in terms of perceived leadership styles.

Employees' motivation p-value is (.730), there is no difference in participants' education in terms of employees' motivation. According to Yüzgenç, the analysis that examines the difference in participants' education for perceived leadership styles and employees'

motivation has the same result. The leadership style perceived by employees does not vary according to the participant's education (Yüzgenç, 2019, p. 54).



## 7. CONCLUSION

Organizations worldwide are far more likely to have competitive advantage. The questionable structures become more dominant over one another when a significant event occurs. The provision of them has grown to be very significant and challenging subjects. Leadership delivery in organizations and society is an issue in this case making it vital. For employees to embrace the goals and objectives of the firm there must be sources of motivation for the necessary performance to be displayed properly. According to leadership practices, competition is necessary to maintain dominance and keep the current state of affairs sustainable.

Managers need to exhibit the necessary level of motivation. Leadership, management and leadership, transactional leadership, transformational leadership, and laissez-faire leadership styles explanations were taken into this study. There is a thorough explanation of the ideas of motivation and leadership (Gopal, Chowdhury, 2014).

The case research aimed to examine the intricate relationships between leadership styles and employee motivation within the banking sector, alongside exploring the impact of demographic factors such as gender, age and seniority on employee motivation. The following hypotheses were tested and the results are summarized below:

### *H1: Relationship between Leadership Styles and Employee Motivation*

The study confirms a significant relationship between leadership styles and employee motivation indicating that the way leaders interact with their employees profoundly impacts their motivational levels.

### *H1a: Transformational Leadership*

The women's p value is required to show a significant difference in the results. Employee motivation and transformative leadership were shown to be positively and significantly correlated. Transformational leaders that uplift, challenge, and assist their staff successfully increase motivation. This highlights the need of transformative leadership in creating an inspiring and engaging workplace for bank employees. The primary objective of transformative leadership is collaboration between the leader and the followers. The goal of transformational leadership is to inspire followers beyond meeting their higher-order expectations and incorporating them completely into the workflow (Hackman & Johnson, 2009, p.108).

### *H1b: Transactional Leadership,*

In contrast to predictions, there was no statistically significant and negative correlation between employee motivation and transactional leadership in the study. This shows that although transactional leadership may not increase motivation as much as transformational leadership, it does not dramatically lower it either. Transactional leadership is defined by its emphasis on routine and reward-based management. Transactional leaders are defined by this leadership style as those who put their follower's fundamental needs first. In this leadership style, it is important to meet follower's needs for psychological safety and belonging (Luthans, 2011, p.430).

### *H1c: Laissez-Faire Leadership*

The theory positing a favorable correlation between employee motivation and laissez-faire leadership was disproved. This suggests that employees in the banking industry are not greatly motivated by leaders who adopt a hands-off leadership style, which avoids direct monitoring and postpones making decisions. Laissez-faire leadership, according to Sudha et al. (2016, p.122), is a delegative leadership style in which the group facilitator totally relies on the initiative of the members while granting them the flexibility to utilize their influence.

### *H2: Gender Differences*

The case study found no significant difference between men and women in terms of leadership styles and their impact on employee motivation. When a study conducted by Yüzgenç (2019), which includes the effect of different leadership styles on employee motivation, is examined, the leadership style perceived by employees does not vary according to gender (Yüzgenç, 2019, p.54).

### *H3: Age Differences*

There is a difference for employees' motivation based on age. Younger employees tend to be motivated by opportunities for career advancement, skill development, and innovative tasks, while older employees value job security, stability, and work-life balance (Mohapatra & Saxena et al., 2017). This underscores the need for age-specific motivational strategies to cater to the diverse needs of a multigenerational workforce.

According to Yüzgenç (2019), the analysis that examines the difference in age for employees' motivation has the same result. According to employees' motivation study, older employees are less affected by lack of innovative jobs or continued skill development at work, while younger employees are more affected (Boumans, De Jong et al., 2011).

