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**Exploring the Relationship between the Components of Transformational Leadership
and the Satisfaction of the Followers' Basic Psychological Needs in the Public Sector**

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Submitted in fulfilment of the requirements for
the degree of Doctor of Philosophy

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Abstract

The current study aims to provide a better and deeper understanding of the underlying process of the phenomenon of transformational leadership that is widely considered as the most effective style of leadership. Transformational leaders heighten the motivation of their followers and satisfy their needs which, in turn, leads such followers to achieve more than they previously thought they were able to. However, scant attention has been given to investigate the mechanisms of such a style of leadership, particularly in respect of how its sub-dimensions affect the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness, (components of the self-determination theory). Therefore, this study seeks to investigate the means used in such sub-dimensions which influence the satisfaction of these three needs.

This thesis is based on data from 182 participants who completed an online questionnaire and interviews with 23 participants who work in a Saudi public sector organisation which operates in the energy industry. This research used a mixed method, the explanatory sequential design, where the qualitative data assist in explaining the quantitative results. The results show that two of the sub-dimensions of transformational leadership have significantly positive effects on two of the three needs, whereas one of the sub-dimensions, inspirational motivation, has a significant and negative effect on two of the three needs. Idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence (P-value = 0.008), and on the need for autonomy (P-value = 0.006). Idealised influence (behaviours) has a significant positive effect on the need for competence (P-value = 0.037) and on the need for autonomy (P-value = 0.023).

In addition, inspirational motivation has a significant negative effect on the need for competence (P-value = 0.002) and on the need for autonomy (P-value is less than 0.001). The qualitative data served to explain these results as the explanatory sequential design suggests. By considering both the positive and negative effects of the sub-dimensions of transformational leadership, it can be suggested that such a style of leadership is not a panacea or a remedy that solves all problems; in fact, this style of leadership can do both good and harm to followers.

Key Words: Leadership, transformational leadership, behaviour, satisfaction of the followers' basic psychological needs, competence, autonomy and relatedness.

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Author's Declaration

I declare that, except where explicit reference is made to the contribution of others, that this dissertation is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.

Printed Name: Abdulaziz Sulaiman Alturiqi

Signature:

Abbreviations

A	Autonomy
AVE	Average Variance Extracted
BPN	Basic Psychological Need
C	Competence
CFI	The Comparative Fit Index
CMV	Common Method Variance
CFA	Confirmatory Factor Analysis
CR	Construct Reliability
IC	Individualised Consideration
II (A)	Idealised Influence (Attributes)
II (B)	Idealised Influence (Behaviours)
IM	Inspirational Motivation
IS	Intellectual Stimulation
R	Relatedness
RMSEA	The Root Mean Square Error of Approximation
SRMR	The Standardized value of the Root Mean Square Residual
SEM	Structural Equation Modelling
TL	Transformational Leadership
VIF	Variance Inflation Factor
TLI	The Tucker-Lewis Index

1. Introduction Chapter:

1.1. Introduction

Leadership is a phenomenon that touches and influences everyone's life. This is especially true as human beings live, gather and work in groups and no individual is expected to live in isolation. Such groups require someone who can assist the entire group in (1) directing their efforts, (2) arranging and rearranging their needs, problems and solutions as well as (3) moving the individuals within such groups towards their goals. The person who can achieve this is the leader, whether he or she is chosen to have a particular role or position, or he or she emerges in response to a need of those within his or her group, or by any other means. This connection between the phenomenon of leadership, and human beings has existed since time immemorial. Leadership has become requisite in life today which is complex and influences and is affected by numerous diverse factors, including; interests, resources, skills, information, knowledge and goals. It also involves complex organisations that seek various outcomes resulting in overlapping interests with stakeholders and other organisations.

The actions of individuals and organisations reflect the changes that have occurred in social and cultural development. This is especially true in the era of the post-industrial economy where the relationship between managers and employees in the workplace differs significantly to what it was previously. The improvements which have taken place have advanced how work is conducted within organisations. This has led to the introduction of the concept of transformational leadership which was first identified as "transforming leadership" by the political author Burns (1978) and developed as "transformational leadership" by Bass (1985). This concept of leadership style relates to leadership which channels a follower's passion towards the organisation's interests, and as a result, motivates them, provides a vision and inspires their thoughts to reach the best possible outcomes. Such a style of leadership involves various behaviours that have been categorised into various sub-dimensions (Bass et al. 1987, Avolio and Bass 2004). Such sub-dimensions are the core components of transformational leadership. This style of leadership is deemed as the most effective style of leadership leading to various positive outcomes (Avolio 2011) that encourage the researchers to analyse it.

1.2. Personal Motivation

Leadership is a topic of major significance as it plays a crucial role in the lives of billions throughout the world every day. As Bennis (2007, p. 2) asserts that “leadership always matters”. Failures which are caused by followers can be noticed at an early stage and therefore be fixed quickly at little cost, without minimising the role of any individual within an organisation, be they workers or managers. By comparison, failures made by leaders, at any level, are less likely to be noticed until it is more difficult and costly to fix, not only the failure but also the subsequent damage that they have caused. Effective leadership can be implemented in various ways, as has been shown by leaders throughout history. The examples of leadership which stand out are those which have had a significant impact on the advancement of life and society. Such leadership has improved the way we live, and those who have contributed to it are seen and described as admirable, trustful and respectful. At the core of their influence is they possess desired attributes and behaviours. Transformational leaders are of the same vine, they seek positive changes to the organisations, societies or the entire world.

Studying the phenomenon of transformational leadership can contribute to advancing knowledge not only of the impact of such leadership but also the underlying process, which is critical as such understanding can contribute to its development and how it is implemented. Since transformational leaders contribute to making their organisations and societies better places with no added impact on their followers, advancing the knowledge of such a style of leadership will help to make organisations and societies even better in a way that leads to better outcomes which will also benefit the followers.

1.3. Research Aims and Objectives

The positive influence of transformational leadership can make to various outcomes has been widely expressed in many studies and theoretical reviews (e.g. Lowe et al. 1996, Bono and Judge 2004, Wang et al. 2011). The current study aims to explore the underlying processes of this style of leadership, as they are still ambiguous and in need of further research. This will be done by focusing on its core components and distinguishing them from each other, to test their individual influences. As transformational leaders motivate their followers intrinsically (Roe 2017), this study distinguishes the core components of transformational leadership by testing their influences on the followers’ basic

psychological needs for competence, autonomy and relatedness, which are themselves the components of the self-determination theory.

1.4. The Structure of the Thesis

In order to achieve its objectives, this thesis includes seven chapters as follow:

1. Introduction Chapter:

This chapter provides a brief introduction to the topic of leadership in general and transformational leadership in particular, outlining how groups are in need of leaders. This chapter also provides the personal motivation, research aims and objectives as well as describing the structure of the thesis.

2. Literature Review Chapter:

In this chapter the literature of the field of leadership, in particular, the transformational leadership theory is reviewed. It comprises six main sections, which cover all aspects that relate to the current study.

The Concept of Leadership which provides definitions of leadership, compares concepts of management, outlines the development of leadership theories and their importance. This is then followed by; **The Concept of Transformational Leadership** which provides the definition of transformational leadership, its origin by James MacGregor Burns and its development by the theory of Bernard M. Bass, explaining how important it is. This section also illustrates the effectiveness of transformational leadership, its core components and assumptions and findings in respect to each other. It also explains how the theory of transformational leadership is related to Maslow's hierarchy of needs and how it is different in comparison to some other styles of leadership.

Following this **The Concept of Self-Determination Theory** will be discussed to provide a description of the self-determination theory, its three components, comparing this theory to Maslow's hierarchy of needs, and showing the importance of it, after which **The Connection between Transformational Leadership theory and the Self-Determination theory** is explained, in particular how both theories are connected and the reason why it is significant to explore this connection.

Following this, **The Context of the Study** provides background to the public sector and the culture of Saudi Arabia where the research is conducted.

Finally, the **Research Gap, Research Questions and the Potential Relationship between the Variables of the Research** are identified and introduced. The potential relationship between the variables of the study are also outlined.

3. Methods Chapter:

The methods chapter addresses various areas with respect to the method that the current research will use in order to answer the research questions. These areas are divided into several sections. Firstly, the section on **Research Philosophy** discusses the various philosophical assumptions of the research including the ontology, epistemology and axiology assumptions as well as the preferred philosophy for the researcher. This is followed by the details of the **Research Approach** which illustrates the two main research approaches that are either the inductive approach or the deductive approach and the benefits of each. After this the **Research Design and Strategy** section shows the various research design including the case study as well as the research strategy that might be either quantitative, qualitative or mixed methods research. The chapter then goes on to discuss **Instruments and Constructs**, focusing on the instruments that will be used in the research. There are three subsections in this section where the first one focuses on measuring transformational leadership, the second is about measuring the satisfaction of the basic psychological needs, whereas the third one sheds light on the issue of common method variance and the remedies that will be applied to reduce its effect on the outcomes of the study. The next section provides details of **Data Collection**, focusing on the data that has been collated, with the intention of identifying results that can help to answer the questions raised by this study. The **Ethical Issues** are then examined to show both the ethical application and ethical consideration. This is then followed by the **Fieldwork** section which describes the issues experienced during the fieldwork. Finally, the **Data Analysis** section focuses on the way that the researcher seeks to analyse the data through the use of various software for the quantitative data as well as the manual analysis for the qualitative data.

4. Quantitative Results Chapter:

This chapter addresses the issue regarding presenting the findings from the quantitative data that was obtained from an online questionnaire. Firstly, the **Preliminary Results** illustrate the response rate, data screening and cleaning, the descriptive statistics, assessing statistical normality, the correlation among the variables of the research as well as testing multicollinearity. This is then followed by **Structural Equation Modelling Analysis** which addresses the following: a brief background of structural equation modelling, assessing the measurement model, testing the structural model as well as examining the potential relationships between the constructs.

5. Qualitative Results Chapter:

This chapter addresses the issue regarding presenting the findings from the qualitative data that was gathered via interviews. This chapter includes two main sections, the first of which describes **the Steps to Analyse the Qualitative Data, identifying** three steps, which are; data reduction, data display and conclusion. This is then followed by a presentation of the **Findings from the Qualitative Data** which are sorted into five themes (sub-dimensions of transformational leadership) and shows the relevant clusters, quotes, figures in order to provide a full understanding and explanation of the findings of the previous chapter of the quantitative data analysis.

6. Discussion Chapter:

This chapter aims to discuss the significant findings that were identified in the previous two chapters. By focusing on the objectives of the study as well as the research questions, the findings of the current study will be integrated with the results and assumptions of previous research. This chapter includes four main sections. Firstly an interpretation of the the findings which focuses on describing, as well as interpreting the findings from the quantitative data and the qualitative data. Then the research questions are answered. This section answers the research questions from the results that were shown in the previous two chapters. the connection between the findings and the existing body of Literature is then explained before a General Discussion which focuses on the underlying influence

process for the components of transformational leadership on each need of the three basic psychological needs.

7. Conclusions:

This chapter aims to summarise the whole thesis, it contains four main sections, the first of which is a summary of the findings of the study, which sorts the findings into categories which represent all components of transformational leadership. The relationship between the findings of the Study and the Literature are then summarised. The summary illustrates how the gap was found from the existing literature and shows the connections between the main findings and the existing literature as well as showing the contributions of the current study. Finally the limitations of the current study are identified various areas for future research are suggested.

2. Literature Review:

This chapter seeks to review the literature of the leadership field, and particularly that of transformational leadership theory. It has six main sections that cover various aspects that relate to the current study. The first section of this chapter addresses the concept of leadership, focusing on the following points: definitions of ‘leadership’; comparison of ‘leadership’ to both ‘management’ and ‘power’; outline of the historical development of leadership through four different paradigms; illustration of how important leadership is argued to be.

