

# Leadership and Employee Motivation: The employees perspective

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I hereby declare that the Research Report submitted for the IIE Bachelor of Commerce Honours in Management degree to The Independent Institute of Education is my own work and has not previously been submitted to another University or Higher Education Institution for degree purposes.

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## **Abstract**

Keeping individuals motivated in this day in age, proves to be a struggle for any leader, understanding what motivates individuals to be better makes for a successful leader. Successful leadership is not based solely on the perception of the leader, but rather must include the perceptions of the followers. The purpose of this phenomenological qualitative study was to gain an in-depth understanding how employees experience leadership and how this impacts on their motivation to perform their work functions. This study critically analyses Frederick Herzberg's two-factor theory and assesses its application as a theory to leadership behaviours and employee motivation. The study identified that the different types of motivational behaviours used by transformational and transactional leaders have a direct impact on the intrinsic motivation of the employee and validated Herzberg's (1959) two-factor theory. This study provides an opportunity to advance fields such as management, employee motivation and organisational development by examining what factors motivate employees.

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## **Chapter 1 – Introduction**

*“Leadership is the art of getting someone else to do something you want done because he wants to do it” - Dwight D. Eisenhower (ND)*

Leadership as it is known today plays a vital role in the success or failure of an organisation (Odumeru & Ifeanyi, 2013). A leader can be defined as an individual who “influences to direct and coordinate the activities of the members of the organised group toward the accomplishment of group objectives” (Jagot, 1982 as cited by Rost, 1993, p76). One of the key components of leadership is motivation (House, Hanges, Javidan, Dorfman and Gupta 2004). House et al, (2004), claim that an important aspect of leadership is the ability to motivate employees to contribute towards the greater good of the team to which they belong. It is unlikely for leaders of an organisation to be successful, if they are unable to motivate their employees (Amabile, 1993).

The aim of this study was to explore the experiences of employees with regards as to how their leaders impact their motivation. Amabile (1993), indicated that demotivated employees are less likely to spend time and effort in their jobs. They will avoid the workplace as much as possible and generally produce lower quality work.

It can be confidently stated that the fate of any organisation is doomed if there is no strategy, no clear vision and no suitable employer and leader relationships (Amabile, 1993; House et al., 2004;). When organisations focus on motivating their employees through the enhancement and development of individuals, it increases the organisation production and service levels (Srivastava & Barmola, 2011). Motivated employees are committed to their tasks to achieve organisational goals and remain loyal to the organisation (Srivastava & Barmola, 2011). However, what makes one individual satisfied and happy might differ from another (Nadar,1988). In this regard, leader-employee relations are vitally important. It is important for leaders to identify what motivates their followers in order to apply the correct leadership style (Nadar, 1988). Many organisations today spend millions on courses and training in motivation to provide their leaders and employees with the tools to strengthen motivation within the working environment (Srivastava & Barmola, 2011).

The purpose of this qualitative interpretivist study was to view both leadership and motivation from the perspective of the employee to better equip organisations and leaders with the knowledge of what motivates individuals. This study makes use of the two-factor theory of motivation that was identified by Fredrick Herzberg in 1959, to identify what motivates individuals, with the intention to address the research problem of how individuals experience leadership styles, namely transformational and transactional leadership and how this impacts on their individual motivation (Herzberg, Mansure and Snyderman, 1959). Moreover, this study contributes to the current body of knowledge already available in regards to leadership and employee motivation, to provide an opportunity to advance the fields of organisational development such as leadership, motivation and organisational change.

### **Research Question**

To explore how employees experience leadership and how it impacts on their motivation.

### **Sub-questions**

1. To understand how employees experience transformational leadership and how it impacts on their motivation?
2. To understand how employees experience transactional leadership and how it impact on their motivation?

## **Chapter 2 - Literature Review**

### **Theoretical Foundation**

Motivation has the powerful effect on motivating employees not only to achieve organisational goals, but to also meet basic human needs such as a feeling of self-directedness, recognition, self-esteem and belonging (Alghazo & Al-Anazi, 2016). One of the main challenges facing leadership today is the difficulty and complexity in motivating not only oneself but motivating those around you (Alghazo & Al-Anazi, 2016). Over the years a number of motivational theories have emerged, Hawthorn Study (Mayo, 1942), Maslow's hierarchy of human needs (Maslow, 1954), followed by Fredrick Herzberg's two-factor theory (Herzberg et al., 1959). This study will take an in-depth look into Herzberg's two factor theory, to understand what motivates individuals.

### **Herzberg Two-Factor Theory**

This study will make use of Frederick Herzberg's two-factor theory which was developed in 1959. In order to gain an understanding of employee experiences, this theory has gained much popularity among scholars in the study of employee motivation (Lukwago, Basheka & Odubuker, 2014). According to Herzberg, et al. (1959), there are two sets of needs, firstly they discuss hygiene factors which refers to the extrinsic factors that considers the 'job context', such as company policy, peer relationships, working environment and salary (Herzberg, et al., 1959). The second factor is the motivation factor, this factor refers to intrinsic factors looking at 'job content', such as advancement, recognition, achievement and responsibility (Herzberg, et al., 1959). Back in 1959, Herzberg conducted research on 200 engineers and accountants within a thirty-mile radius of Pittsburgh in the United States of America. The employees were asked to share their job experiences by rating them as extremely good vs extremely bad (Herzberg, et al., 1959). What Herzberg found was that when considering job context (hygiene factors) the responses were met with negative feelings, whereas, when the employees were considering job content (motivators) the responses were generally associated to positive feelings, (Teck-Hong & Waheed, 2011). Amoako and Dartey-Baah, (2011) believe that combining the two factors can impact on the results of employee performance; for

example, high hygiene factors and high motivation will provide an ideal situation as employees have few complaints and are highly motivated; whereas, low hygiene and low motivation proves to be an unfavourable situation for any organisation, as employees have lots of complaints and are highly demotivated.

Herzberg et al., (1959) believed that hygiene factors themselves do not promote job satisfaction, rather they merely prevent job dissatisfaction. This factor became known as a dissatisfier or maintenance factor, due to the absence or inadequacy causing dissatisfaction in the work place. Hygiene factors have increasingly become regarded as an expectation rather than achievement or incentives to greater satisfaction (Amoako & Dartey-Baah, 2011). Herzberg considered motivation factors as the psychological need for growth and recognition (Amoako & Dartey-Baah, 2011). Thus, motivation factors are considered to be the 'satisfiers', these give individuals a sense of purpose in what they are doing. It can be argued however, that the absence of these factors does not necessarily cause dissatisfaction, however, they do act as strong motivators for good job performance. This could assist in determining the effects of a leader's style on the said 'satisfiers' (Amoako & Dartey-Baah, 2011).

Herzberg's two-factor theory has not been free from criticism and has been questioned by scholars a number of times, as testing has proven different results. Locke (1976) criticised the theory by stating that two important elements had not been taken into account (1) the different sources of job satisfaction and dissatisfaction and (2) that the motivation-hygiene theory is parallel to the dual man theory which considers physical needs and psychological needs (Malik and Naeem, 2012). Another scholar criticised the fact that theory fails to take into account individual differences. While some are motivated by job content factors, others may find their motivation the job context factors, they are dependent on the individual circumstances (Baridam 2002).

Several researchers support the Two-Factor theory in saying that values leading the motivational factors are different and not opposite to the values leading to hygiene factors (Halpern, 1965; Centers & Bugental, 1966; Soliman, 1970; Couger and Ishikawa, 1995; Brislin, MacNab, Worthley, Kabigting, & Zukis, 2005). Herzberg's Two-Factor theory has been a large contributor into the knowledge of management and leadership as it clarifies the sources from which employee motivation is achieved (Mater, 2010). The theory recognised that management are not able to motivate their employees by simply focusing

on hygiene, but rather that these factors need to be supported by a challenging job, including, recognition, growth responsibility and achievement (Luthans, 1995). This theory will be used when exploring the experience of employees in whichever form of reward or recognition which motivates them to do more than is expected.