Studies have shown that a significant portion of the younger employees prioritizes career development as a key factor in their job satisfaction and retention. For example, a McKinsey study highlighted that over 70 % of frontline employees applied for advancement opportunities, driven by the desire for increased responsibility, skill building, and career progression (Bhaskaran, S., Davis, A., Desbriere, C., & Wasserteil, S., 2022). Moreover, a survey by HR Daily Advisor (Baskin, 2023) found that younger workers, including Gen Z and young millennials, have higher career ambitions post-pandemic and are keen on climbing the career ladder, aspiring to leadership roles rather than remaining individual contributors.

Similarly, a report by ManpowerGroup (2023) underscores that younger employees prioritize skill development as a means to enhance their competencies and maintain competitiveness in the job market. Furthermore, younger employees are attracted to roles that offer innovative tasks and opportunities for creative problem solving. This inclination towards innovation is often associated with their entrepreneurial spirit and preference for a dynamic work environment where they can introduce fresh ideas and challenge existing norms (Barberis, 2023).

#### *H4: Seniority Differences*

The case research also found significant differences in motivation based on seniority. Junior employees are primarily driven by growth opportunities, recognition, and feedback, whereas senior employees are motivated by leadership roles, strategic influence, and acknowledgment of their long-term contributions (Rozman & Treven at al., 2017). This calls for tailored motivational approaches and career development programs that address the unique needs of employees at different stages of their careers.

In conclusion, this research provide critical insights into how leadership styles and demographic factors influence employee motivation in the banking sector. The positive impact of transformational leadership underscores the need for banks to cultivate such leadership styles to enhance employee engagement and motivation. The rejection of

significant relationships for transactional and laissez-faire leadership styles suggests these may be less effective in our case-specific context.

Furthermore, recognizing the differing motivational drivers related to age and seniority allows for more nuances and effective management strategies.

Despite the valuable insights, this study faces limitations, including a limited sample size and the use of convenience sampling, which may affect the generalizability of the findings. Future research should aim to include a more diverse and representative sample to enhance the applicability of the results.

In conclusion, the positive impact of transformational leadership on employee motivation highlights the need for organizations, particularly in the banking sector, to cultivate such leadership styles. Understanding the different motivational drivers across various demographics can lead to more effective management strategies and enhanced organizational performance.

By focusing on transformational leadership and addressing the unique needs of employees based on their demographic profiles, organizations can foster a motivated and high-performing workforce, thereby achieving sustainable competitive advantage.

### **7.1 Limitations of the Study**

This research study has several limitations to be addressed, although it makes some practical contributions to managers and scholars in the field:

1. *Sample Size and Representativeness:* The first limitation of this study is the implementation of the convenience sampling method, as a non-probability sampling due to its geographical proximity and availability. We acknowledge that the convenience sample available and reported in our thesis may not fully represent the banking industry in İstanbul, and especially in applying the norms, some caution needs to be exercised.

The study's sample size is limited, which could affect the generalizability of the findings to the broader population of banking sector employees. Additionally, the results may lack external validity due to the case sample not being representative of the diverse workforce within the banking sector. These could limit the applicability of the findings to the entire banking sector.

2. *Self-Reported Data:* The data collected on leadership style and employee motivation in our case research may rely on self-report measures, which can be subject to biases such as social desirability bias or response bias.
3. *External Factors:* External factors such as economic conditions, organizational culture, or industry-specific trends could influence employee motivation independently of leadership styles.
4. *Cross-Cultural Differences:* Leadership styles and their effects on motivation may vary across different cultural contexts within the banking sector, limiting the generalizability of the findings.
5. *Longitudinal Study:* The results are also limited by the cross-sectional nature of the data, thus related outcomes need further clarification and confirmation in longitudinal data.

Acknowledging these limitations through our rigorous research design, careful data collection and analysis, and thoughtful interpretation of findings have strengthened the validity and impact of our case study.