In the next section, the concept of transformational leadership is addressed, in particular looking at: the definition of this style of ‘transformational leadership’; the origin of this theory by James MacGregor Burns and its development by the theory of Bernard M. Bass; the importance of transformational leadership; the effectiveness of transformational leadership; the core components of transformational leadership; the connection to Maslow’s hierarchy of needs; presentation of the distinctions between transformational and some other leadership styles such as charismatic leadership, leader-member exchange and authentic leadership.

The third section addresses the self-determination theory, focusing on the key relevant points regarding this theory, which include; the concept of the self-determination theory; the three components of the self-determination theory, in particular, the basic psychological needs for competence, autonomy, and relatedness; comparison of the self-determination theory to Maslow’s hierarchy of needs; and the importance of this theory. The fourth section, discusses the connection between transformational leadership theory and the self-determination theory, illustrating two main points which are; how both theories are connected; the reason why it is significant to explore this connection .

The fifth section focuses on the context of the current study, in particular, the public sector as well as the culture of Saudi Arabia where the research was conducted. The issues that relate to management and leadership are developed further.

The sixth section presents the research gap, research questions and the potential relationship between the variables of the research.

Overall, the primary sources for this literature review are articles from the most renowned journals as well as related books which have contributions from the key authors and scholars in the field.

2.1. The Concept of Leadership

Before being able to evaluate transformational leadership, it is important to review the literature on the concept of leadership, focusing on the various definitions of leadership, after which, the concept of leadership is compared to both concepts of management and power since they overlap in one way or another. Later in this section, the historical development of the leadership field through four different paradigms is illustrated. Finally, at the very end of this section, the importance of leadership is addressed to explain why such a phenomenon is of importance, especially when rapid changes are taking place throughout the world.

2.1.1. Definition of Leadership

From scholarly studies, it can be seen that leadership is a very broad term and a diverse construct, which makes it open to significant interpretation. Although leadership has been explained in detail (Church 1998), it has been suggested that the definition of leadership itself is still unclear (Pfeffer 1977, Bennis 2009, Blom and Alvesson 2015). Ironically, Bennis, one of the prominent leadership authors, points out that “to an extent, leadership is like beauty: it’s hard to define, but you know it when you see it” (Bennis 2009, p. xxx).

Leadership is one of the topics that has been researched extensively (Larsson et al. 2017). Leadership has been discussed for many centuries (Yukl 2013). However, leadership is still ambiguous as such it is a phenomenon which is amongst the most researched but the least interpreted around the globe (Burns 1978). This is also confirmed by Bennis and Nanus (1985, p. 19) as they point out that “leadership is the most studied and least understood topic of any in the social sciences”. This ambiguity of leadership can be attributed to various factors. One of which is how it should be interpreted. Bolden (2004) points out that the concept of leadership is an intricate topic that can be interpreted subjectively. The notions in regard to this concept and its practice are the matter of “much thought, discussion and writing” (Gallos 2014, p. 65) and this can be one of the reasons for ambiguity.

The various definitions of the term “leadership” arise from how each researcher has considered leadership (Stogdill 1974, Yukl 2002, Grint 2010). Grint (2010) points out that the various definitions of such terms stem from four main aspects, where the perspective of researchers hinges on one or more of these aspects, in which researchers considering

leadership either as a position, a person, a result and or a process. Grint (2010) explains leadership as a position which involves undertaking actions by a person whose position gives him or her what is needed to lead others, in addition, leadership can also be viewed as relating to “person-based leadership” which means leaders are appointed due to strong personal attributes, which means that they have the skills and abilities required to lead followers to achieve goals. As a result, it can be considered that leaders are judged on what they accomplish, whereas leadership is a process where the leaders are evaluated by the means they use to lead their followers and organisations (Grint 2010).

Another factor that might contribute to this ambiguity is the interaction between various social elements. Leadership is considered as a concept that involves various elements, such as leaders, their subordinates and surroundings, that interact with one another (Fiedler 1996). Grint (2000) asserts that it is difficult in social science studies generally and leadership studies, in particular, to control every single variable as natural science studies do. This is also confirmed by McManus and Perruci (2015) who point out that leadership itself is a developing process with innumerable variables. Moreover, it is “a social phenomenon” (Grint 2000, p. 6) in which there are various variables, such as members of a group, who interact with each other.

Different scholars have come up with diverse definitions of the term leadership, which are related in one way or another, with slight yet important and distinctive differences. Bass and Stogdill (1990, p. 11) point out that “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept”. For example, Rost (1993) manages to find 110 different definitions of the concept of leadership in 312 publications in just one decade that he checked.

In general, definitions vary in the matter of accuracy or perspective. For instance, Grint (2010, p. 2) suggests that leadership may be defined in a simple way as “having followers”, however, it can be argued that by having followers, a person might obtain a leader’s position, but that does not necessarily mean such a person is practising leadership in any way. Moreover, nearly all present-day connection between leaders and subordinates is different from what it was in the past (Bass 1990). In addition, Bass (1999) also confirms that professionals regard themselves more and more as teammates instead of the traditional lead – led relationship. This could be explained as leadership would be perceived as an influence process in which subordinates will have the positions of leadership whereas

leaders will turn into the positions of subordinates whenever this is required (Bass 2000). This is also confirmed by Bastardo and Van Vugt (2018, p. 1) who point out that people can “follow the right kind of leaders under the right conditions” and they add “and switch from being a follower to a leader whenever appropriate”. However, it can be argued that this is relatively true, as pointed out by Unsworth et al. (2018) who state that there is no equality of power between leaders and their followers. Therefore, even when professionals, nowadays consider themselves as colleagues, leaders still have the power and authority to act and influence others to a greater extent.

This seems to be accurate at least in some contexts such as the Western context. Additionally, in the new millennium, it is impossible for a single person within any organisation to have all the knowledge to assist his or her followers to achieve the organisation’s aims (Bass and Bass 2009). Therefore, defining leadership as having subordinates does not seem to be sufficient to capture all of the dimensions of leadership. This view of leadership might have stemmed from the notion that having followers is a precondition to be a leader as what Bastardo and Van Vugt (2018, p. 1) clearly point out “It is a truism that there can be no leaders without followers”.

In a more thorough definition, Bailey (1988, p. 5) defines leadership as “the art of controlling followers”. In a similar vein, Northouse (2012, p. 3) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal”. Even though such definitions have some acceptance, it can be argued, as Bolden (2004, p. 5) suggests that this definition considers individuals as just “the source” of leadership and therefore a further “collective” approach toward the leadership phenomenon is needed. In fact, individuals working side by side have a crucial role to accomplish the shared objectives and goals. Therefore, it appears that those definitions perceive leadership as nothing more than an effort an individual who happens to be the leader.

Leadership is not just about the leaders themselves, but is rather “a social phenomenon” that also involves the followers; success for organisations does not just rely on the performance of the leaders themselves, but also on the followers, who have a crucial role in achieving success as a social accomplishment (Grint 2000, pp. 5-6). In addition, Mumford (2006, p. 166) points out that “Our stereotypic view of outstanding leadership, a rather romantic view, where the focus is on the leader, has led us to discount the importance of close followers”. However, paying the most attention to the leaders can be

attributed to the fact that the leader is perceived as the principal factor in the leadership process (Hollander 1992). In addition, the effectiveness of leaders will not occur unless “followers are willing to be led” (Andrews and Field 1998, p. 129). Therefore, even though leaders play a crucial role in the organisations, success requires the concerted effort of all in the organisation, not only the leaders.

Chemers (1997, p. 1) states that the majority of theorists would accept leadership as “a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task”. The main aspect of such a definition is that leadership is not just an individual action, but it is a social influence process. This notion is acceptable amongst leadership theorists in this field (e.g. Hunt 1991, Locke 1999, DeChurch et al. 2011, Binyamin et al. 2016, Wellman 2017). Within this vein, Rost (1993, p. 102) define leadership as “an influence relationship among leaders and followers who intend real changes that reflect their mutual purpose”. Moreover, another definition that also implies the same notion is that of Bass and Bass (2009, p. 19) which defines leadership as “an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members”. Such a definition has been accepted by authors such as Andrews and Field (1998, p. 128) who point out that such a definition is a good response to the shift in the locus from focusing on the leaders in the traditional view of leadership to focus on the leaders, followers and their “interactions”. Moreover, Baldegger and Gast (2016) suggests that Bass’ definition is commonly used and viewed.

Comparison of Leadership to Management, and Power

There has been historic debate to distinguish between the two concepts of leadership and management. For instance, there is a book titled “Force for Change: How Leadership Differs from Management” by (Kotter 2008) to address this issue. There is no claim that those concepts are exactly the same, but there is a general admission that there is an overlapping between them (Yukl 2002). On the one hand, this overlapping assumes that both concepts involve “influence”, operating with others as well as aiming and targeting the achievement of the organisation (Northouse 2012, p. 9). On the other hand, there are some significant differences between those two concepts, including, but not limited to the following points. One of these points is that managers who do not have leadership skills want to have a plan. However, those managers will not “envisage an attractive future” for their organisation (Bass and Bass 2009, p. 23). In addition, such managers, in order to

achieve their plans, aim to structure and assign individuals to implement the plans and will supervise and oversee at all stages, whereas a leader will unite and cooperate with his or her followers to reach their common tasks and shared goals (Kotter 2008). Moreover, those managers want to regulate their organisation but without enabling or empowering their employees (Bass and Bass 2009), since such managers would just rather keep and wield power, that their positions provide them instead of empowering the followers by giving them more space and autonomy to work.

Another important aspect of the differences between leadership and management is as Bennis (1989, p. 7) suggests that “The manager accepts the status quo; the leader challenges it”. This statement might seem to be idealistic for some, but it can also be interpreted as meaning that leaders have the willingness to find creative means and unique ways for them and their followers to do their planned activities and reach their objectives in order to reach the vision that they are aiming towards. Moreover, Bennis and Nanus (1985, p. 20) point out that “managers are people who do things right and leaders are people who do the right thing”. This implies that managers pay their attention to the means of getting activities done whereas leaders’ attention is more about the meaning of activities and objectives (Yukl 2002). In other words, managers are concerned about “how” things are done whereas leaders are keen on “why” they are done.

Power is defined as “a capacity to exert control over others” (Roe 2017, p. 267). As stated earlier, leadership can be considered as “a process of social influence” (Chemers 1997, p. 1). French Jr and Raven (1968, p. 268) point out that there are five different kinds of power namely; referent power, expert power, reward power, coercive power as well as legitimate power. These types can be connected to various styles of leadership. For instance, Bastardo and Van Vugt (2018, p. 8) suggest that coercive power and reward power are reflected by “dominance-based leadership”, “prestige-based leadership” reflect expert power, referent power is reflected by transformational-based leadership. As a result of the crucial role of power on the process of influence, there is an association between leadership and power (Northouse 2012). This implies that power is a significant part of leadership phenomenon and this is especially true as it is mentioned above according to Unsworth, Kragt et al. (2018) that leaders and their followers are not equal in regard with their power in the organisation. Moreover, Wijeyewardene (1968) emphasises the

importance of having power amongst those who are in authority. By doing so, they will be able to be effective and regulate their followers.

However, Pfeffer (1992) points out that having authority over others from a formal position helps some individuals to gain power, but in order to retain such power, those in the position need to have the ability to achieve the desired objectives as well as have a widespread belief from others in his or her effectiveness. In addition, power is considered to be one of the features that transformational leaders show as part of idealised influence (attributes) (Avolio and Bass 2004).