## **Review of past literature**

The success of any organisation is dependent on the leaders and the leadership styles they adopt (Prakash, 2015). By adopting the correct leadership style, leaders are able to gain trust and commitment from their followers and then in turn are able to motivate the followers in the direction of the organisational goals (Conger, 1992). In this literature review the researcher will address the past literature of key concepts, such as leadership, transformational leadership, transactional leadership, motivation and leadership and motivation.

### **Leadership**

Many definitions describe leadership by characteristics such as influence of the achievement of goals, providing a compelling vision and inspiration to enthuse others and team work facilitation (Yukl, 1999). According to Bass and Avolio (1997), finding one set definition for leadership is near impossible. Leadership is an interdisciplinary field of study that has been researched and reviewed by a number of scholars in the attempt to formalise a set definition (Sharma & Jain, 2013). According to Bass, leadership can be defined as the impact individuals have on their followers (Cherry, 2017). Leaders can be said to be individuals who are able to establish a connection with a group of employees to be able to provide direction and motivation in order to achieve organisational goals (Conger, 1992).

Across literature, there is much debate regarding what differentiates a leader from a non-leader. However there are outlines of the leadership behaviours which impact on employee motivation and the success of an organisation (Pieterse-Landman, 2012). Previous research studies conducted by Pieterse-Landman (2012), indicated that in order for a leader to be successful, one will need to have the following characteristics; the ability to communicate a shared vision which is aligned to the followers' values and beliefs; the

leader should provide a sense of selflessness and passion in placing both the organisation's and followers' goals before their own; the leader should characterise confidence and determination in achieving the company's vision; a leader should be a risk taker and not afraid to introduce change and challenge the status quo; a leader should have a sense of investment of time and coaching in follower development; while leading by example and displaying the desired traits and values; finally, a leader should recognise and celebrate success.

There are two frequently mentioned leadership styles that are commonly referred to. Each of these leadership styles have their own characteristics and leadership behaviours (Conger, 1992, Prakash, 2015). These leadership styles are Transformational and Transactional leadership. Transformational and transactional leadership styles are considered to be divergent in nature when it comes to considering the underlying theories of management practice and employee motivation (Fernandes & Awamleh, 2004). In the next section we will discuss these leadership styles.

### **Transformational Leadership**

The term 'transformational leadership' was originally introduced by James Downton in 1973 in a paper called Rebel leadership (Diaz-Saenz, 2011). It was only in 1978 that James MacGregor Burns operationalised the theory in his study of political leadership but has since moved into organisational psychology and management studies (Jung & Sosik, 2002). In 1985 Bass and Avolio later added to Burn's ideas of transformational leadership and developed the theory into what it is known as today (Cherry, 2017). Bass and Avolio in 1985, made an important distinction between the two leadership styles known today as 'transactional leadership' and 'transformational leadership'. They indicated transactional leadership was the way in which most of the leaders used reciprocal exchanges and processes between followers and leaders to achieve satisfaction, whereas Transformational leadership on the other hand has leaders engaged with their followers to 'morally uplift' and achieve organisational goals. (Diaz-Saenz, 2011).

A transformational leader is considered to be an individual who encourages and inspires their followers to achieve extraordinary outcomes (Jung & Sosik, 2002). They are individuals who are interested and concerned about the developmental needs of their followers; they assist followers with identifying issues and help them to look at old

problems in new ways; they are known to excite and inspire followers to achieve group goals with extra effort (Jung & Sosik, 2002). It can be said that transformational leadership has a positive impact on followers' interests, whereby they encourage followers to take care of each other's interests and act in the interests of the group as a whole (Warrilow, 2009).

Bass and Avolio (1997), identified there are four components to transformational leadership style; (a) idealised influence, the leader acts as a role model for the followers, thus gaining respect and emulating his/hers individual ideals., (b) inspirational motivation, leaders articulate a clear vision to their followers by sharing the same motivation and passion to achieve organisational goals, (c) intellectual stimulation, leaders do not only challenge the status quo, they also encourage followers to explore new ideas, and (d) individualised consideration, involves the leader offering encouragement and support to their followers.

Transformational leadership has not been free from criticism (Odumeru & Ifeanyi, 2013). Yukl (1999), identified several weaknesses of transformational leadership. The first weakness Yukl (1999) identified was that of the ambiguity underlying its influences and processes. The theory fails to make sense of the interacting variables between transformational leadership and positive outcomes (Yukl, 1999). The theory would be better supported if there were a clear understanding of how each type of behaviour affects each type of mediating variable and outcome (Odumeru & Ifeanyi, 2013).

### **Transactional Leadership**

Transactional leadership takes into consideration the exchanges and transactions between the follower and the leader (Bass & Avolio, 1994, cited by Engelbrecht, 2002). These exchanges and transactions are in the form of rewards and punishment and assist the leaders to accomplish their goals and objectives and direct the behaviour of their followers, by meeting their basic human needs (Odumeru & Ifeanyi, 2013). McCleskey (2014), identified that transactional leadership evolved due to a marketplace made up of fast simple transactions among followers and leaders on a search for instant gratification. Transactional leadership is primarily concerned with the processes rather than forward thinking ideas (Odumeru & Ifeanyi, 2013). These leaders have distinct focus in the way in which they interact in with their followers. These were discussed by Bass and Avolio

(1997) as: *Contingent reward* – this involves the exchange of specific rewards between followers and leaders, dependent on the follower's effort. The leader uses these rewards or punishment methods in order to achieve the desired outcome (Northouse, 2007); *Active management-by-exception* – this involves corrective criticism, followers are monitored and the negatively corrected, this is to ensure they are working effectively (Gopal and Chowdhury, 2014); *Passive management-by-exception* – this criticism is followed by contingent punishment in response to the discrepancies in the standard performance (Gopal and Chowdhury, 2014).

Burns (1978) presented the argument that transactional leadership leads to temporary gratification which often creates resentment between the leaders and followers. Furthermore, a number of researchers have criticised transactional leadership as being a one size fits all approach, completely ignoring constructs such as situation and context (Beyer, 1999; Yukl, 1999; 2011; Yukl & Mahsud, 2010). It can be argued that unlike transformational leadership, leaders who are using a transactional approach are merely looking to keep things the same, rather than trying to change the future (Odumeru & Ifeanyi, 2013). This type of leadership can be effective in an emergency or crisis, however can prove to be unsuccessful in long-term sustainability (Odumeru & Ifeanyi, 2013).

## **Motivation**

Motivation can be described as the driving force to inspire individuals to complete the task they set out to do (Burton, 2012). Motivation within the organization is twofold, as it is not only used to drive organizational goals, but also those of the individuals themselves (Shanks, 2016). The understanding of what motivation is, is an empirical step in helping managers to decide the course of action to encourage employees (Barton, 2012). Employee motivation can be defined as the "psychological forces which determine the direction of a person's behaviour in an organisation, a person's level of effort and a person's level of persistence." (Jones & George, 2011). Psychologists have long recognised the importance of motivation as it is a fundamental tool of the behaviour of employees (Naile & Selesho, 2014).