## **7.2 Suggestions for Future Research**

In this section, recommendations and suggestions will be provided for future research. In suggesting future research directions for our thesis, the following avenues may be considered:

1. *Replication Study:* Conducting replication studies using larger samples or expanding the case study to include multiple sites or different banks within the banking sector can validate the initial case study we have conducted and strengthen the generalizability of the results.
2. *Longitudinal Studies:* Conducting longitudinal studies to observe changes in leadership styles and employee motivation over time can provide deeper insights into the long-term effects of different leadership styles and account for temporal dynamic within the banking sector.
3. *Comparative Studies:* Comparing the effects of leadership styles on employee motivation across different sectors or industries can help identify sector-

specific factors that may influence the relationship between leadership styles and motivation and enhance the generalizability of findings.

4. *Mixed-Methods Research*: Integrating quantitative and qualitative methods to gain a comprehensive understanding of the complexities involved in leadership and motivation in the banking sector can provide rich insights into employees' perceptions and experiences, complementing quantitative findings.
5. *Cross-Cultural Studies*: Exploring how cultural differences affects the relationship between leadership styles and employee motivation in the banking sector. Comparative studies across different cultural contexts can uncover cultural nuances that influence leadership practices and motivation dynamics.
6. *Exploration of Mediating Variables*: Investigating potential mediating variables (i.e. organizational climate, job satisfaction, employee engagement) that may explain the relationship between leadership styles and employee motivation. They could mediate this relationship and warrant further exploration.
7. *Technological Innovations*: Investigating the impact of technological innovations, such as digital leadership platforms or virtual team environments, on leadership styles and employee motivation in the banking sector can help address the evolving nature of leadership in the digital age.
8. *Employee Segmentation Analysis*: Conducting segmentation analysis to identify distinct employee groups within the banking sector and examining how different leadership styles impact motivation across these segments can help inform targeted managerial strategies.

By pursuing these future research directions, scholars can address the limitations of the existing research study, advance theoretical understanding, and offer practical insights to support effective leadership practices in the banking sector.

### **7.3 Managerial Implications of the Study**

In this section, we present the managerial implications of our case research on the impact of leadership styles on employee motivation within the banking sector.

Accepting the hypothesis that there is a significant relationship between leadership styles and employee motivation, specifically the positive impact of transformational leadership, provides clear guidance for managerial practices in the banking sector. By developing and promoting transformational leadership, banks can enhance employee motivation, leading to improved performance and overall organizational success.

Managers can encourage their staff to go beyond the call of duty to realize a common goal by emphasizing extrinsic motivation when it comes to completing job responsibilities. Along with them, they question presumptions, take risks, and encourage team members for their ideas.

In addition, based on the identified limitations, we recommend that managers diversify their leadership styles better to suit the needs and preferences of their employees.

Rather than relying on a single approach, incorporating elements of various styles can create a more flexible and effective leadership strategy. By equipping managers with the necessary resources and skills to lead diverse teams, organizations can overcome the limitations of leadership styles and improve employee motivation.

The findings of the study also provide valuable insights for management in banking sector, highlighting the need for tailored approaches to leadership development and employee motivation. By understanding that gender does not affect leadership styles and motivation, but age and seniority do in our case; managers can implement more effective, inclusive, and customized strategies to enhance motivation and overall organizational performance.

In summary, banking sector managers should prioritize transformational leadership development, implement age-and seniority-specific motivational strategies, and ensure gender-neutral policies in leadership development and selection.

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**APPENDIX A: DEMOGRAPHIC QUESTIONS****1. Cinsiyetiniz?**Kadın Erkek **2. Kaç Yaşındasınız?**3. 18 – 24 25 – 34 35 – 44 45 – 54 54 – 65 65 ve üzeri **4. Eğitim seviyeniz nedir?**Lise Lisans Lisansüstü **5. Hangi lokasyonda çalışıyorsunuz?**Şube Bölge Genel Müdürlük **6. Hangi görevde çalışıyorsunuz?**Yetkili / Uzman Yönetmen / Yönetici Müdür / Merkez Yöneticisi Direktör **7. Mevcut olduğunuz kurumda kaç yıldır çalışıyorsunuz?**1 – 5 yıl 5 – 10 yıl +10 yıl