2.1.2. The Development of Leadership Approaches

The notion of leadership has a historical background. For instance, Machiavelli in his book “The Prince”, which was written in the Middle Ages, confirms that there is no single thing harder than “to take the lead in the introduction of a new order of things” (Machiavelli and Viroli 2008, p. 30). Subsequently, there were the attempts to write about leadership by Thomas Carlyle, who is considered by some to be the first modern essayist on leadership (Grint 2010, Day 2011), and whose work acts as a catalyst for the leadership field particularly for the traits theories (Wilson 2016). One of the examples of what Thomas Carlyle wrote about leadership is:

“For, as I take it, Universal History, the history of what man has accomplished in this world, is at bottom the History of the Great Men who have worked here. They were the leaders of men, these great ones; the modellers, patterns, and in a wide sense creators, of whatsoever the general mass of men contrived to do or to attain; all things that we see standing accomplished in the world are properly the outer material result, the practical realization and embodiment, of Thoughts that dwelt in the Great Men sent into the world: the soul of the whole world’s history, it may justly be considered, were the history of these”. (Carlyle 1993, p. 3).

However, the modern academic study of leadership started at the beginning of the 20th century (Day and Antonakis 2012). Since then, there has been an increase in the number of studies in the leadership field, similar to other social science fields. In his mid 20th century study about leadership research, Jenkins (1947), refers to 74 studies, all of which are related to military issues. In addition, Stogdill (1948) found 124 studies which mainly focus on traits that are related to leadership. However, by the end of the 20th century, more than 55.000 publications in the field of leadership were found on the online computer library centre (Bass and Bass 2009, p. 6). Dinh et al. (2014) point out that there has been a significant rise in the leadership studies.

Such a significant number of publications, however, does not actually assist in overcoming the ambiguity of the concept of leadership (Grint 2010, Alvesson and Spicer 2012). These scholarly studies on leadership have attempted to address this ambiguity from various approaches. Such approaches have been classified into different paradigms by various theorists. One of the common categories amongst theorists is that of Bryman (1992) who classifies these approaches into four paradigms including; personal factors paradigm, behaviour paradigm, situational paradigm, and the new leadership paradigm. These paradigms will now be discussed in turn.

2.1.2.1. The Personal Factors Paradigm:

Studying the personal characteristics of ‘leaders’ was one of the earliest attempts to research the phenomenon of leadership. For instance, the effort of Thomas Carlyle that was mentioned above. This paradigm includes the Great Man theory and the traits theory. Such paradigm implies that “nature is more important than nurture” as leaders were born with unique traits (Bryman 1996, p. 277). Therefore, scholars believed that in order to understand leadership, one had to study traits, so these traits were the centre of attraction for scholars. Based on this assumption scholars studied the innate traits to understand leadership phenomenon and these innate traits were sorted into three main bands (1) physical traits (2) abilities and (3) personality characteristics (Bryman 1996, p. 277). This paradigm has particular interest to recognise personal factors and then finds people with these factors in order to have powerful leaders (Bowerman and Van Wart 2014). There is a difference between the two theories; on the one hand, the Great Man theory aims mainly to identify and observe historic great leaders’ traits (Northouse 2015), whereas on the other hand, the traits theory is based primarily on attempts to find common characteristics that leaders should have, without focusing on any particular singular person (House and Aditya 1997).

Even though this approach has helped researchers to gain a great understanding of the leader as a factor of the leadership process, it has been criticised as simplistic, and such characteristics cannot just be copied (Van Seters and Field 1990). Moreover, Stogdill (1948, p. 64) confirms that “a person does not become a leader by virtue of the possession of some combination of traits”. So, this clearly shows that there is no individual that will be a leader by just having some traits. Additionally, the personal factors themselves are not enough for leaders to succeed since they are just a prerequisite (Kirkpatrick and Locke 1991). Therefore the possession of personal characteristics is just a precondition and such

possession is not sufficient in itself. In other words, by having such factors, an individual might be able to be a leader, but that is not necessarily the case at all times.

2.1.2.2. The Behaviour Paradigm:

This paradigm has focused on the behaviours of leaders. One of the main differences between this paradigm and the previous one is that leaders can only be selected in the former, whereas in this paradigm leaders can be trained (Bryman 1996) and therefore, the emergence of such paradigm addresses one of the criticisms of the personal factors paradigm, namely, the criticism that the possession of some personal factors is not enough for a person to be a leader. Moreover, such movement in paradigm was mainly to discover how leaders act instead of what traits they have (Bass and Bass 2009). The main objective amongst behaviourists researchers is to find the means in which the behaviour within organisations can be improved in order to enhance productivity (Zehndorfer 2013).

There are two main types of research within this paradigm according to Yukl (2002); the first concentrates on the typical patterns of actions of leaders, whereas the latter pays close attention to identify behaviours that lead to leadership effectiveness. This paradigm is considered to be a leap forward in the leadership field (Van Seters and Field 1990). Such consideration is as a result of various factors. First, how this paradigm assists to advance the leadership research by including behaviours instead of just focusing on traits (Northouse 2018). Second, this paradigm was supported strongly by empirical research (e.g. McGregor 1960, Fleishman and Harris 1962, Blake et al. 1964). Finally, as pointed out by Van Seters and Field (1990), this paradigm can be implemented by leaders in order to make them more effective.

However, theorists have reached a point where there is a need to shift to another means to dig deeper in order to explore the mystery of leadership phenomenon. This can be attributed to some elements since it is thought that this paradigm has some weak issues. One of which is the failure to find a general group of leadership behaviours which act as a catalyst for leadership effectiveness (Northouse 2012). Moreover, the essential core correlated with this paradigm seems to hinge only on “training” instead of a long term plan (Day et al. 2014, p. 64). They also point out that the issue with training is it mainly presents tested means to tackle a “known problem” whereas modern leaders are more likely to run into problems that have not been identified before (Day, Fleenor et al. 2014, p. 64).

2.1.2.3. The Situational Paradigm:

The leadership field has broadened by drawing attention to the situation where the leadership occurs. This paradigm implies that there are no one prominent means of leading, but it is important for leaders to consider the situations and act accordingly (Fiedler 1964). And therefore, leaders have to be able to change their style as the situation requires (Northouse 2012, p.111). One of the advancement points in this paradigm is that the followers are no longer neglected (Zehndorfer 2013) since they are an important part of the situation and Van Seters and Field (1990) point out that this paradigm also acknowledges other factors in addition to leaders and their followers. Adair (1973) suggests in his model that leaders need to alter the balance between three various needs, which are the needs of the individual, team and task, according to the situation. This seems to be a great leap compared to the previous two paradigms. Van Seters and Field (1990, p. 34) point out that this paradigm caused “a significant step forward in advancing leadership theory”.

There are several theories within this paradigm. One of which is the Contingency Theory by Fiedler and Chemers (1967) which suggests that it is important for leaders to be located in situations that suit them. House and Aditya (1997) point out that this theory establishes that situations connect to the behaviour and traits of leaders. Another well-known theory in this paradigm is the Path-Goal Theory, which proposes that creating the followers’ paths to approach the teams’ goals is the duty of leaders (Vroom and Jago 2007). However, it is thought that the Path-Goal Theory has not been sufficiently proven, for example, Evans (1996, p. 307) confirms that “it is hard to argue that the theory has undergone reasonable testing”. In addition, such theory has not been improved as pointed out by Schriesheim and Neider (1996, p. 319) who state that “the path-goal theory has lost some inherent appeal or “glamour” (due to the passage of time and the advancement of new leadership approaches), and that the path-goal theory has not been seriously improved upon since 1974”. This illustrates how the Path-Goal Theory is complicated and involves varied behaviour and situations (House and Aditya 1997).

This paradigm has added to the field of leadership as it has some interesting advantages, such as the notion that leaders need to adjust their style to meet the requirements of a situation (Northouse 2012). Nonetheless, this paradigm has been criticised for its weaknesses. One such weakness is the vagueness in its concepts as well as the inadequate theoretical support (Graeff 1997, Vecchio and Boatwright 2002). Therefore, this is

considered as a disappointment amongst leadership scholars regarding the contingency approach (Bryman 1996).

2.1.2.4. The Latest Leadership Paradigm:

This paradigm, which emerged in the 1980s, puts forward various approaches to deal with issues concerning leadership. According to Bryman (1992), these approaches tend to deal with common leadership notions with some distinctions between them. These ideas include transformational leadership (e.g. Burns 1978, Bass 1985), charismatic leadership (e.g. House 1977), visionary leadership (e.g. Sashkin 1988). This paradigm shifts the direction to consider leaders as managers of “meaning” and emphasise the significant function of “vision” in the process (Bryman 1996, p. 281).

The ideal leaders in this paradigm are considered as being able to provide vision to their subordinates and whose duty is to motivate others to operate beyond their potential (Huczynski and Buchanan 2013). Kotter (2008) points out that vision needs to be achievable and desired, otherwise, it will not become a good vision. Moreover, House and Aditya (1997, p. 440) point out that the leadership notions within this paradigm have various familiar aspects including; (1) seeking to clarify the means that assist leaders in acting as a precursor of accomplishing the success in their organisations (2) aiming to understand, which means particular leaders are trusted, admired and respected by their subordinates, (3) emphasising leaders behaviours that show “visionary”, “role modeling” and “intellectual stimulation”.

One of the benefits of this paradigm is its vital role to advance the leadership field generally from its gloom that existed before its emergence (Hunt 1999). One of the central questions that such paradigm aims to address is to explore the means that certain leaders stimulate their subordinates to meet their mission (Bass, Avolio et al. 1987). In addition, Shamir et al. (1993) point out that some positive desired outcomes including the followers’ high commitments to the vision of leaders, the followers performance beyond assumption as well as the followers’ effort for accomplishment are all attributed to the leaders whose behaviours are associated with the behaviours within this paradigm.

It is important to point out that this research investigates the mechanisms of transformational leadership theory; this theory is part of the latest leadership paradigm. However, the development of leadership approaches, which, as above-mentioned, was via

four various approaches—(1) the personal factors paradigm, (2) the behaviour paradigm, (3) the situational paradigm, (4) the latest leadership paradigm—does not necessarily mean that there is no overlapping amongst these paradigms. In fact, they are a natural progression of one another; for instance, transformational leadership theory considers the attributes of the leaders, which may have some overlapping with the personal factors paradigm. Moreover, it considers the behaviours of leaders which may also possess some overlapping with the behaviour paradigm.

2.1.3. The Importance of Leadership

Leadership is a crucial element in all times and circumstances. This is confirmed as it is “a universal phenomenon” (Bass 1997, p. 130) and therefore, it is difficult to find a society with no need for this phenomenon (Murdock 1967 cited in Bass 1997, p. 130). Grint (2011, p. 1) asserts this by stating “we have always had leaders”. Notably, in our current complex world in which leadership is critically needed and even more important, Fullan (2014, p. xiii) points out that “the more complex society becomes, the more we experience rapid, unpredictable, non-linear change in our organisations and our world, the more sophisticated leadership must become”. This ‘sophisticated leadership’ that Fullan mentions refers to particular way of understanding of the surrounding world. Indeed, leadership is connected with the idea of change since it includes “a transformation” in visions, assumptions and inspiration for the subordinates (Parry 1998, p. 86), and such ability in leadership to generate change within organisations and societies makes a distinction between it and management (Kotter 2008). Moreover, the importance of leadership in the time of change is especially true for transformational leadership as Vera and Crossan (2004, p. 229) confirm that transformational leadership is the most appropriate style of leadership for the time of change.

Pointing out the importance of leadership highlights that leaders have major roles. It is axiomatic that an organisation without leadership would resemble a ship without a captain to steer it. It is mainly the duty of leaders to succeed (Roe 2017), to avoid directing our ships onto the rocky shores of disaster (Grint 2011, p. 5). Kenichi Ohmae points out that “rowing harder doesn't help if the boat is headed in the wrong direction” (Glidden 2015). This shows the importance of the captain, or the leader in general, who provides the directing and/or vision.

The importance of leadership was also referenced by Napoleon, as he stated that “an army of rabbits commanded by a lion could do better than an army of lions commanded by a rabbit” (Bass 1990, p. 19). Mintzberg (1989) confirms that leaders, in general, have an influence since they inspire their followers. Bass and Bass (2009, p. 10) go even further and assert that great leaders undoubtedly can improve everyone's life. This is confirmed by a variety of evidence and examples around us, from the ways of leading countries by political leaders to the means to direct firms and companies to either make more profits or otherwise by those who are in charge.