Not so long-ago employees were merely considered as another input factor into organisational success, however, over time more and more researchers have done further investigation into the impact of leadership (Naile & Selesho, 2014). A turning point in the

study of understanding employee motivation was that of a study conducted by Elton Mayo back in 1942, his study was called the 'Hawthorn' study (Mayo, 1942). The experiment was used in order to conduct a study to identify the changes in human behaviour due to socio psychological aspects in the organisation (Mayo, 1942). The study identified that there was an impact on employee performance by changing the independent variables of the working environment of the employee (Mayo, 1942). Initially the study started out with variables, such as pay, working environment and lighting. As the years have gone by the Hawthorne study has been used to test the other variables affecting employee motivation, such as leadership (Naile & Selesho, 2014).

Following Mayo's study, Maslow (1954), introduced the hierarchy of human needs in 1943, this motivational theory looked at the 5 individual levels of human needs. Maslow (1954), however indicated that the most basic of human needs, such as safety and love and the need to be realised before reaching higher order needs. Following the hierarchy of human needs, Fredrich Herzberg et al., (1959) as cited in Steers, Mowday and Shapiro, (2004), introduced the two-factor theory of motivation. This theory supported Maslow's theory, in that Herzberg believed basic human needs are a requirement for happiness, however it differed in that it identified the individual differences of motivation. This broke them into two categories, job satisfaction and dissatisfaction, stating that they cannot be measured on the same continuum (Steers et al., 2004). In 1960, Douglas McGregor introduced the X & Y Theory of management (Girensing-Prohal, 2002). This theory divides individuals into two categories, the 'X' category assumes individuals are interested in reward and compensation and the 'Y' category assumes that individuals are self-directed and constantly looking for new challenges and it is management's role to maximise commitment (Girensing-Prohal, 2002). Vroom (1964), completely changed the view of motivational theories with the introduction of the expectancy theory, this theory proposed that individuals will voluntarily select a certain behaviour over another, if that behaviour assists them in achieving an expected result.

## **Leadership and Motivation**

In previous studies, the relationship between the leadership and employee motivation has not been clear. Leaders often overlook the importance of ensuring an effective relationship between themselves and employees (Kuczmaraski & Kuczmaraski, 1995). Understanding

what motivates individuals is a critical part of any leadership role; it is also important to have a clear understanding that what motivates one individual might not motivate another (Kuczmaraski & Kuczmaraski, 1995). Some individuals are intrinsically motivated, and others are extrinsically motivated or very often they will have a need for both forms of motivation. The way in which the individual responds to the leader will be an indication of their motivational need. Very often leaders fail to present employees with the correct motivational factors to succeed (Steers, et al., 2004).

Kouzes and Posner (1995) defined leadership as “the art of mobilizing others to want to struggle for the shared aspiration” (p.30). Based on this definition the researcher draws on the key concepts unpacked in this literature review. It can be concluded that leadership styles have been an important driving force of mobilizing others to achieve organisational and personal goals. One of the most important mobilising factors is that of motivation; leadership plays an important role in employee motivation and ultimately the success of the organisation. Fernandes & Awamleh (2004) identified that it is important for leaders to fully understand what motivates their followers in order to achieve the greatest performance from them.

## **Chapter 3 – Research Methodology**

### **Research Design**

#### **Research Paradigm**

The research paradigm can be referred to as a framework of methods, beliefs and values held by the researcher, a 'world view', that defines the nature of the world and the individuals placed in it (Wittgenstein, 1961). For this study the researcher made use of the interpretivist paradigm. Thanh and Thanh (2015), suggest that the interpretivist paradigm predominantly makes use of a qualitative research approach. The interpretivist paradigm is said to offer a more holistic view, by focusing on the meanings and contexts within the social environment (Tanh & Tanh, 2015). It has been argued that the environment in which qualitative data is gathered needs to be one whereby the participant is able to feel comfortable act, normally and share real life experiences freely (Coolican, 2004). By conducting an interpretivist study the researcher has gained an in-depth understanding of the life of the respondent and their view of the research problem, this includes gaining insight into the behaviour of the leader and the impact it has on the motivation of the employee, from the employee's perspective (Cresswell, 2009). When conducting the study, it was important for the researcher to listen carefully and intently to fully understand the experiences of the participant, in order to understand their 'meanings' and 'interpretations' (Cresswell, 2009). It can be argued that due to the selected interpretivist paradigm not having a precise border like a positivist paradigm, the study was open to interpretation by the respondents and their perceptions of the world (Nieuwenhuis, 2007). Respondents have multiple perspectives on the meaning of what leadership and motivation means to them. These perceptions do impact on their responses during the interview process, thus creating flexibility within the study (Nieuwenhuis, 2007).

The use of the interpretivist paradigm is relevant to the current study as it seeks to understand the impact of both transformational and transactional leadership styles on employee motivation from the perspective of the employee, thus, allowing employees to provide their subjective stories and experiences of leadership on their motivation.

## Conceptual Approach

In an attempt to better understand what the real experiences of the employee are, of their leadership and how this impacts their motivation, the researcher has conducted an exploratory investigation, making use of a cross sectional design. This study has taken an interactive qualitative, phenomenological approach.

Historically sociological research processes have been primarily concerned with being scientific in nature (Collis & Hussey, 2013). As a result, over the years, researchers have conducted predominately quantitative studies to gain an understanding of their research findings. Collis and Hussey (2013) described quantitative research as being objective in nature, thus separating the researcher from that which is being researched. Quantitative research is described as a way to quantify a problem by transforming numerical gathered into usable statistics. (DeFranzo, 2011). Over the years, researchers have identified that qualitative research can be considered to be humanistic or subjective in nature; this is due to the researcher being more interactive with the study (Collis & Hussey, 2013).

There are a number of studies on leadership and employee motivation using a quantitative approach (Naile & Selesho, 2014; Chowdhury, 2014; Al-Haj, 2017), however there is a clear limitation to the use of the quantitative approach in these studies. Albert Einstein once stated: *“not everthing that can be counted counts, and not everything that counts can be counted”*. In light of this, and the aim and objectives of this study, the researcher was seeking to find meaning and understanding of the real experiences and thoughts of the participants, the use of a qualitative approach will allow the researcher to share these in-depth perspectives.

For the purpose of this study, the researcher analysed the five common qualitative research designs to find the most appropriate. Case studies are conducted when looking at single units of analysis over a lengthened period of time to identify variables. (Creswell, 2007; Nieuwenhuis, 2007). Case studies would not be relevant to the study, as the research seeks to evaluate more than one unit of analysis and does not focus on changes that occur over a period of time. The second research design covered is Ethnography, this research design is used by anthropologists to study the cultures and behaviours of participants (Creswell, 2007; Nieuwenhuis, 2007). When considering data collection methods for this research design, it did not include participant observations (Nieuwenhuis, 2007), thus making Ethnography irrelevant to the study being conducted. The third theory

considered by the researcher was Grounded theory. This theory is based around the methodical collection and analysis of data (Creswell, 2007, Nieuwenhuis, 2007), however the grounded theory would not have been applicable to this study as the intention of the study is to make sense of the participants' experiences over the comparison of data (Nieuwenhuis, 2007). Narrative research or analysis is the fourth qualitative research design considered by the research, this design seeks to narrate an individuals' life story, otherwise known as a biography (Creswell, 2007; Nieuwenhuis, 2007). Although, the research sought to get an in-depth insight into the understanding the participants' experiences through their own words, the researcher is not seeking to narrate the life story of the participant; thus, leaving narrative research ineffective. The final research design evaluated by the researcher was that of phenomenology. Phenomenology seeks to review the real experience of the participant and their perception and understanding in order to fully understand their experience (Creswell, 2007; Smith, Flowers & Larkin., 2009; Nieuwenhuis, 2007). Based on the analysis of the various research designs available, the researcher selected phenomenology.