## APPENDIX B: WOK MOTIVATION QUESTIONNAIRE

İŞ MOTİVASYON ÖLÇEĞİ		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Bu soru listesini “Şu anki işinizde neden çaba sarf ediyorsunuz?” sorusunu düşünerek yanıtlayınız.		(1)	(2)	(3)	(4)	(5)
1	Zamanımı israf ettiğimi düşündüğüm için işimde çaba sarf etmiyorum.	(1)	(2)	(3)	(4)	(5)
2	İlginç olduğu için işimde çaba sarf ediyorum.	(1)	(2)	(3)	(4)	(5)
3	Çaba sarf etmeye değer olmadığını düşündüğüm için işimde az çaba gösteriyorum.	(1)	(2)	(3)	(4)	(5)
4	Heyecan verici olduğu için işimde çaba sarf ediyorum	(1)	(2)	(3)	(4)	(5)
5	İşim anlamsız olmasına rağmen neden hala bu işi yaptığımı bilmiyorum.	(1)	(2)	(3)	(4)	(5)
6	İşimi yaparken eğlendiğim için işimde çaba sarf ediyorum.	(1)	(2)	(3)	(4)	(5)
7	Başkalarının (amir, meslektaş, aile vb.) onayını almak için işimde çaba sarf ediyorum.	(1)	(2)	(3)	(4)	(5)
8	İşimde çaba sarf etmenin benim için özel bir anlamı var.	(1)	(2)	(3)	(4)	(5)
9	Başkalarının (amir, meslektaş, aile vb.) bana daha fazla saygı duyması için işimde çaba sarf ediyorum.	(1)	(2)	(3)	(4)	(5)
10	Bu iş, kişisel değerlerimle uyumlu olduğu için işimde çaba sarf ediyorum.	(1)	(2)	(3)	(4)	(5)
11	Başkalarının (amir, meslektaş, aile vb.) bana yönelik eleştirilerinden kaçınmak için işimde çaba sarf ediyorum.	(1)	(2)	(3)	(4)	(5)
12	Bu işte çaba sarf etmenin kişisel olarak önemli olduğunu düşündüğüm için işimde çaba gösteriyorum.	(1)	(2)	(3)	(4)	(5)
13	Ancak işimde yeterince çaba sarf edersem başkaları (işveren, amir vb.) beni ekonomik olarak ödüllendirirler.	(1)	(2)	(3)	(4)	(5)
14	İşimde çaba sarf ederim aksi halde, kendimi kötü hissederim.	(1)	(2)	(3)	(4)	(5)
15	İşimde yeterince çaba sarf edersem başkaları (işveren, amir vb.) bana daha fazla iş güvenliği sağlarlar.	(1)	(2)	(3)	(4)	(5)
16	Şimdiki işimde çaba sarf ederim aksi halde, kendimi mahcup hissederim.	(1)	(2)	(3)	(4)	(5)
17	İşimde yeterince çaba sarf etmezsem işimi kaybetme riskim olur.	(1)	(2)	(3)	(4)	(5)
18	İşim, kendimle gurur duymamı sağladığı için işimde çaba sarf ediyorum.	(1)	(2)	(3)	(4)	(5)
19	Kendimi kanıtlamak zorunda olduğum için işimde çaba sarf ediyorum.	(1)	(2)	(3)	(4)	(5)

## APPENDIX C: MULTIFACTOR LEADERSHIP QUESTIONNAIRE

For use by Zehra Ozturk only. Received from Mind Garden, Inc. on January 12, 2024

### Multifactor Leadership Questionnaire Rater Form

Name of Leader: \_\_\_\_\_ Date: \_\_\_\_\_

Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

**Important** (necessary for processing): Which best describes you?

- I am at a higher organizational level than the person I am rating.
- The person I am rating is at my organizational level.
- I am at a lower organizational level than the person I am rating.
- Other than the above.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