In addition, Bennis (2007, p. 2) confirms that “leadership always matters”, and in general, it is considered as a major determinant for organisations to success and effectiveness (Yukl 2002, Day and Antonakis 2012), and in the same way, Huczynski and Buchanan (2013) point out that leadership seems to be a significant element for organisations to be effective. This is also confirmed by Banks et al. (2017) who assert that the influence of leadership for accomplishment in organisations cannot be minimised.

In summary, leadership is a significant element that, as shown above, leads to the success of any group or organisation, especially if leaders have what it takes, the organisation will reach its aims by the effort of those leaders and their followers alike.

2.1.4. Summary

This section attempted to address and review the concept of leadership from various perspectives, one of which is the definitions of this concept where various authors have been aiming to find a definition that is acceptable by the majority. Therefore, as was shown earlier in the section, all definitions vary as a result of how nearly every author perceives the leadership phenomenon. However, the review showed that most authors would approve a notion where the leadership can be perceived. This notion suggests that leadership is a process of a social influence that takes place between a group of people where one provides what is needed to obtain their shared goals. This notion is the thesis's specific view of leadership. Furthermore, it is important to point out that leadership, as stated earlier, is not attached to a formal position. However, although the instrument used in this research makes this assumption, this has been put forth for two main reasons. First, it is unfeasible to operationalise other models, as informal positions will not be understood by all participants. Secondly, it helps to make the results of this research comparable to the majority of research in the field which used this instrument with this assumption.

Leadership was then compared to management and power. The section showed how leadership and management affect the influence, but leaders have a plus point compared to managers as they imagine the future from their vision, band together with their followers to attain such a vision and enable and empower their followers. Later, the historical development of leadership phenomenon was addressed to illustrate how leadership has been directed from the notion of the importance of the personal factors of a person, who is the leader, to the notion of the importance of the leader to provide a vision to his or her followers, support and enable them in order to attain the best potential outcomes by the effort of all members of any group. Lastly, it was shown how leadership is important for the group whatever its size is and it was shown how leadership is a vital element in our world today to achieve accomplishment and the best outcomes.

2.2. The Concept of Transformational Leadership

The main objective of this section is to review the literature on the concept of transformational leadership. It concentrates on the various definitions of this style of leadership where it seems that there is an agreement amongst the theorists about the definitions of transformational leadership. Then, the section focuses on the original theory of this style of leadership by political scientists and how it has developed into the organisational context by Bass and his colleagues. Later, the section illustrates the importance of transformational leadership as well as its effectiveness. Then, the main core components of transformational leadership are presented and the potential influences are discussed. The connection to Maslow's hierarchy of needs is also shown. Lastly, this section shows how transformational leadership differs from some other theories in the leadership field such as charismatic leadership, leader-member exchange and authentic leadership.

2.2.1. Definition of Transformational Leadership

Transformational leadership, as is indicated by its name, is entailed in the actions that transform and change followers and leaders alike (Northouse 2012), in particular their attributes and behaviours. Dóci and Hofmans (2015, p. 437) define transformational leadership as “a leadership style that enhances subordinates' motivation, moral and performance through a variety of mechanisms, such as showing an example, providing a sense of mission and vision, and challenging subordinates beliefs and assumptions”. In addition, Diaz-Saenz (2011, p. 299) defines it as “the process by which a leader fosters group or organisation performance beyond expectation by virtue of the strong emotional attachment with his or her followers combined with the collective commitment to a higher moral cause”.

In addition, Bass (1990, p. 21) points out that transformational leadership takes place “when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group”. Avolio and Bass (2004, p. 103) define transformational leadership as “a process of influencing in which leaders change their associates' awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way”. And therefore, transformational leadership can be considered as the leader's actions that

move his or her subordinates' interests to the organisation's interests, motivate them, provide a vision and question their thoughts in order to get the best possible outcomes.

2.2.2. The Development of Transformational Leadership

Transformational leadership was introduced as new concepts by Burns in his work research of political leadership in a book named *Leadership* (Burns 1978). In fact, the concept of transformational leadership was initially labelled by Burns as “transforming” leadership (Oliver et al. 2011, p. 536). His distinctiveness came from its juxtaposition with its conceptual opposite “Transactional Theory”. Burns (1978) perceives, for instance, transactional leaders as those whose behaviour occurs in order that it can be replicated. For example, providing jobs in order to gain votes, or providing subsidies to obtain political contributions, whereas transforming leaders seek probable “motives” in subordinates and look to satisfy upper demands. In other words, transactional leaders shed light on the process of exchanging benefits including material and social factors with their followers to meet their self-interests whereas leaders who act transformationally, focus on motivating their subordinates to fulfil their common goals.

Burns developed both constructs from the previously written works on personal factors and behaviour paradigms, in addition to what he also observed, leading him to the notion of transactional and “transforming” leadership (Lowe, Kroeck et al. 1996, p. 386). The former indicates the type of leadership that takes place when a leader initiates contact with his or her followers with the goal of exchanging “valued things”, whereas the latter takes place “when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns 1978, pp. 19-20). Transformational leadership is hinged on a notion that subordinates do not just have to comply to what transactional leaders are looking for, yet involves changes in assumptions, demands and the merits of subordinates (Kuhnert and Lewis 1987, p. 648).

The concept of transformational leadership was later expanded by Bass (1985), whose research has guided the development of this style of leadership. In general, Bass' theory of transformational leadership is part of his full-range leadership theory which includes three styles of leadership: transformational, transactional and laissez-faire leadership, the latter of which refers simply to the absence of leadership. Although Bass' transformational leadership approach is based on the fundamental notions of Burns, Bass has also developed it in two significant ways (Bryman 1996). The first is that Bass points out that leaders can

act transformationally and transactionally at the same time (Avolio et al. 1999, Bass 1999) whereas Burns (1978) argues it is one or the other. The second significant way is that Bass establishes core behaviour components of the concept of transformational leadership, and these components will be addressed and reviewed later in this section.

Such components were initially in Bass's earlier research, three of which included; charisma, individualised consideration and intellectual stimulation (Bass et al. 1987). However, Bass and his colleagues revise the components of transformational leadership by comprising four various behaviour components, named the four I's: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration (Avolio and Bass 2004). Transformational leaders act by these means in order to attain the best outcomes by utilising at least one of the core components mentioned above (Bass and Riggio 2006). Therefore, a leader can be considered as a transformational leader provided that he or she possesses at least one of these components.

2.2.3. Transformational Leadership and Maslow's Hierarchy of Needs

Maslow's very well-known hierarchy (Maslow 1987) describing human needs, is set out as follows, from the most basic need to the greater need: physiological need, security need, social need, self-esteem need, and self-actualisation need. The last of these, which is the topmost stage of the hierarchy, is defined as "the people's desire for self-fulfillment, namely, the tendency for them to become actualized in what they are potentially" (Maslow 1987, p. 22). In other words, it is the desire to fulfil ability.

Burns (1978, p. 116), who introduced the concept of TL, points out the importance of satisfying this level of human need as he confirms "Just as self-actualizers are potential leaders at all levels – because of their capacity to grow, their flexibility, their creativity, their competence – the concept of self-actualization is a powerful one for understanding the processes of leadership". Along the same lines, by motivating subordinates, transformational leaders can help them to achieve more than they previously believed they were able to (Bass and Bass 2009). This motivation through the satisfaction of the followers' needs on Maslow's hierarchy is one of the means that can act as a catalyst for assisting followers in performing beyond expectations (Bass 1985). In addition, Maslow (1943, p. 373) asserts that "it is most likely that the major motivation would be the physiological needs rather than any others". Leadership styles need to incorporate this, therefore transformational leadership can be seen to take the needs of individuals into

consideration as it heightens the motivation of the followers and satisfies their needs that, in turn, pave the way to the followers to achieve more than they previously thought they were able to.

2.2.4. The Distinction between Transformational Leadership and Some Other Leadership Styles

It was illustrated earlier that transformational leadership is believed to be “the most effective form of leadership” (Avolio 2011, p. 49) since its outcomes are considered as the best amongst other styles of leadership. However, it is important to compare transformational leadership with other forms of leadership that might have something in common.

2.2.4.1. Transformational Leadership and Charismatic Leadership

Charisma is one of the attributes that researchers pay close attention to. Charisma refers to “a leader’s special magnetic charm and appeal, and can have a huge effect on the leadership process” (Northouse 2012, p. 29). Originally, charisma as a concept had a religious background, but it was used later by Max Weber to review its association with organisations (Judge and Piccolo 2004). Max Weber considered charismatic leadership as an essential style in which authority is hinged on thoughts of an outstanding person (Conger 2011)

House’s theory of charismatic leadership (House 1976) in which he outlines some behaviours, such as role models, which, when possessed by leaders, can exercise “charismatic effects” on their subordinates. It is obvious that both theories, the charismatic leadership and the transformational leadership, share much in the same way (Judge and Piccolo 2004), and both theories have been the prominent areas in the leadership field (Day 2014, Zhu et al. 2018). However, transformational leadership is broader than charisma as the latter is just a side of the former (Bass and Riggio 2006) This can be seen when considering the core components of transformational leadership which include idealised influence, or charisma as how it is also named. In addition, in regard to the great man theory that was mentioned earlier in this thesis, historical leaders within such theory have been for the most part transformational leaders who influence their followers through charisma and traits as well as their beliefs and “ideas for which they stand” (Bass 1985, p. 26).

2.2.4.2. Transformational Leadership and Leader-Member Exchange theory

Leader-member exchange, which was introduced by Dansereau Jr et al. (1975), is considered as an exchange association between leaders and their followers (Cropanzano and Mitchell 2005). It is concerned with the nature of the association between the leaders and their followers (Cheong et al. 2018) in particular, the bottom line of this theory is “the quality of the leader-follower relationship that develops based on social exchanges” (Gooty and Yammarino 2016, p. 916). There are four sub-dimensions of leader-member exchange which incorporate loyalty, respect, contribution, as well as affect (Liden and Maslyn 1993).

Leader-member exchange theory illustrates the means that leaders utilise to expand the various exchange associations between them and their followers (Graen and Scandura 1987). This seems similar to how transactional leadership approach occurs. The approach mentioned above has much in common with leader-member exchange theory since both of them consider that the leaders' connection with their followers is based on exchanging objectives and benefits (Bauer and Green 1996, Basu and Green 1997). However, leader-member exchange connections advance and go beyond the transactional exchange to become more transformational over time (Bass and Bass 2009). In addition, the view of the leader-member exchange theory considers followers as an important part of the leadership phenomenon (Roe 2017). This view is more in line with the notion of the transformational leadership theory which emphasis the importance of followers to reach the desired outcomes. Moreover, it is argued that the leader-member exchange theory has a unique feature which is having a dyadic association between the leader and every follower (Sparrowe 2018). However, the transformational leadership theory assures the significance of individualised consideration, meaning that the leader has to consider the various needs of every individual of his or her followers. This is confirmed by Bass (1990, p. 22) as he states that a transformational leader “gives personal attention, treats each employee individually”. Moreover, transformational leadership theory has a greater result regarding the connection between the leaders and their followers. Burns (1978, p. 4) points out that “the result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders”.

2.2.4.3. Transformational Leadership and Authentic Leadership

Both of these styles of leadership have some distinctness and likenesses (Banks et al. 2016). On the one hand, one of the differences is that transformational leadership seeks

growth enhancement as transformational leaders act as a catalyst for developing their followers to become leaders (Bass and Riggio 2006) whereas authentic leaders seek to enhance the self-awareness of their followers (Walumbwa et al. 2008). Another point of the distinction between those two styles of leadership is that authentic leadership is not essential to be inspirational or charismatic (Avolio and Gardner 2005). On the contrary, charismatic, or idealised influence or inspirational motivation as it is also described in transformational leadership theory, is one of the core components of transformational leadership behaviours (Avolio and Bass 2004, Banks, McCauley et al. 2016).