The research problem of this study has indicated that there is a distinct lack of understanding between the perceived experiences of leadership on employee motivation. Husserl (1971), as cited by Davidsen (2012), believed that phenomenology is more than just understanding experiences objectively, but rather in order to understand experiences in a subjective matter, it is important that a process of reflection is used to clarify the experiences.

This study is an exploratory study, making use of a cross-sectional design, in an attempt to better understand what the experiences are of the employee on their leadership and how it impacts on their motivation.

### **Population**

This study consisted of participants located in Durban, South Africa. These individuals were not selected based on the type of job they performed, but rather based on the fact that they are employees who were currently employed, and they were general employees. These individual employees had a history of working under their manager or leader who impacts on their daily tasks and performance for a lengthened period of time.

## **Sampling**

Sampling can be referred to as a subset of the population which has been selected in order to draw a conclusion regarding the greater population (Collins & Hussey, 2013).

This study is predominantly concerned with the perceived motivation of each employee, linked directly to the leadership style of his or her leader. Both the research question and variables under this study referred to that of the individual employees. With both the research problem and the variables being considered the unit of analysis of this study was that of the individual.

The sampling method used in this study was non-probability purposive sampling. Non-probability samplings core characteristic is that is based on the judgement of the researcher and was selected due to the limited time frame of this study, as results were needed instantaneously (Nieuwenhuis, 2007). For this study, the selection of participants was conducted through the use of purposive sampling and been sought through personal and professional contacts. Purposive sampling involves the strategic choices about who the participants of the study will be (Palys, 2008). These participants need to be identified according to particular characteristics that are tied to the objectives of the study (Palys, 2008). The criteria for the selection of participants will be that they are general workers, employed and working under a manager who impacts on the way in which they conduct their daily tasks.

Qualitative studies generally focus in depth on smaller sample sizes (Patton, 1990). This study included two (2) currently employed individuals in its sample. There individuals are working under a leader or manager in this study. The small sample size of the study has been impacted by the short time-frame provided in which to conduct the study; however, the small sample has provided in-depth information and this has proved highly valuable during the research process (Patton, 1990).

## **Data-Collection Method**

The data for this study was collected via the use of in-depth, semi-structured qualitative interviews in order to gather the data. Interviews are referred to as a two-way conversation

between the researcher and the participant (Nieuwenhuis, 2007). This communication occurs in order to gather data in order for the researcher to gain insight into the participants' beliefs and behaviours (Nieuwenhuis, 2007). The researcher allowed the participant to meet in an environment of the participant's choice, whereby the participants felt comfortable enough with their surroundings, to be able to share their views openly and honestly (Fylan, 2005). These interviews were conducted face to face and all individuals interviewed during this study will remain anonymous. All interviews were recorded, with the permission of the participants, in order to support the rigour of the study when being transcribed.

At the start of the interview process, the researcher discussed the interview process with the participants and provided them the outline and advised them of their rights to exclude themselves from the study at any point during and after the interview. The participants were also assured of their anonymity throughout the study. Before commencing the interview, the researcher provided the participants with a consent form which was signed. During the interview process the researcher made use of a voice recorder, with permission from the participants, to record the interviews in order to ensure that the rigour of the data remained during the transcribing processes. The researcher also made use of a notepad and pen to take added notes and highlight the responses of the participants.

During the interviews the researcher sought to gain an in-depth view of the participants' experiences and thoughts on the field of study (Fylan, 2005). Semi-structured interviews allowed for conversation to take place between the participants and the researcher (Fylan, 2005). The researcher prepared a list of open-ended questions to be asked by the researcher during the interview (Fylan, 2005). These questions were not asked in any specific order; rather asked in a fashion that encouraged the respondent to provide feedback about specific areas that are relevant to the study (Harvey, 2018). This allowed the researcher to gather a high-quality and in-depth insight into the thoughts and feelings of the participants.

Due to the semi-structured nature of the interview, this makes it open to adaptability and suitable to answering the question of 'why' (Fylan, 2005). By using prompts and changing various questions and areas to be discussed during the interview process, the researcher was able to gain a better understanding of the participants and their experiences and thoughts in relation to the research question (Fylan, 2005). One of the challenges faced

by the semi-structured interviews was that the conversations sometimes took a different direction before all the areas that need to be addressed had been covered (Fylan, 2015). During the interview processes, the researcher was required to steer the conversation in the direction of the research questions in order to ensure a semi-structured approach to the interview was controlled in order to cover the required inquiry in order complete an accurate data analysis (Fylan, 2005).

The use of in-depth, semi structured qualitative interviews proved to be most beneficial to the study as this allowed the researcher to adapt the questions in order to allow the participants to feel comfortable enough to share open, honest and truthful views of their current thoughts and feelings regarding their leaders and current motivators.

### **Data Analysis Methods**

The method of analysis selected by the researcher for this study was a qualitative approach of thematic analysis. Thematic analysis is widely used when analysing data collected via the use of interviews and phenomenological studies as it focuses on the human experience subjectively (Braun & Clarke, 2006). Thematic analysis is a method used to understand the transcribed interview data by, 'identifying, analysing and report on patterns or codes within the transcribed data' (Braun & Clarke, 2006). The coded data generated emergent themes within the collected data, thus making it easier for the researcher to identify recurring themes and messages (Costa, Breda, Pinho, Bakas, & Durão, 2016). These themes are in relation to the research questions and represent a level of patterned responses and meanings (Braun & Clarke, 2016). The reason for this data analysis method being selected is that due to the data collection of in-depth interviews, an insightful analysis of the participants' responses, supports answers for the research question through a rigorous thematic approach (Braun & Clarke, 2006).

Thematic analysis of data is a 6-phase process that is conducted by the researcher to capture the intricacies of meaning within the data set (Braun & Clarke, 2006). The first phase of thematic analysis taken by the researcher; was where the researcher became familiar with the data. Once the data collection was completed the researcher began to transcribe the data into a written form (Braun & Clarke, 2006). The second phase of data collection is that of generating initial codes, the researcher had a 'start list' of potential

codes (Braun & Clarke, 2006). However, when working systematically through the data the researcher organised and gained meaningful parts of data that are related to the research question and amend the original 'start list' of codes (Braun & Clarke, 2006). The third phase of thematic analysis is that of searching for themes. Themes differ from codes in that themes are phrases or sentences that assist to identify what the data actually means (Braun & Clark, 2006). Thematic analysis allows for the themes or categories to emerge such as, repeating ideas, metaphors and analogies (Braun & Clark, 2006). Themes helped the researcher to identify the 'culture' of the participants' story (Braun & Clarke, 2006). The fourth phase in thematic analysis was the reviewing of themes. During this phase the researcher found data that either supported or refuted the proposed theme (Braun & Clark, 2006). During the fifth phase the researcher defined and named the themes. At this phase the researcher had gone beyond the surface of the meaning of the data and was able to portray an accurate picture to identify themes and how they related and affected the entire picture (Braun & Clark, 2006). The last and final phase of thematic analysis was producing the report on the data collected. Once the final stages of the reviewing of themes had been conducted, the researcher began the process of compiling the final report (Guest, MacQueen & Namey, 2012). This report is based on the themes that make meaningful contributions in answering the research question (Guest, MacQueen & Namey, 2012). The researcher presented the final data through the use of thick descriptions in order to support the results (Guest, MacQueen & Namey, 2012).

Thematic analysis was selected by the researcher due to its flexibility, allowing for rich detailed and complex description in order to understand the phenomenon (Braun & Clarke, 2006).

## **Chapter 4 – Findings and Interpretation of Findings**

### **Background of Interview Respondents**

The findings of this study have been gathered from two participants who met the required characteristics of the population, outlined in the population and sampling section of this report. For ethical reasons the identity of the participants in this study has been protected via the use of pseudonyms.