*The Person I Am Rating...*

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Provides me with assistance in exchange for my efforts .....                                   | 0 | 1 | 2 | 3 | 4 |
| 2. *Re-examines critical assumptions to question whether they are appropriate .....               | 0 | 1 | 2 | 3 | 4 |
| 3. Fails to interfere until problems become serious .....   | 0 | 1 | 2 | 3 | 4 |
| 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards ..... | 0 | 1 | 2 | 3 | 4 |
| 5. Avoids getting involved when important issues arise .....                                      | 0 | 1 | 2 | 3 | 4 |
| 6. *Talks about his/her most important values and beliefs .....                                   | 0 | 1 | 2 | 3 | 4 |
| 7. Is absent when needed .....  | 0 | 1 | 2 | 3 | 4 |
| 8. *Seeks differing perspectives when solving problems .....                                      | 0 | 1 | 2 | 3 | 4 |
| 9. *Talks optimistically about the future .....   | 0 | 1 | 2 | 3 | 4 |
| 10. *Instills pride in me for being associated with him/her .....                                 | 0 | 1 | 2 | 3 | 4 |
| 11. Discusses in specific terms who is responsible for achieving performance targets .....        | 0 | 1 | 2 | 3 | 4 |
| 12. Waits for things to go wrong before taking action .....                                       | 0 | 1 | 2 | 3 | 4 |
| 13. *Talks enthusiastically about what needs to be accomplished .....                             | 0 | 1 | 2 | 3 | 4 |
| 14. *Specifies the importance of having a strong sense of purpose .....                           | 0 | 1 | 2 | 3 | 4 |
| 15. *Spends time teaching and coaching .....  | 0 | 1 | 2 | 3 | 4 |

Continued →

For use by Zehra Ozturk only. Received from Mind Garden, Inc. on January 12, 2024

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always	
0	1	2	3	4	
16. Makes clear what one can expect to receive when performance goals are achieved .....	0	1	2	3	4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it." .....	0	1	2	3	4
18. *Goes beyond self-interest for the good of the group .....	0	1	2	3	4
19. *Treats me as an individual rather than just as a member of a group.....	0	1	2	3	4
20. Demonstrates that problems must become chronic before taking action .....	0	1	2	3	4
21. *Acts in ways that builds my respect .....	0	1	2	3	4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.....	0	1	2	3	4
23. *Considers the moral and ethical consequences of decisions .....	0	1	2	3	4
24. Keeps track of all mistakes.....	0	1	2	3	4
25. *Displays a sense of power and confidence .....	0	1	2	3	4
26. *Articulates a compelling vision of the future .....	0	1	2	3	4
27. Directs my attention toward failures to meet standards.....	0	1	2	3	4
28. Avoids making decisions .....	0	1	2	3	4
29. *Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. *Gets me to look at problems from many different angles.....	0	1	2	3	4
31. *Helps me to develop my strengths.....	0	1	2	3	4
32. *Suggests new ways of looking at how to complete assignments.....	0	1	2	3	4
33. Delays responding to urgent questions .....	0	1	2	3	4
34. *Emphasizes the importance of having a collective sense of mission.....	0	1	2	3	4
35. Expresses satisfaction when I meet expectations .....	0	1	2	3	4
36. *Expresses confidence that goals will be achieved .....	0	1	2	3	4
37. Is effective in meeting my job-related needs .....	0	1	2	3	4
38. Uses methods of leadership that are satisfying .....	0	1	2	3	4
39. Gets me to do more than I expected to do .....	0	1	2	3	4
40. Is effective in representing me to higher authority .....	0	1	2	3	4
41. Works with me in a satisfactory way.....	0	1	2	3	4
42. Heightens my desire to succeed.....	0	1	2	3	4
43. Is effective in meeting organizational requirements.....	0	1	2	3	4
44. Increases my willingness to try harder.....	0	1	2	3	4
45. Leads a group that is effective.....	0	1	2	3	4

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