On the other hand, there are also some similarities between both transformational and authentic leadership. Such similarities include but are not limited to both seeking performance beyond expectations as well as having behaviour that involves positive modelling (Avolio and Gardner 2005). In addition, such overlapping between these two styles of leadership can also be seen in the ethical aspect in which leaders of both theories act morally (Walumbwa, Avolio et al. 2008). Moreover, it is thought that the authentic leaders will be more effective in emanating their authentic personality, principles and vision to followers (Ilies et al. 2005). This is more in line with the importance of the vision in the transformational leadership theory.

2.2.5. The Importance of Transformational Leadership

Transformational leadership has become the area of focus for leadership scholars. (e.g. Anderson and Sun 2015, Dóci and Hofmans 2015, Jin et al. 2016, Zhu, Song et al. 2018). This can be attributed to how important transformational leadership is. For example, Bass and Riggio (2006, p. 47) point out the crucial role of this leadership style by stating that “transformational leadership makes the difference”. This importance can be due to some facts that will be shown below. In the first place, transformational leadership acts as a precursor to assist in inspiring subordinates to contribute to outstanding performance (Bass and Riggio 2006). Therefore, it is the favoured style of leadership in leadership development courses and it “may be widely implemented in work environments given it is appropriate for the masses” (Parr et al. 2013, p. 610). So, this leadership style is desirable to be found in leaders within organisations as long as it may help those organisations to achieve remarkable outcomes.

Another factor which contributes to the concept of transformational leadership is that empowering followers is brought about by transformational leadership within any

organisation (Kark et al. 2003) and such leadership style will help followers to grow and become leaders and to expand their enthusiasm to obtain the greater outcomes (Avolio 1999). Empowering employees is crucial to organisations to make the best of all of their members which eventually helps them to perform at the best possible level. Another additional factor of the importance of transformational leadership is that transformational leadership acts as a catalyst to combining all desired aims that all individuals, including leaders and their associations, have to obtain the shared mission instead (Bass and Riggio 2006). This is a significant factor because having a mission that is sought by all members of an organisation will help the organisation to achieve a high level of performance.

Last but not least transformational leadership is important for times of change. In general, it is understood that the notion of change is a vital element in the leadership phenomenon (Parry 1998), as well as being best suited for time of change. Transformational leadership is best suited for the time of change (Vera and Crossan 2004). In this vein, Vera and Crossan (2004, p. 230) point out that “transformational leaders, through change-oriented and challenge-seeking behaviours, promote the growth of individual and group learning by inspiring organisational members within a change-positive environment”. This can be explained as those leaders whose behaviours are in line with this style, provide a vision to their followers as well as motivating them in order to attain the best outcomes (Stoker et al. 2012).

2.2.6. The Effectiveness of Transformational Leadership

Transformational leadership is considered to be the style of leadership that can exert the followers' effort to the fullest as well as to attain the best performance at all levels. Avolio (2011, p. 49) confirms this by stating “transformational leadership across time, organisations, cultures, and individuals seem to be the most effective form of leadership”, and Van Knippenberg and Sitkin (2013, p. 1) advance this further by stating that there is a wide and general agreement that transformational leadership is “a particularly effective form of leadership”. Although these views may be anecdotal, they are supported by empirical studies that have been undertaken in recent years including a number of meta-analyses (Stoker, Grutterink et al. 2012), some of which found that transformational leadership results in many positive outcomes (e.g. Lowe, Kroeck et al. 1996, Bono and Judge 2004, Wang, Oh et al. 2011); they include, but are not limited to, organisational citizenship behaviour (e.g. Wang et al. 2005, Vigoda-Gadot and Beerli 2011), innovation (e.g. S. Kraft and Bausch 2016), organisational commitment and job performance (e.g. Zhu

et al. 2013), greater creativity-levels (e.g. Shin et al. 2012), basic psychological needs (Hetland et al. 2011), and followers' job satisfaction (e.g. Braun et al. 2013). Taken as a whole, it can be considered that transformational leadership is an effective style of leadership.

It is suggested that this effectiveness is reached and boosted through various means including “empowering followers” to carry out their tasks in an independent way from their director (Jung and Sosik 2002, p. 317); another means is by developing a better climate that paves the way for creativity (Herrmann and Felfe 2014). Moreover, the effectiveness of this style of leadership is also believed to be attributed to how leaders are able to motivate their followers to perform beyond their expectations (Jung and Sosik 2002). When considered as a whole, transformational leadership is one of the most efficient forms of leadership that has a positive impact on various outcomes, demonstrating the importance and centrality of such a style of leadership. This acts as a catalyst for the current study, which seeks to understand this phenomenon. However, questions in regards to how transformational leadership has had such a significant impact on performance and how it is related to positive outcomes still need to be addressed by scholars (Liu et al. 2010). To understand this, the components of transformational leadership need to be explained.

2.2.7. The Components of Transformational Leadership

As mentioned above, one development that Bass contributes to the Burns’ theory is establishing core behaviour components. Although Bass’ theory clearly specifies these sub-dimensions, it is common for some researchers to study transformational leadership by the use of a unitary construct (e.g. Derue et al. 2011, Epitropaki and Martin 2013). Doing so can be understood in two different scenarios. One of which is when the objective of the research requires this, for instance, as when Hoch et al. (2018) conduct a study to compare ethical-based leadership approaches, like authentic leadership, ethical leadership, and servant leadership, with transformational leadership. The objective of their research requires dealing with transformational leadership as an overall construct so they would be able to compare transformational leadership with other styles of leadership. The second occasion is when it is not expected that the components of transformational leadership would have a different impact. One of the best examples is by Avolio, who guides the transformational leadership theory with his colleague Bass, points out that “because we did not have any a prior expectation that individual components of transformational leadership

would differentially affect either level of empowerment or commitment, we combined these scales into one higher-order factor” (Avolio et al. 2004, p. 956). So, those scholars clearly deal with transformational leadership as a unitary construct because there are no expectations that the individual components will have a different impact on the outcomes of their study.

Additionally, it is argued that the components of transformational leadership repeatedly have high intercorrelations. However, Bass and Riggio (2006, pp. 5-6) point out it is predicted that “all the components of transformational leadership are likely to correlate with each other” and they assert that “it is often important to understand how the individual elements fare”. Moreover, when describing the behaviours of transformational leaders, Bass and Riggio (2006, p. 5) confirm that “they behave in ways to achieve superior results by employing one or more of the four core components of transformational leadership”. This indicates that these core components are more likely to be different in regard to their presence or absence from the behaviours of the leaders. Moreover, in respect of the issue of correlations, which will be addressed later on in the thesis, Parker and Smith (1984, p. 804) confirm that “high correlation, in and of itself, does not necessarily mean that an ordinary least-squares analysis which includes such correlation will suffer from multicollinearity”. So, it is more important to check the degree of multicollinearity which is defined by Hair et al. (2009, p. 2) as “the extent to which a variable can be explained by the other variables in the analysis”.

However, in general, using an overall construct seems to ignore the sub-dimensions of the theory, so Van Knippenberg and Sitkin (2013, p. 1), in their paper in the *Academy of Management Annals*, point out that there is insufficient specification of “capturing how each dimension has a distinct influence” and they suggest not to test the components of transformational leadership as a unitary construct. Moreover, Deinert et al. (2015, p. 1096), in their meta-analysis study published in the *Leadership Quarterly*, support the suggestion of testing transformational leadership multi-dimensionality and confirm that “the different transformational leadership sub-dimensions should be distinguished because they are likely to have different origins”. In addition, Hughes et al. (2018, p. 553) point out that some components of transformational leadership “might be more relevant than others”, so their influences on different outcomes are possible and anticipated.

Due to the suggestion mentioned above by Van Knippenberg and Sitkin (2013), there is an increasing number of studies that investigate the sub-dimensions of transformational leadership as separate components (e.g. Peus et al. 2013, Antonakis and House 2014).

2.2.7.1. Idealised Influence:

The Concept of Idealised Influence:

Idealised influence, or what Bass, Waldman et al. (1987, p. 74) label “charisma” is considered to be a fundamental attribute of leaders who are willing to behave transformationally. The possession of such behaviour by leaders will help their subordinates to see such leaders acting like “role models”, and therefore, subordinates will admire, respect and trust their leaders (Bass and Riggio 2006, p. 6). As a consequence, those subordinates will be willing to ally themselves with their leaders and their vision, which shows what can be achieved, and copy the actions of their leaders (Avolio and Bass 2004). Idealised influence includes displaying attributes and behaviours which inflame passionate feelings and motivation from their employees (Ng 2017, p. 386). By way of idealised influence, transformational leaders who are “socially oriented” want to prevent themselves from wielding and using power and by allowing their followers to act autonomously in order to obtain better outcomes in the long run (Avolio and Bass 2004, p. 30). Leaders who serve this way at a high level want to be risk-takers since those who lead successfully tend to believe positively (Bass and Bass 2009), and their followers can count on them as they behave ethically and morally (Bass and Riggio 2006). For instance, Zullo et al. (1988, p. 673) point out that 9 out of 10 presidential candidates who did not win from 1948 to 1984 had a tendency to be pessimistic in their speeches. However, it is important to note that being a charismatic leader does not guarantee being an idealized leader, as Avolio and Bass (2004, p. 30) suggest “the leader who is personally charismatic with his or her “own agenda” is often set up as an idol, not idealized, and he or she falls short of being transformational”.

Moreover, idealised influence is divided into attributes and behaviours. The former refers to the subordinates’ attribution about their leaders as a consequence of the way they see the ability and determination of their leaders, whereas the latter relates to the leaders’ attitude that shows his or her principles and impressions as well as their awareness of vision and objectives (Antonakis and House 2013). In the matter of measuring, both of them are measured by different subfactors in order to display the interaction characters of this

component (Avolio and Bass 2004). Moreover, it is important to point out that idealised influence as a component of transformational leadership is more extensive than the charisma theory by House (1977).

The Influence of Idealised Influence:

There are various assumptions and findings regarding idealised influence. One of which is that it is anticipated that leaders showing idealised influence behaviour encourage and enable their followers as well as raising their confidence (Wright and Pandey 2009). This is true as such leaders “wield much power and influence over their followers” (Avolio and Bass 2004, p. 30).

In addition, it was found that idealised influence is positively related to leaders' pleasantness through effective organisational commitment (Jin, Seo et al. 2016). Moreover, Parr, Hunter et al. (2013) find indirect and positive effects of idealised influence on organisational commitment through anxiety.

2.2.7.2. Inspirational Motivation:

The Concept of Inspirational Motivation:

Indeed, inspirational motivation illustrates how leaders inspire their subordinates by giving them purpose and by challenging the status quo (Cho and Dansereau 2010). It also includes articulating appealing vision by leaders who stimulate their followers “to take on challenging assignments and reach ambitious goals” (Bottomley et al. 2016, p. 392). Leaders who show inspirational motivation behaviour “challenge followers with high standards” (Bacha 2014, p. 411). It is important to note that such challenges need to be towards attainable objectives (Dóci and Hofmans 2015) that might have been considered previously as being inaccessible (Antonakis and House 2013). These goals as part of the leader's vision which is defined by Bennis and Nanus (1985, p. 82) as “a mental image of a possible and desirable future state of the organisation”. Wright and Pandey (2009, pp. 76-77) point out that establishing vision “is not enough”, as transformational leaders have to articulate their vision and assist their followers in achieving it. In other words, this suggests that having a vision is not the ultimate goal for the leaders, expressing such vision is not only what the leaders seek, yet it is important for leaders to help their followers to reach the desired vision. In fact, Avolio and Bass (2004, p. 30) confirm that “They provide

visions of what is possible and how to attain them” when they describe leaders with inspirational motivation behaviour.