Simone Massey (pseudonym) is the office administrator for a commodity trading company in Kwa-Zulu Natal. She is 30 years old and has been working in the organisation for a year and a half. Simone reports to the owner of the organisation has been working under the same leader for an extended period of time. Overall Simone has a positive attitude towards her job and her leader.

*Simone: “We (Simone and her leader) have a really great relationship. He is such a nice guy, so easy to get along with [...]. So, I must say yes a really nice person to work for.” (Sic)*

Richard Baker (pseudonym) is the branch manager for a bearings company operating in the south of Durban. He is 35 years old and has been working within the organisation for 20 months. Although Richard is the branch manager he reports and is overseen by the sales director of the organisation. Richard has reported to the same leader ever since joining the organisation. Overall Richard has a slightly apprehensive attitude towards his job and his leader.

*Richard “I would describe the relationship as being very professional [...] I have to be cautious with what I say to him.” (Sic)*

The main objective in the undertaking of this study was to understand the impact of leaders on the employee's motivation. The findings of this study have been built on the analysis of the interpreted data gathered during a qualitative in-depth interview process. During the interview process and the reviewing of the transcribed data, it has been identified that Simone reports to a transformational leader and Richard reports to a transactional leader. During the analysis of the findings it was identified that there is a strong link between the

behaviour of both the transformational and transactional leadership behaviours to that of Herzberg, et al., (1959) two-factor theory. It was identified that there are two sets of needs, namely Hygiene factors, supporting the extrinsic needs of the individual and motivational factors supporting the intrinsic needs of the individual. In the findings of this study the researcher will seek to provide an understanding of how Herzberg, et al., (1959) two-factor theory is supported in the differences between the two leadership styles and how these impact on the motivation of the employees.

## **Themes**

### **Corporate Relationships**

The first theme is the subject of corporate culture and relationships within the organisation. As Pieterse-Landman (2012) indicated, leadership behaviours impact on employee motivation and that in order for a leader to be successful he/she needs to be able to communicate, a shared vision that is aligned with follower values and beliefs. There has been a clear indication during the processing of the transcribed interview data, that there are repeated responses regarding the relationship between the employee and leader and the impact this has on the employee's motivation:

*Simone: "He will often say well done, this is great, you picked this up so quickly or when he travels he'll phone to say you know what Simone (pseudonym), I am just phoning, is everything okay? Are you alright? Thanks for holding the fort, like we can trust you with running the business when we away and just makes you feel appreciated." (Sic)*

The above statement describes a leader who is appreciative of the work that is being conducted and is not scared to share his supportive views. In this instance Simone is more appreciated and therefore more motivated to continue what she is doing, only better. Diaz-Saenz (2011) stated that act of transformational leadership is leaders who are engaged with their followers to 'morally uplift' are better able achieve organisational goals. Herzberg, et al., (1959) identified motivational factors as 'satisfies', they are the factors that consider the psychological need for growth and recognition. Simone's statement is in direct contrast to Richard's statement below:

Richard: *“I would describe our relationship as solely being professional. [...] my relationship with my manager is very very corporate and therefore very professional relationship in that I have to be very cautious of what I say to him and be mindful of the knock-on-effects of being open and honest with them.” (Sic)*

Burns (1978) stated that transactional leadership can very often cause resentment or hesitation between a leader and a follower as there is a constant need for instant results leading to temporary gratification. This statement has been supported by Richard as he acknowledges that when communicating with his leader he does so with a level of hesitation as he feels that his relationship with his leader is not one that is open and honest and feels that for everything that he shares there will be consequences; in turn he finds himself in a position where he is holding back:

Richard: *“So I find myself holding back and don’t speak my mind very often. [...] If you speak your mind it gets held against you as a red flag.” (Sic)*

Richard: *“You are too scared to do anything, in the fear that you might do something wrong or be shut down.” (Sic)*

Organisations thrive on close relationships (Amabile & Khaire, 2008). Understanding the communication process leads to highly motivated employees (Amabile & Khaire, 2008). This can be seen in the two contradicting statements above. By providing verbal acknowledgment by the leader, employees feel appreciated and supported. Richard indicated that by creating an unsafe environment, employees are fearful of what the reaction or outcome will be to what they say. Amabile & Khaire, (2008), stressed the importance of leaders creating an open and safe climate where encouragement and community are constantly stressed by management and employees feel free to share their ideas and thoughts. Herzberg, et al., (1959), identified with his findings that when one considers only the job context, the responses were met with negative feelings and individual are less likely to contribute to the greater good of the organisation.

### **Levels of Employee Personal Development**

Where personal development is concerned, one would normally consider this to be something that occurs in an individual’s spare time; however personal development is

something that occurs on a daily basis and permeates every aspect of an individual's life (Eraut & Hirsh, ND). Employees have a want and need for meaningful work and interactions that enriches their lives (Eraut & Hirsh, ND). Pieterse-Landman (2012), indicated that in successful leader is required to have a sense of investment and coaching in follower's development.

*Simone: "I must say, the person I work for is very motivating. He's a really driven person, he's taken me under his wing and acts sort of like a mentor in a way." (Sic)*

Simone is motivated by the time and effort her leader puts into her personal development and her development within the organisation. He acts as a mentor to her, guiding her and supporting her. This behaviour echoes Herzberg sentiments when he discussed the most important part of motivation is that of intrinsic value and satisfaction gained from the job itself (ACCA, 2016). Motivators are those factors directly concerned with job fulfilment such as, the sense of achievement; level of responsibility and support provided by leaders and the community in which they work (ACCA, 2016) This theory is further supported by Simone:

*Simone: "He really does include me in a lot of things and [...] gives me a lot of responsibility which also keeps you so busy that you do not have time to feel demotivated." (Sic)*

Simone identifies that the responsibility given to her is meaningful and engaging enough for her not to feel like she will be demotivated. Maccoby (2010) indicated that the most motivating responsibilities are the ones that stretch individuals and develop their skills. Bass and Avolio (1997), identified that one of the four main characteristics of a transformational leader is that they encourage intellectual stimulation. These leaders do not only challenge the status quo, they also encourage followers to explore new ideas. This was further supported by Jung and Sosik (2012), when they indicated that transformational leaders are individuals who invest time in their followers and are concerned regarding their developmental needs. Simone's transformational leader supports the intrinsic value, Simone finds motivating and supports this by acting as a role model and encouraging her to take on added responsibilities, thus developing her personal skills. The findings from Richard's interview supports Simone's sentiments on

what motivates her. However, due to the leadership behaviour, demonstrated by his leader, Richard feels demotivated.

Richard *“If they can take one or two suggestions from me I would feel so much more valued, but instead, whatever needs to be done needs to be done their way”* (Sic)

Richard: *“We are constantly micro managed to the extreme that we have cameras watching our computer screens. If they would just empower me, I wouldn’t begrudge them”* (Sic)

In transactional leadership, creativity is very limited as goals and objectives have already been set (Fernades & Awemleh, 2004). This can clearly be seen in Richard’s interview, whereby his leaders do not acknowledge any suggestions made by him, but rather provide him with a detailed outline of how things should be done and then ensure they are being done by the form of micromanagement. Since transactional leadership is based on exchange it does not attempt to motivate followers beyond the required level (Fernades & Awemleh, 2004). It has been acknowledged that satisfaction and performance suffers due to the total reliance on the transformational leadership style (Burns, 1978; Bass & Avolio 1997).