Furthermore, according to Bono and Judge (2004, p. 901), leaders who illustrate the inspirational motivation behaviour are the leaders who have a “strong” ability to perceive the future that is hinged on the principles and moral beliefs. Simply, such leaders who behave this way, express the mutual objectives and thoughts of what is significant for the group (Avolio and Bass 2004). Moreover, the enthusiasm of the group is fostered by such components (Avolio and Bass 2002). Moreover, inspirational motivation could take place with no need for followers to identify with their leaders (Avolio and Bass 2004). Additionally, Bottomley, Mostafa et al. (2016, p. 392) point out that leaders who show inspirational motivation behaviour foster their followers to maintain “high standards of performance”. However, it is suggested that such behaviour might have a possible cost. For example, Rowold and Schlotz (2009, p. 38) point out that “inspirational motivation communicates a sense of purpose and consequently reframes stressful experiences that subordinates face”.

The Influence of Inspirational Motivation:

There are various assumptions in respect to inspirational motivation behaviour. One of which is that it is expected that the inspirational motivation behaviours that are shown by leaders act as a catalyst for supporting and empowering their followers as well as raising their confidence (Wright and Pandey 2009). Another assumption about it is that it is anticipated that inspirational motivation behaviour will pave the way for “enthusiasm and determination” (Tepper et al. 2018, p. 1362), so such behaviour is believed to energise the interest of followers in their works. In addition, it is suggested that inspirational motivation has a crucial role in causing innovation (Elkins and Keller 2003).

Moreover, there are various findings regarding inspirational motivation. Jin, Seo et al. (2016) find that inspirational motivation is positively associated with leaders' pleasantness through affective organisational commitment. However, Parr, Hunter et al. (2013) find indirect and negative effects of inspirational motivation on organisational commitment through anxiety. Moreover, inspirational motivation, in particular, behaviour providing meaning and standards, has a negative direct impact on emotional exhaustion (Densten 2005). Taken together, these results suggest that the various influence of inspirational motivation might lead to questioning the pattern of its impact.

2.2.7.3. Intellectual Stimulation:

The Concept of Intellectual Stimulation:

This component fosters the means of undertaking the tasks within the organisation creatively. It refers to “how leaders question the status quo, appeal to followers' intellect to make them question their assumptions, and invite innovative and creative solutions to problems” (Antonakis and House 2013, p. 10). Leaders who behave this way are those who support their subordinates to question their beliefs and thoughts as well as to approach the previous circumstances in a not previously used means (Avolio and Bass 2002). This component encourages followers to engage in the stage of generating new ideas where Martins and Terblanche (2003) consider this stage as a key to creativity. This is in line with what Lock and Kirkpatrick (1995, p. 115) point out as “the uncreative person takes facts as given, the creative person tries to rearrange them in new ways”. In addition, intellectual stimulation also includes fostering unconventional means to think and undertake tasks (Ng 2017), and challenging the creativity of followers (Avolio, Zhu et al. 2004). It involves encouraging followers to “challenge the status quo” and to “take intellectual risks” (Gilmore et al. 2013, p. 1062). Being a risk taker is a result of the innovative means of thinking and completing tasks that might lead to defection from the existing norms and practice as well as being able to handle uncertain situations (Seltzer et al. 1989).

Intellectual stimulation involves seeking various angles to address any bad situation (Avolio and Bass 2004). Leaders who show such an attribute, act as a catalyst for their followers to become very involved in thinking activities within their organisations (Tims et al. 2011). New means to tackle any problem and fix any difficulty need to be sought by followers, and therefore it is important not to express any “public criticism” or objection against any unintentional result by them (Bass and Riggio 2006, p. 7).

The Influence of intellectual stimulation:

There are various assumptions with respect to intellectual stimulation. For instance, intellectual stimulation is expected to trigger followers to be inspired, empowered and confident (Wright and Pandey 2009). In addition, it is anticipated that intellectual stimulation behaviour is critical for upholding creativity in organisations (Herrmann and Felfe 2014). Moreover, leaders who show intellectual stimulation behaviours, such as

fostering their followers to approach the delicate situation by new means in order to deal with such situation instead of using well-established rules and traditional ways, will boost innovation (Elkins and Keller 2003). Such desired outcomes are more likely to be obtained when leaders show some intellectual stimulation behaviours. Such behaviour for example, according to Avolio and Bass (2004) is manifest by encouraging followers to think about delicate situations and perceive them from various aspects.

Moreover, various findings regarding intellectual stimulation have been found. For example, Jin, Seo et al. (2016) found that there is no significant relationship between intellectual stimulation and leaders' pleasantness through affective organisational commitment, whereas the previous two components of transformational leadership have positive associations as mentioned above. In addition, one of the findings by Parr, Hunter et al. (2013) is that intellectual stimulation has no significant indirect effect on organisational commitment.

2.2.7.4. Individualised Consideration:

The Concept of Individualised Consideration:

Leaders who act in a transformational way can display this attribute by taking into consideration the various needs and the ability of every individual of their subordinate. The various needs and desires of followers are considered individually from their leaders who show individualised consideration behaviours (Bass et al. 2003). and these leaders will advise meaningfully and provide “developmental opportunities at work” (Zacher et al. 2014, p. 175). Avolio and Bass (2004) point out that this attribute refers to how to understand their follower’s demands, matters and worries as well as how to deal with them individually and in a unique way. Two preconditions are essential to display individualised consideration; the first is an atmosphere of encouragement for followers and the second is providing fresh favourable circumstances to learn (Bass and Riggio 2006).

These attributes trigger the organisational climate to become a healthy climate. Oliver, Gottfried et al. (2011, p. 536) point out that transformational leaders tend to show a lower level of “criticalness and aggression” in comparison with other leaders who use a different style of leadership. This will lead the organisation to be a better place for innovation. Lock and Kirkpatrick (1995) point out that allowing mistakes will pave the way for creativity in

organisations. Such a supportive climate will help subordinates to develop and be empowered by the instructing of their leaders (Antonakis and House 2013).

In addition, Bass and Riggio (2006) point out that individualised consideration implies that the relationship between the leader and his or her followers needs to be personalized since they have diverse needs and abilities, some of them, for example, might need to be encouraged whereas others may need to be given a chance to act autonomously. This indicates that it is possible and acceptable for a single component of transformational leadership to have various influences on various outcomes and followers. In addition, this component will help to promote “continuous people improvement” (Avolio and Bass 2004, p. 29).

The Influence of individualised consideration:

There are various assumptions with regards to individualised consideration. For instance, it is anticipated that individualised consideration will assist followers in becoming creative, and this is because the leaders with individualised consideration behaviour will acknowledge each individual and foster them to think comfortably (Herrmann and Felfe 2014). Moreover, it is believed that leaders who show individualised consideration behaviours tend to have the will to empower their followers and give them authority (Bass 1990).

Moreover, there are various findings regarding individualised consideration. For instance, indirect and positive effects of individualised consideration on organisational commitment through anxiety were found (Parr, Hunter et al. 2013). In addition, Jin, Seo et al. (2016) find that there is no significant relationship between individualised consideration and leaders' pleasantness through affective organisational commitment. This result is in line with the previous component of intellectual stimulation, whereas idealised influence and inspirational motivation have positive associations as mentioned above. However, Rowold and Schlotz (2009) find that individualised consideration behaviour has negative associations with chronic dissatisfaction, whereas there is no significant relationship between the other components of transformational leadership and chronic dissatisfaction.

2.2.8. Summary

This section reviewed the literature on the concept of transformational leadership. The section illustrated the definition of this approach which emphasised the vital function of this approach to lead an organisation to obtain the best outcomes through motivating the employees to perform at their best possible. This section showed how transformational leaders are perceived as those whose main aims are to boost their followers' motivation, build a healthy relationship with them and enable them in order to achieve the best outcomes. These main aims seem to have some influence on the inherited psychological needs of followers that will be discussed later in this chapter.

Following this, the section focused on the original theory of transformational leadership and its development and how it was the centre of attention in the leadership field as a result of its effectiveness. Later, in this section, the importance of this style is illustrated and this importance is attributed to various factors including the crucial role of transformational leadership to inspire followers, empower them, have a shared objective, as well as deal with the time of change properly. It also shows how such a style of leadership is important in the world today which is undergoing rapid changes.

The effectiveness of this approach was also illustrated, in particular providing evidence from the literature that confirmed how transformational leadership is effective to obtain the best outcomes. However, the section showed that the underlying process of this style of leadership that leads to these positive outcomes is still unclear and needs to be addressed.

Subsequently, the main components of transformational leadership were illustrated. This is to show which behaviours are involved in such components and gives a better understanding of this style mechanism, especially with its possible relationship with elements of the inherited psychological needs of followers that will be addressed in the thesis. The section also showed how the transformational leadership theory is related to Maslow's hierarchy of needs to provide a better understanding of the importance of satisfying human needs in order to obtain the best performance.

Finally, the section attempted to compare the transformation leadership theory to other theories in the field of leadership to understand why this style of leadership is so effective.

2.3. The Self-Determination Theory

This section seeks to review the literature on self-determination through identifying its concept, including distinguishing between some concepts, behaviours and motivations within this theory. Following this, the components of the self-determination theory are illustrated in which three basic human psychological needs have a crucial role in order to elevate their motivations then, subsequently their performance in the organisational context. Finally, the final section addresses the importance of this theory, in particular, its function in fully understanding the means by which humans are motivated.

2.3.1. The Concept of the Self-Determination Theory

The first attempts to address the area of research in respect of self-determination took place in the 1970s. However, this theory was examined in more detail by some authors later on in the 1980s, especially the efforts of (Deci and Ryan 1985), and this area was at the centre was related to the field of psychology which led to an increasing number of studies into this theory (Deci and Ryan 2008).

The self-determination theory suggests that all actions undertaken by people are divided into three “subsystems” which are “intrinsic, extrinsic and amotivtional” (Deci and Ryan 1980, p. 39). Amotivational refers to the case of the absence of the “intention” to undertake an action (Ryan and Deci 2000, p. 72). However, the other two subsystems, the intrinsic and extrinsic motivation, attracted most of the researcher’s attention. The former involves “doing an activity for the inherent satisfaction of the activity itself” (Ryan and Deci 2000, p. 71). It has been referred to as: “the innate energy that people demonstrate when they pursue a goal or an activity because it is interesting and fun” (Koestner and Losier 2002, p. 101). Extrinsic motivation draws on “performance of an activity in order to attain some separable outcomes” (Ryan and Deci 2000, p. 71) which relates to “behaviours for which the locus of initiation is external to the person” (Deci et al. 1991, p. 329). In other words, the intrinsic motivation is driven by the human passion for the particular task, while the extrinsic motivation is caused by external factors (Gagné and Deci 2005).

These external factors of extrinsic motivation, which are also referred to as “controlled motivation”, are categorised into two types: the first has flexibility and can be reprogrammed, and therefore is called “automatized”, whereas the other does not have flexibility and is almost impossible to be changed, so it is named “automatic” (Deci and

Ryan 1980, p. 38). With regards to how the extrinsic motivation is provided, the self-determination theory suggests that this kind of motivation can be provided by two means; verbal or tangible rewards. (Gagné and Deci 2005). In general, verbal extrinsic reward heightens intrinsic motivation, whereas tangible extrinsic reward does otherwise as it undermines the intrinsic motivation (Deci 1971).

Moreover, it is important to understand how such enhancement to the intrinsic motivation by the external factors is achieved. Internalisation is the term to describe the notion of transforming the behaviour from being under external control to being under internal control (Schafer 1968 cited in Deci, Vallerand et al. 1991, p. 328). Gagné and Deci (2005, p. 334) point out that intrinsic motivation is defined as “people taking in values, attitudes, or regulatory structures, such that the external regulation of a behaviour is transformed into an internal regulation and thus no longer requires the presence of an external contingency”, and it has three various means that show the ways to deal with the external regulations, namely; introjection, identification, and integration.