### **Reward and Recognition**

The last and final theme, and probably the most dominant of the themes to emerge from the in-depth interviews conducted with the participants, was that of reward and recognition. Herzberg, et al., (1959), shed light on the importance of recognition when they introduced the two-factor theory. The theory believed that compensation will, at best, prevent employees from being dissatisfied; however recognition satisfies employees most inner emotional needs (Herzberg, et al., 1959).

During the interview process both participants shared their thoughts and feelings regarding the way in which they viewed the type of rewards and recognition offered by their leader. There was a stark contrast between the two and with this came very different emotions. This can be seen in during the interviews:

Simone: *“My reward is more emotional, I mean every day you feel valued, you feel that whatever you are doing, you are doing a good job! [...] I am motivated to do more and be better at what I do.”* (Sic)

It is evident from the information gained during the in-depth interview conducted with Simone, that she acknowledges the emotional recognition received from her leader and is encouraged to do more. Whereas Richard explains the type of reward he receives to be different:

Richard: *“I received a monetary reward based on sales performance only, we do not receive 13<sup>th</sup> cheques or added bonuses for doing a good job. [...]”* (Sic)

Richard shares his frustration for the lack of emotional reward received from his leader and indicates that a ‘pat on the back’ would be a form of recognition he would appreciate.

During the interview process it was evident that Simone’s leader portrayed behaviour traits relating to reward and recognition that were of a transformational leader. Her leader acknowledged her, not only by way of formal acknowledgement for a job well done, but rather treated her as a valued individual and is understood for what motivates her (Jung & Sosik, 2002). Whereas Richard’s leader keeps watchful eye on his performance and will only make use of an external reward, based on specific goals and targets being reached (Northouse, 1997). Thus, Richard’s leader portrays signs of a transactional leader (McCleskey, 2014). In the response to the leadership styles, the participants acknowledged their feelings regarding the recognition they received:

Simone: *“I am motivated to do more and be better at what I do.”* (Sic)

Richard: *“We receive little recognition. A pat on the back every now and again could go a long way”* (Sic)

Both Simone and Richard echo Herzberg Two-Factor theory (Herzberg, et al, 1959), in that indirectly both have conceded to the fact that they are better motivated by the form of an intrinsic reward than that of an external reward. This was clearly supported by the interview conducted with Simone, that when employees feel valued, acknowledged and

supported they will be motivated to do more within the organisation (Amabile & Khaire, 2008).

### **Trustworthiness**

In qualitative research, due to each participant having unique experiences, it is not always possible to generate the same result from a variety of participants. However, trustworthiness has been the standard in determining research quality and rigor in qualitative studies (Henery, 2015). Lincoln and Guba (1985), as cited by Henery, (2015) founded the trustworthiness measure of rigour in order to address credibility, dependability, transferability and conformability of the study.

Credibility is determined by the extent to which the research accurately depicts the essence and spirit of the participant's experience (Morse, 2015). In order to determine the phenomenological essence that has been experienced by the participants, the researcher collected data-rich information and interpreted this data carefully without biases or judgement (Morse, 2015). The researcher insured the credibility in a number of ways: Firstly, the researcher allowed for sufficient time during the interview process, to avoid the participants feeling like they were pressurised to complete their interview due to time constraints. Secondly, the interviewer was not an influencer in any form on the answers provided by the participants and did not lead them in any way to provide answers that would best suit the research at hand. Thirdly, the researcher ensured that all interviews with participants, were recorded and transcribed as per the verbatim in order to ensure the credibility of the study (Morse, 2015).

Transferability refers to the degree to which the findings of the study can be generalised or transferred to different context or settings (Morse, 2015). For this study the transferability has been achieved by providing a comprehensive description of the events of the study and the participants, while ensuring the boundary's ethical considerations have been adhered to. (Morse, 2015)

Dependability can be considered as the reflection of the data collected through the data-collection methods and following the quality of the data analysis process to the research findings (Koonin, 2014). For the purpose of this study the researcher ensured the dependability was achieved through the process of repeatedly reading the transcripts to

ensure all themes had been applied. The steps that were followed by the researcher were strictly documented and this has allowed for the replication of the process in understanding the experiences of leadership and employee motivation, from the employees' perspective (Morse, 2015).

Conformity refers to the way in which the findings gathered, reflect the focus to the research process (Morse, 2015). The researcher has ensured an in-depth description of the research process, thus allowing for other researchers to be able to fully scrutinise the research findings.

## **Chapter 5 – Conclusion**

The aim of this study was to understand the impact of leadership on employee motivation, from the perspective of the employee. And in particular to understand how employees experience both transformational and transactional leadership and how this impacts on their motivation. Bass and Avolio (1997), defined leadership as the impact that individuals have on their followers. Very often leaders overlook the need for effective leadership; thus understanding the motivational needs of individuals is of utmost importance, in order to ensure a valuable relationship between themselves and their followers (Kuczmarski & Kuczmarski, 1995).

It is evident from the data that has been gathered, there is a clear distinction between the attitudes and behaviours of the transformation and transactional leadership styles. These attitudes and behaviours impact daily on the motivation of the employees. This is further supported by Herzberg, et al., (1959), where he outlines two different sets of factors impacting human needs, the first being hygiene factors which is to do with the 'job context' and second motivation factors which considers 'job content'. The two-factor theory states that employee motivation is achieved when employees are provided with an environment that is challenging yet enjoyable and where individuals can grow and demonstrate responsibility (Amoako & Dartey-Baah, 2011).

The findings of this study confirmed that transformational leadership style encourages employee motivation. This is due to the engagement of leaders to morally uplift followers in order to achieve organisational goals (Diaz-Saenz, 2011). The amount of attention that a leader provides an employee has a direct impact on the positive attitude of the employee and thus ultimately impacting employee motivation. This study supports previous literature in that when a leader makes use of individualised consideration, intellectual stimulation, inspiration and recognition, this elicits positive emotions from followers to go beyond what is required. (Bass & Avolio, 1997). The encouragement provided by the transformational leader in this study inspired the follower to achieve extraordinary outcomes (Jung & Sosik, 2002). Motivational factors found in the two-factor theory underpin these beliefs and behaviours as, where psychological growth and recognition were considered, the employee felt a deeper sense of acknowledgement and were provided with a sense of purpose (Amoako & Dartey-Baah, 2011). On the other hand, this study found transactional leadership to have dissimilar findings.

Transactional leadership might be beneficial in supporting immediate responses and goals, however, it does not meet the intrinsic needs of the employee. It was also identified that transactional leadership in relation to this study was predominantly concerned with the process of the way in which the job was performed rather than forward thinking ideas (Odumeru & Ifeanyi, 2013). The exchanges and transactions between the leader and employee of this study were in the form of reward and punishment. The leader set out objectives and directed the behaviour of the follower to assist in meeting the needs and goals of the organisations. This was achieved by meeting the basic human needs (Odumeru & Ifeanyi, 2013). Although the basic needs of the individual were met, the employee was left feeling unfulfilled, thus ultimately leading to the feeling of disillusionment and resentment towards the leader. Herzberg indicated that when solely considering the job context (hygiene factors) the responses of the employee are predominantly negative (Herzberg, et al, 1959). This was clearly identified in the findings from the participant who was a follower of the transactional leader. Although the transactional leader was meeting the basic needs of the employee in the form of monetary reward, the need for development, recognition and responsibility, considered to be motivational factors were not considered (Amoako & Dartey-Baah, 2011).

It can be concluded from the findings of this study that due to the impact the positive impact that the transformational leader had in terms of motivating the employee, this had a far greater impact than that of the transactional leader. The participant lead by the transactional leader had a negative attitude towards his job. This finding also supports Herzberg, et al., (1959)'s two-factor theory in that the importance of an intrinsic motivational reward is of vital importance.