Introjection occurs when a regulation is taken in by a person, but it is not accepted yet (Deci, Vallerand et al. 1991). Introjected regulation is considered to be less advanced than its counterparts. *Identification*, which is regarded as one of the ways in which the process of internalisation takes place according to Deci, Vallerand et al. (1991, p. 329) who claim that this occurs as a result of an individual valuing the behaviour and can associate with the regulatory process. This tends to be more advanced than the first technique. Finally, *integration* takes place when the person's perception of his or her actions emulates who he or she is (Gagné and Deci 2005). It is considered as the higher form of extrinsic motivation (Deci, Vallerand et al. 1991) and is also deemed as the closest to intrinsic motivation since it has a few common features with it (Gagné and Deci 2005). In addition, the outcomes of the three various means of internalisation differ from one another in regard to how they are restrained or self-ruling (Ryan and Deci 2000). For instance, the first technique, namely introjection, relates to controlling the behaviour (Gagné and Deci 2005), whereas in the last technique of integration, the behaviour is an expression of the self.

2.3.1.1. The Distinctness between the Self-Determined and Automated Behaviours:

It is important to understand the differences between the self-determined behaviours and the automated behaviours, of which one main difference is the use of the consciousness

state and mental effort. The brain is used in the self-determined behaviours, however, this is not the case for automated behaviours in which they are controlled by external factors (Deci and Ryan 1980), as automated behaviours are deemed as “mindless” actions (Deci and Ryan 1985, p. 34). Therefore, the main difference between the self-determined behaviours and the automated behaviours is the existence or the absence of the connection between mental efforts and the behaviour (Deci and Ryan 1980).

As mentioned earlier, automated behaviours are categorised as either automatised or automatic. Apart from the difference in their flexibility, Deci and Ryan (1980) point out that the former is the one that can be transformed to be an intrinsic motivation behaviour through the three various means of internalisation mentioned above. In other words, the automated, in particular, the automatised behaviours, can be transformed to become a part of the self-determined behaviours since they are flexible to be reprogrammed. This example, provided by Gagné and Deci (2005, p. 335) clarifies this concept:

“If integrated, the nurses would not only identify with the importance of the activities for maintaining their patients’ comfort and health, but regulation of the activities would be integrated with other aspects of their jobs and lives. Thus, the profession of nurse would be more central to their identity, they would be more likely to act in ways that are consistent with caring for people more generally, and they could come to appreciate the importance of doing uninteresting activities”.

As stated earlier, there are three types of regulations, one of which is the integration regulation that occurs when the person's perception of their actions shows or creates who they are as a person. This above example suggests that the nurses did not necessarily used to like all of the aspects of looking after their patients. Such activities have become external regulations for these nurses, and when integrated fully by them, such activities will be expressive of the entire selfhood of the nurses. This example is relevant mainly to show how some behaviours could become part of oneself, and as a response to the intrinsic motivation; especially as such motivation is important in the transformational leadership theory.

2.3.1.2. The Difference between Autonomous Motivation and Controlled Motivation:

It is also important to consider the differences between autonomous motivation and controlled motivation. On the one hand, the former constitutes intrinsic motivational behaviours as well as the preferred extrinsic motivational behaviours which have been transformed into a person intrinsic motivation through the two highest means of

internalisation process, in particular, the identification and integration (Deci and Ryan 1985, Deci and Ryan 2008). On the other hand, controlled motivation stems from how people are regulated by either external factors or introjection (Deci and Ryan 2008) which means that acting in a way including a feel of pressure as a result of either forcible needs or attracting offers.

2.3.2. The Components of the Self-Determination Theory

Ryan and Deci (2000) point out that it has been identified that there are three inherited psychological needs that act as a catalyst for boosting self-motivation and well-being provided that these needs are pleased, given and yielded. These needs are the need for competence, the need for autonomy and the need for relatedness. Deci and Ryan (2002) suggest that such needs yield the ground to understand how the environment fosters or hinders performance, well-being and motivation.

2.3.2.1. Autonomy:

Dworkin (1988, p. 20) points out that autonomy is understood as “a second-order capacity of persons to reflect critically upon their first-order preferences, desires, wishes, and so forth and the capacity to accept or attempt to change these in light of higher-order preferences and values”. Autonomy is considered as a very important part of the self-determination theory and in particular with regards to intrinsic motivation. This can be seen especially as intrinsic motivation is always perceived as “an example of autonomous motivation” (Gagné and Deci 2005, p. 334). Indeed, free will, recognition of “feelings” and chances for independence without being affected by others were found to act as a catalyst for enhancing “intrinsic motivation” since they release autonomy amongst humans (Ryan and Deci 2000, p. 70). The notion of autonomy itself indicates that people have a very strong desire to go through volition (Decharms and Carpenter 1968 cited in Hetland, Hetland et al. 2011, p. 508).

2.3.2.2. Relatedness:

Belonging to others, interacting with them, caring and being cared by them is an aspect that all human beings need. Baumeister and Leary (1995) point out that the need for relatedness is an essential part of people’s motivation. It can be considered to be a fact, for example, Donne (1987) suggests that “no man is an island”. This indicates that human beings might struggle to live by themselves. In addition, Maslow considers the

belongingness need in his motivational hierarchy. In the self-determination theory, relatedness is one of the inherited psychological needs that human beings will be self-determined once they are pleased and satisfied. Relatedness refers to “the need to feel belongingness and connectedness with others” (Ryan and Deci 2000, p. 73). It draws in expanding a safe and pleasant relationship between one’s self and other people within the same environment (Deci, Vallerand et al. 1991). Moreover, the need for belongingness is varied according to the circumstances, for example, Baumeister and Leary (1995, p. 502) point out that “external threat seems to increase the tendency to form strong bonds”.

2.3.2.3. Competence:

Competence is one of the basic psychological needs for humans that includes a full recognition of the means for achieving different desired results as well as operating in effective ways (Deci, Vallerand et al. 1991). White (1959) points out that this need relates to the natural eagerness amongst human beings to act with their surroundings effectively. Deci and Ryan (2002, p. 235) point out that competence deals with the “degree to which individuals feel volitional and responsible for the initiation of their behaviour”. Competence involves having a successful engagement and manipulating the surroundings (White 1959). Skinner and Edge (2002) point out that it is suggested that people have the innate eagerness for creating the best potential as well as being effective in their surroundings. This need, according to Baard (2002) is more related to the notion of how to grow and be able to face more difficult situations than a person’s understanding or skill.

2.3.3. Comparison between the Self-Determination theory and Maslow’s hierarchy

There is some similarity between the self-determination theory and Maslow’s hierarchy. An example of this similarity is that the contented state and successful outcomes are correlated with the fulfilment of the basic psychological needs (Gagné and Deci 2005). Nevertheless, the self-determination theory is different in comparison to Maslow’s hierarchy in various ways. Firstly, Maslow’s hierarchy concentrates on the “energizers of motivated action”, which states that people seek to satisfy their more basic needs before satisfying the greater need in the hierarchy, whereas the self-determination theory answers to inquiries about the means that behaviour “is energized and how it is directed” (Gagné and Deci 2005, p. 343), meaning that this theory focuses on the means to activate and guide behaviours. Secondly, the self-determination theory can be considered as more

advanced than Maslow's hierarchy, since the former has emerged and advanced over three decades through the support of empirical research (Gagné and Deci 2005).

2.3.4. Why is the Self-Determination Theory Important?

The importance of the self-determination theory is attributed to its crucial role to explain how human beings are motivated. Deci and Ryan (2002) point out that the logical role of such theory is to explore the connections between humans and their environments and how the latter foster or hinder the former. In addition, the self-determination theory, by stating the three subsystems that include intrinsic motivation, extrinsic motivation and amotivational, assists in understanding and explaining (1) various people behaviour, (2) fundamental phases of people experience as well as (3) various vital results that such subsystems generate (Vallerand and Ratelle 2002).

Baard (2002) asserts that intrinsic motivation, which is considered as an important element of the self-determination theory, acts as a catalyst for better outcomes and greater fulfilment and this is because that behaviour in such cases stems from one's self. In general, if self-determination is endorsed greatly, growth enhancement will be achieved and desired performance will be met (Deci, Vallerand et al. 1991). Such great performance includes some results, including but not limited to creativity and self-esteem (e.g. Amabile 1979, Deci et al. 1981). In addition, McGraw and McCullers (1979) undertook experiments in which they had two different groups, one of which was offered a reward whereas the other one was not. Both groups were asked to address a list of problems, the second group eventually had better quality outcomes to deal with the problems. Ryan and Deci (2017) point out that this result can be interpreted to the idea that the centre of attraction was the reward itself, not the required task, so the first group was distracted.

Motivation, however, in regard to the leadership field is such a vital aspect that it has a lot to do with the leadership phenomenon regarding the influence process that takes place between both the leaders and their followers. For example, Ulrich et al. (1999, p. 23) point out that "Leaders who get results themselves but fail to pass on the requisite skills and motivation to do so to others coming after them will have failed their companies". This illustrates the potential consequences if leaders do not succeed to motivate their followers. This is especially true of transformational leadership in which leaders are considered to be catalyst agents of motivation. Bass (1999, p. 9), for instance, confirms that as he states "transformational leaders uplift the morale, motivation, and morals of their followers". In

addition, there is evidence that such a style of leadership considerably affects followers' motivation and their outcomes (Kark, Shamir et al. 2003). Having said that, there are so many existing queries regarding this style of leadership that have not been answered yet (Yukl 2002). In particular, areas that are about the process of transformational leadership. As Yukl (2013, p. 323) concludes "the underlying influence processes for transactional and transformational leadership are not clearly explained".

2.3.5. Summary

This section reviewed the self-determination literature. This sheds light on how this theory interprets the reasons that lead humans to behave in a particular way. This section showed the meaning of the existence or the absence of the intention of humans to undertake an action and whether they are controlled or self-ruling. The three components of the self-determination theory were also explained in order to understand their role in individual satisfaction. One component of which is the need for autonomy which, as shown, has the vital function to increase intrinsic motivation, and in turn, performance. The second component is the need for relatedness which, as shown, needs to be met and satisfied as it is considered an important part of the human beings' motivation. The last component, namely, the basic psychological need for competence has also been shown to be important in dealing with and facing difficult situations and challenges. Finally, the reason why there is a predisposition to perform greatly amongst those whose self-determination and in particular, their basic psychological needs are met and satisfied, was also illustrated. It was shown that behaviours and activities that lead to the best outcomes are driven by one's self.

2.4. Transformational Leadership Theory and the Self-Determination Theory

This section of this chapter seeks to illustrate the possible relationship between transformational leadership and the self-determination theory. In particular, it focuses on whether the former influences or enhances the latter. The first part of this section seeks to identify how both theories are related theoretically. On the one hand, and as was shown earlier in this chapter, one of the circumstances when transformational leadership takes place is when leaders motivate their followers in order to have the best outcomes provided that a vision is provided as well as their fixed ways of doing tasks being questioned and challenged.

On the other hand, the self-determination theory, as shown earlier in this chapter, involves three basic psychological needs and can promote a stronger understanding of what motivates people in general, and employees in the work setting in particular. Therefore, this results in the possibility that these basic psychological needs have a role as a mechanism that explains the underlying process of transformational leadership. The second part of this section seeks to illustrate the significance of exploring this connection between the two theories.

How are the Transformational Leadership theory and the Self-Determination theory related?