### **Implications of Findings on Future Practices**

The research conducted in the study, gave a glimpse into the perspective of the employee on the way in which their leader motivates them and whether this is effective or not. The importance of having an understanding to what motivates the employee and keeps them engaged within their working environment, is vitally important as this ultimately impacts on the success of an organisation.

This research study outlined the impact that both transformational and transactional leaders have on the employee. This information builds on pre-existing literature and can be used to support this by providing an understanding of the impact from the employee perspective, which has not been prevalent in other research studies. Leaders can use this information to better position themselves and the organisational goals to be more in line with the drivers of employee motivation and ultimately improve the working relationship. Such information if implemented correctly, will ultimately improve the employees' attitude and motivation towards their work and set them up to achieve organisational goals

## **Evaluation**

This research study to a large extent could be considered to be a success. The study that was to explore the experiences of employees with regards to the way in which their leaders, (both transformational and transactional) impacted their motivation. This was clearly seen in the findings of the research study and took into account the Two-factor theory of motivation. The reason for this study was supported by a study conducted by Amabile (1993), whereby it was confidently stated that any organisation would be doomed, if there were to be no strategy, clear vision and suitable employer and leader relationship. However, in saying this the researcher would have liked to have gathered further information from other participants, to be able to prove or disprove the key thoughts around transformational and transactional leadership. However this was found to be a limitation due to the time constraints and the number of participants.

## **Possible Future Research**

Further research is required into the enquiry regarding the true effect that transformational and transactional leaders have on the employees. Researchers should evaluate the perspectives and opinions of both the leader and the employee in order to better understand the thoughts and feeling of both parties.

## **Ethical Implications**

When conducting qualitative research, the use of interviews to collect data is common practice (Allmark, Boot, Chambers, Clarke, McDonnell, Thompson, and Tod 2009). It is

important that the researcher complies with the principles underpinning ethics (Canterbury Christ Church University, 2014). A number of these principles proved to be relevant to this study.

The first of these principles is *Autonomy*. This describes the right of individuals to make decisions based on their own wishes and plans (Canterbury Christ Church University, 2014). By conducting an introduction to the study prior to the commencement of the interview, the researcher of this study allowed for some time for the participants to consider if they would like to continue being a part of the study and respected participants and their ability to make judgements and decisions for themselves (Canterbury Christ Church University, 2014).

The second ethical principle is *Free and Informed Consent*. This consists of 2 elements; information, and voluntariness (Canterbury Christ Church University, 2014). The researcher ensured that they had provided the participants with sufficient information, such as the nature of the research, procedures that will be followed, the objectives of the study and the potential risks and benefits (Canterbury Christ Church University, 2014). The concept of voluntariness is vitally important, and participants must provide consent freely and acknowledge that they are able to withdraw at any stage (Canterbury Christ Church University, 2014). At the commencement of the interview it was ensured that all participants were aware of what was required of them and what the results of the interview would be used for.

The third is *Privacy and Confidentiality*. Individuals are entitled to privacy and confidentiality in terms of ethical grounds and the protection of their personal information (Canterbury Christ Church University, 2014). Participants of this study had the freedom of choice as to whether they wish to share information or not. At the commencement of the interview all participants were assured that researcher will not provide access or distribute any personal information to any other party without prior approval from the participants. Pseudonyms were also used during the writing up of this study to protect participants' privacy and all recorded interviews and documentation regarding communications with the participants have been securely stored for safe keeping.

In order to address the principles of ethics with each participant, the participants completed an informed consent form which will provide an outline of the study and indicate

their rights during their participation in the study. The participants read, accepted and signed the informed consent forms prior to the commencement of the interviews.

The researcher ensured that all ethical considerations were addressed in order to ensure the ethical requirements have been met.

### **Limitations to the Study**

The limitations of a research study are said to be the various barriers relating to the study, which cannot be controlled by the researcher. These aspects include, but are not limited to, access to information, time and financial constraints.

The first limitation faced by the researcher was that of the time constraints of the study. This did not allow enough time for the researcher to conduct interviews with more than two participants, thus, hampering the collection of information-rich data which is required for a phenomenological qualitative study. This limitation could possibly have been avoided had the researcher had extended time. More participants would have been interviewed and richer findings would have been gathered.

The second limitation to this study is that it did not attempt to make statements regarding leadership and employee motivation, but rather gain an insight and understanding into the lived experiences of the participants. A limitation to this is that the information gathered is based on the perceived perceptions and understanding of the participants involved in the study.

The third limitation to this study is that it did not take into account the views and the opinion of the leaders. Although this was not intended for this study, further research into the conduct of the leaders from the leaders' perspective, could provide a good comparison of the leader and the employee perspectives on motivation.

The final limitation to this study and one that is relevant to qualitative approach is that the analysis of the finding cannot be extended to the wider population like a quantitative study, thus leaving a degree of uncertainty. It is unknown if the research findings of this study were due to chance and there is no testing to see if there is any statistical significance.

These limitations were outside the control of the researcher. However, the limitations identified by the researcher, have been acknowledged, reflected on, considered and guided the reporting process, thus contributing towards the reliability of this study.

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# **Appendices**

## **Consent form**

### **EXPLANATORY INFORMATION SHEET AND CONSENT FORM FOR PARTICIPANTS**

To whom it may concern,

My name is Lauren Latter and I am a student at IIE Varsity College. I am currently conducting research under the supervision of Sally Fisher about the experiences of leadership on employee motivation from an employees' point of view. I hope that this research will enhance our understanding of how leadership impacts the employee motivation, through the experience of the employees.

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

#### **What will I be doing if I participate in your study?**

I would like to invite you to participate in this research because you have met the criteria of the research sample. If you decide to participate in this research, I would like to conduct one interview with you. The interview will take approximately one hour of your time. It will be scheduled at a time that it is convenient for both of us and will take place at a location that is convenient to you. I will be asking you questions about your experiences of working within your organisation.

You can decide whether or not to participate in this research. If you decide to participate, you can choose to withdraw at any time or to decide not to answer particular interview questions.

#### **Are there any risks/ or discomforts involved in participating in this study?**

Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might, however, indirectly find that it is helpful to talk about your current working conditions under your current leadership and how this impacts your motivation and day to day tasks that are completed. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

#### **Do I have to participate in the study?**

- Your inclusion in this study is purely voluntary;
- If you do not wish to participate in this study, you have every right not to do so;
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.

### **Will my identity be protected?**

I promise to protect your identity. I will not use your name in any research summaries to come out of this research and I will also make sure that any other details are disguised so that nobody will be able to identify you. I would like to ask your permission to record the interviews, but only my supervisor and I will have access to these recordings. Nobody else, including anybody at the IIE Varsity College, will have access to your interview information. I would like to use quotes when I discuss the findings of the research but I will not use any recognisable information in these quotes that can be linked to you.

### **What will happen to the information that participants provide?**

Once I have finished all interviews, I will write summaries to be included in my research report, which is a requirement to complete my Bachelor of Honours Qualification in Management. You may ask me to send you a summary of the research if you are interested in the final outcome of the study.

### **What happens if I have more questions about the study?**

Please feel free to contact me or my supervisor should you have any questions or concerns about this research, or if there is anything you need to know before you decide whether or not to participate.

You should not agree to participate unless you are completely comfortable with the procedures followed.

My contact details are as follows:

Lauren Latter

[REDACTED]  
[REDACTED]

The contact details of my supervisor are as follows:

[REDACTED]  
[REDACTED]

## Consent form for participants

I, \_\_\_\_\_, agree to participate in the research conducted by Lauren Latter about Leadership and Employee motivation.

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. I agree to be interviewed for this research.
2. My confidentiality will be ensured. My name and personal details will be kept private.
3. My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
4. I may choose not to answer any of the questions that are asked during the research interview.
5. I may be quoted directly when the research is published, but my identity will be protected.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Consent form for audio-recording/ video recording

I, \_\_\_\_\_, agree to allow Lauren Latter to audio record my interviews as part of the research about Leadership and employee motivation: The employees perspective.

.

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. My confidentiality will be ensured. My name and personal details will be kept private.
2. The recordings will be stored in a password protected file on the researcher's computer.
3. Only the researcher, the researcher's supervisor and possibly a transcriber (who will sign a confidentiality agreement) will have access to these recordings.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Interview Questions**

### **Personal Information**

1. What is your current position?
2. How long have you been in your current position?
3. How long have you been working under the same leader?

### **Interview questions:**

1. What aspects of your job motivate and demotivate you?
2. Describe your relationship with your manager/leader?
3. How does your manger communicate with you?
  - a. Platform
  - b. Positively/negatively
4. Describe the tasks given to you by your leader/manager?
5. Describe how your leader/manager will direct you to achieve the goals of the organisation?
6. Describe how you are rewarded for a job well done?
  - a. How does this impact your motivation?
7. How is incorrect behaviour corrected in your work place?
  - a. How does this impact your motivation?
8. Describe your experiences with the motivational techniques used by your manger/leader?
9. Describe the type of learning that takes place within your work place?
10. From your point of view describe the traits and characteristics of the ideal organisational leader?

## **Ethical Clearance**

# Originality Report

Leadership and Employee Motivation: The employees perspective

Lauren Latter – 17601170 Supervisor: Sally Fisher

## 1 Research Methodology - RESM8419p Bachelor of Commerce Honours in Management

I hereby declare that the Research Report submitted for the IIE Bachelor of Commerce Honours in Management degree to The Independent Institute of Education is my own work and has not previously been submitted to another University or Higher Education Institution for degree purposes.

Wordcount: 10549

### Abstract

Keeping individuals motivated in this day in age, proves to be a struggle for any leader, understanding what motivates individuals to be better makes for a successful leader. Successful leadership is not based solely on the perception of the leader, but rather must include the perceptions of the followers. The purpose of this phenomenological qualitative study was to gain and in-depth understanding how employees experience leadership and how this impacts on their motivation to perform their work functions. This study critically analyses Frederick Herzberg's two-factor theory and assesses its application as a theory to leadership behaviours and employee motivation. The study identified that the different types of motivational behaviours used by transformational and transactional leaders have a direct impact on the intrinsic motivation of the employee and validated Herzberg's (1959) two-factor theory. This study provides an opportunity to advance fields such as management, employee motivation and organisational development by examining what factors motivate employees.

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Activity 5.3.2:

Submitting your final

report

Lauren Latter on Mon, Jul 09 2018, 9:59 PM

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Research Report - Fin...

Word Count: 10,588

Attachment ID: 220605293

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Citations (8/8)

1 Another student's paper

2 <http://www.studymode.co...>

3 Another student's paper

4 Another student's paper

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## Final Research Report Summary Document Table

| Research Purpose/<br>Objective                                                                                                                                                            | Primary Research Question                                                                                  | Research Rationale                                                                                                                                                                                                               | Seminal Authors/<br>Sources                                       | Literature Review –<br>Conceptual Framework                                                                                              | Paradigm                                                                                                                                                                                                                          | Approach                                                                        | Data Collection Method(s)                                                             | Ethics                                                                                                                                                                                                                                                                                                                           | Key Findings                                                                                                                                                                                                                                        | Recommendations                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The purpose of this study is to investigate the experiences of leadership (namely: transformational and transactional) on employee motivation                                             | What is the effects of leadership styles and Employee Motivation within a local Durban organisation?       | Every organisation needs to understand how their employees are motivated in order to get the best out of them. This aim of this study is to show which leadership style is more beneficial in order to achieve goals and targets | Bass<br>Avolio<br>Maslow<br>Herzberg                              | <b>Theme 1:</b><br>Leadership<br><br><b>Theme 2:</b><br>Employee Motivation<br><br><b>Theme 3:</b><br>Leadership and employee Motivation | <b>Paradigm</b><br>Interpretivism<br><br><b>Epistemology</b><br>Formulate it into an understanding that will be beneficial to the organisation<br><br><b>Ontology</b><br><i>Reality is a combination of both ‘real’ and ‘Law’</i> | Qualitative                                                                     | Primary<br>- Interview                                                                | Some of the ethical considerations to consider in this study is: <ul style="list-style-type: none"><li>• Sensitivity of study</li><li>• Informed consent from respondent</li><li>• Informed consent from organisation</li></ul> The researcher will need to ensure informed consent is provided before commencing with the study | In this study the research study the researcher found:<br><br>The transformational and transactional leadership has difference effects on employee motivation and that they are both strongly linked to that of Herzberg (1959) Two – Factor Theory | When hiring it is important for organisations to identify leaders who will be able to achieve the greatest motivation and job performance of the employee. In this study it was identified that transformational leaders have the most impact from the perspective of the employee. |
|                                                                                                                                                                                           |                                                                                                            |                                                                                                                                                                                                                                  |                                                                   |                                                                                                                                          |                                                                                                                                                                                                                                   | Population                                                                      | Secondary<br>- Journals<br>- Research reports<br>- Newspapers<br>- And Magazines<br>- |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                           |                                                                                                            |                                                                                                                                                                                                                                  |                                                                   |                                                                                                                                          |                                                                                                                                                                                                                                   | Population Parameters<br>2 individuals will be selected around their job titles |                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                     |
| Research Problem                                                                                                                                                                          | Secondary Questions/<br>Objectives                                                                         | Key Concepts                                                                                                                                                                                                                     | Key Theories                                                      |                                                                                                                                          |                                                                                                                                                                                                                                   | Sampling                                                                        | Data Analysis Method(s)                                                               | Limitations                                                                                                                                                                                                                                                                                                                      | Key Contribution                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                     |
| In order for an organisation to succeed, there needs to be an understanding of how leadership styles, namely transformational and transactional leadership impact the employee motivation | 1- To understand how employees experience transformational leadership and how it impacts their motivation? | <ul style="list-style-type: none"><li>• Leadership</li><li>• Leadership Styles</li><li>• Motivation</li><li>• Leadership and Motivation</li></ul>                                                                                | For this particular study the researcher has selected one theory: |                                                                                                                                          |                                                                                                                                                                                                                                   | Probability or non-probability                                                  | Unit of Analysis<br>Leadership Style & employee Motivation                            | Limitations faced in this study were that of employees providing in accurate information to keep their jobs.<br><br>This study was also limited to the view of the employee and not that of the leader                                                                                                                           | In this study the researcher identified that the transformational leaders have a far greater impact on the employees motivation and the transactional leader tends to hinder the growth and development of the employee.                            |                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                           | 2 - To understand how employees experience transactional leadership and how it impact their motivation?    |                                                                                                                                                                                                                                  |                                                                   |                                                                                                                                          | Data Analysis Method(s)<br>Thematic analysis                                                                                                                                                                                      |                                                                                 |                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                           |                                                                                                            |                                                                                                                                                                                                                                  |                                                                   |                                                                                                                                          | Non-probability sampling                                                                                                                                                                                                          |                                                                                 |                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                           |                                                                                                            |                                                                                                                                                                                                                                  |                                                                   |                                                                                                                                          |                                                                                                                                                                                                                                   | Sampling method<br>Purposive sampling                                           |                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                           |                                                                                                            |                                                                                                                                                                                                                                  |                                                                   |                                                                                                                                          |                                                                                                                                                                                                                                   | Size<br>2                                                                       |                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                     |