On the one hand, the self-determination theory addresses a very important issue in general and for the organisations in the work setting in particular. This issue is motivation which could play a crucial role when it is dealt with and met properly. On the other hand, leadership seeks to motivate those who work in any workplace. One of the objectives of leadership is transforming followers' motivation (Rost 1993). In addition, Bass (1997, p. 130) asserts that the duty of transformational leadership is to boost and enlarge the "followers' motivation". Avolio (2011, p. 59) points out that "transformational leadership involves motivating others to do more than they originally intended and often even more than they thought possible. This can happen when a person goes from doing a task for the money to doing it because she or he identifies and takes pride in what is produced". In addition, Avolio and Bass (2004) point out that leaders who act according to the transformational leadership behaviours assist their followers in meeting and boosting their needs. Moreover, Rowold and Schlotz (2009) point out that using the transformational

leadership style will enhance the performance without there being an additional cost for the followers.

Moreover, as was mentioned previously in the chapter, positive effects of transformational leadership on various outcomes have been found, including, but not limited to, organisational citizenship behaviour, innovation, organisational commitment, basic psychological needs and job performance. Therefore, it is critical to investigate further this style of leadership in order to find the underlying process. Doing so will assist in gaining an understanding of how it works and why it is the most effective style of leadership. Taking into consideration the fact that the components of transformational leadership are employed and used differently by leaders (Bass and Riggio 2006) which signifies they have different influence on various outcomes. This was shown earlier in this chapter in the section of components of transformational leadership where examples were given of how the core components of transformational leadership have a different relationship with different variables and outcomes. This research seeks to find how the core components of transformational leadership influence the three basic psychological needs for human beings which are themselves the components of the self-determination theory. This is especially important as one of the important characteristics of transformational leadership was pointed out by Roe (2017, p. 128) who stated that transformational leadership “considers how a leader intrinsically motivates the followers”. Intrinsic motivation, which is one of the subsystems of the self-determination theory as mentioned above, is driven by the passion of people for the mission or the task they seek to achieve or complete. In addition, Diaz-Saenz (2011, p. 299) asserts “transformational leadership is the process by which a leader foster group or organisational performance beyond expectation by virtue of the strong emotional attachment with his or her followers combined with the collective commitment to a higher moral cause”. So, this shows that the emotional attachment has a crucial role in the transformational leadership.

Transformational Leadership and Basic Psychological Need for Competence:

The components of transformational leadership are expected to be positively related to the satisfaction of the followers’ basic psychological need for competence. Transformational leadership tends to have an association with this need in one way or another. In addition, Avolio and Gibbons (1988) point out that a vital objective of transformational leaders is to facilitate their subordinates to devote their effort to challenge all issues that they face when they are dealing with their tasks and missions, which will sooner or later assist in boosting

the followers' self-development to a better level. This, in turn, will assist in boosting and satisfying the basic psychological need for competence.

The components of transformational leadership are anticipated to raise the confidence of followers, and this can be brought about by the components of idealised influence, inspirational motivation, intellectual stimulation (Wright and Pandey 2009). Moreover, Gilmore, Hu et al. (2013, p. 1062) suggest that it is anticipated that leaders who show idealised influence, such as acting in a respectable manner by doing what is best for the group, will lead followers to (1) have a positive feeling as well as (2) acquire the leaders' praiseworthy manners by "role modeling".

Additionally, transformational leadership, especially the components of inspirational motivation and intellectual stimulation, is believed to be critical for innovation (Elkins and Keller 2003). Moreover, Eisenbeiß and Boerner (2013) find that transformational leadership boosts the creativity of followers. In addition, Herrmann and Felfe (2014) suggest that transformational leadership, in particular, intellectual stimulation and individualised consideration, is expected to assist the progress of creativity amongst followers. The critical role of transformational leaders in making their followers more confident, innovative and creative is anticipated to satisfy the followers' basic psychological need for competence. This is as a result of their feeling that they gain more skills and abilities to deal with any situation. In addition, as an overall construct, transformational leadership was found to have a significant and positive effect on the satisfaction of the followers' basic psychological need for competence (Hetland, Hetland et al. 2011).

Transformational Leadership and Basic Psychological Need for Relatedness:

The components of transformational leadership are expected to be positively related to the satisfaction of the followers' basic psychological need for relatedness. This need is influenced by the leader-follower distance which is, according to Antonakis and Atwater (2002, p. 699) "The distance that a leader maintains from followers appears to be a defining element of the leadership influencing process". They also point out that how close or distant the leader is could clarify the influence process of the leader (Antonakis and Atwater 2002).

Den Hartog et al. (2007) find that charismatic leadership, which is considered to have some similarity with transformational leadership, has more influence on forms of organisational citizenship behaviour for employees with a low sense of belongingness. However transformational leadership was found to have a significant and positive effect on the satisfaction of the followers' basic psychological need for relatedness (Hetland, Hetland et al. 2011). In addition, it is shown from empirical support that transformational leadership has a positive influence on trust, especially the trust of followers towards their leaders (e.g. Dirks and Ferrin 2002, Burke et al. 2007). It is expected that the increase of the trust of followers towards their leaders will more likely break down the psychological barriers between leaders and their followers. This, in turn, will pave the way for satisfying their basic psychological need for relatedness.

Transformational Leadership and Basic Psychological Need for Autonomy:

The components of transformational leadership are more likely to have positive effects on the satisfaction of the followers' basic psychological need for autonomy. These components are expected to enable the followers, and this can be brought about by the components of idealised influence, inspirational motivation, intellectual stimulation, as these components are believed to act as a catalyst for enabling and empowering followers (Wright and Pandey 2009).

In fact, Graham (1988, p. 74) points out that "the degree of free choice exercised by followers" is an important element in the relationship between leaders and their subordinates. This element needs to be provided by the leaders to their followers. Bass and Steidlmeier (1999, p. 199) confirm that it is important for the leader to "enhance individual liberty" as well as "choice". More specifically, transformational leaders are considered to be an enhancer for the free choice amongst their followers since this is a key element of this style of leadership (Kark, Shamir et al. 2003). In addition, Eisenbeiß and Boerner (2013) find that transformational leadership raises the dependency of followers on their leaders. However, Kark, Shamir et al. (2003, p. 253) assert that "follower empowerment and follower dependence are not opposite to each other".

Previous Research on this Issue:

In general, a few studies have explored the relationship between transformational leadership and the self-determination theory. Two studies (Kovjanic et al. 2012, Kovjanic et al. 2013) use the self-determination theory as a mediation between transformational

leadership and some various outcomes. In addition, the study by Hetland, Hetland et al. (2011) aims to explore the direct association between transformational leadership and the self-determination theory. Moreover, a study by Decuyper et al. (2018) aims to show that mindfulness influences transformational leadership through the components of the self-determination theory.

However, these studies were conducted in the Western context, such an issue has not been researched in a Middle Eastern context and in particular in a Saudi Arabian context. Moreover, these studies, apart from the one by Hetland, Hetland et al. (2011) did not aim to explore whether and how transformational leadership influences the basic psychological needs for human beings. In addition, all of these studies deal with transformational leadership as an overall construct by using a unitary construct to measure it and neglect the sub-dimensions of the theory. Lastly but not least, this research also differs regarding its methods as it uses interviews as well as the online questionnaire, whereas all of the studies mentioned above did not use the mixed methods.

The Significance of Exploring the Connection between these Theories

Exploring the connection between the transformational leadership theory and the self-determination theory will assist in explaining why transformational leadership has been considered by scholars as the most effective style of leadership. This exploration is also vital for various reasons, one of which is that this exploration will assist in providing an understanding of the processes involved in transformational leadership behaviour. Moreover, by doing so, a lot of calls within the transformational leadership literature to investigate the underlying process of such a phenomenon will be addressed.

Another factor of the significance of exploring such connections between the two theories is that motivating and satisfying the followers' basic psychological needs will act as a catalyst, leading them to achieve more than they previously thought was possible. Therefore, it will be important for leaders to take these needs into consideration in order to have a healthier workplace and help followers to perform in a much better way than what is expected and eventually help the organisation to attain its goals.

2.5. The Context of the Research

2.5.1. The Public Sector

There are different types of sectors, the voluntary, the private, the public or those which straddle the private and public sectors. The public sector comprises “governments and all publicly controlled or publicly funded agencies, enterprises, and other entities that deliver public programs, goods, or services” (Dube and Danescu 2011, p. 3). Lau et al. (1980, p. 519) point out in their research titled “The Nature of Managerial Work in the Public Sector” that “both public and private sector executives perform the same kind of activities, both in terms of complexity of job content and roles, and in terms of job characteristics”. However, one can argue that the similarity in such activities, roles and characteristics does not necessarily mean that both sectors have no differences. For example, Kee and Newcomer (2008) point out that there is a noticeable difference between the public interest and private interest. And more specifically, leadership in the public sector seeks to create “public value” (Getha-Taylor et al. 2011, p. i84). Therefore, it can be said that the tasks might be similar, but often the interest is not.

2.5.2. Leadership in the Public Sector

It seems that leadership in the public sector has received scant attention in leadership literature and it lags behind other areas in the field (Trottier et al. 2008, Hansen and Villadsen 2010). Getha-Taylor, Holmes et al. (2011, p. i83) confirm this “Although there is no shortage of general studies and theories of leadership, the same cannot be said for public leadership”. Van Wart (2013, p. 538) also asserts that “it is hard to argue that the field is fully mature”. Therefore, there is a call for further investigations in the field of leadership in the public sector, For example, Van Wart (2013, p. 537) points out that “Well-designed studies would be welcomed by various public sector industries, jurisdictions, and levels of administration”.

2.5.3. Transformational Leadership in the Public Sector

It has been suggested by some authors that transformational leadership in the public sector is not as frequent and successful as it is in the private sector. For example, Lowe, Kroeck et al. (1996) suggest that transformational leadership is anticipated to be less effective in the public sector than it is in the private sector. This idea hinges on the beliefs that there is a greater culture of bureaucracy in the public sector than in the private sector (Bass and

Riggio 2006). However, it has been found through a meta-analysis conducted by (Dumdum et al. 2013) that transformational leadership in the public sector has the same effect as in the private sector. Therefore, Wright and Pandey (2009) point out that the reason for the difference between what is theoretically expected and empirically observed is that there is not as much red tape in the public sector in general as the leadership literature would have us believe.

2.5.4. The Saudi Arabian Culture

Czinkota et al. (2002, p. 33) define culture as “an integrated system of learned behaviour patterns that are characteristic of the members of any given society”. Hofstede and Hofstede (2001, p. 34) point out that “cultural, especially national cultures, are extremely stable over time”. In General, humans “share basic concepts”, however, these concepts are viewed from various standpoints (Czinkota, Ronkainen et al. 2002, p. 31).

Four cultural elements were initially used by Hofstede (1980) to explore the differences in 40 countries around the globe. These elements include (1) power distance, (2) uncertainty avoidance, (3) individualism vs collectivism and (4) masculinity vs femininity. Bjerke and Al-Meer (1993) reuse these four elements in Saudi Arabia to explore its culture. The results of these four elements in their study will be shown here and will also be compared to some of the findings of the 40 countries that Hofstede (1980) researched.

2.5.4.1. Power Distance

The power distance is described by Hofstede and Hofstede (2001, p. 83) as “a measure of the interpersonal power or influence between B and S as perceived by the less powerful of the two, S” where B in their definition refers to a boss, whereas S refers to a subordinate. Countries have either low or high power distance in which decisions in the latter are made by leaders in autocratic means and subordinates avoid disagreement with their leaders, whereas in the former, decisions are made by leaders with respect to the opening of their subordinates who do not avoid disagreement with their leaders (Hofstede 1980). Bjerke and Al-Meer (1993) find that the result for Saudi Arabia is (73) which is considered as a very high power distance and very close to the highest in the findings of Hofstede (1980) in which the Philippines was (94) whereas the lowest was Austria (11). In addition, Hofstede (1980) suggests that followers in high power distance countries have greater dependence needs. In an issue relating to the power distance, Harris and Moran (1996)

compare the means of connection and giving feedback to subordinates in regard to performance reviews in the USA, Saudi Arabia and Japan, and found that criticism is verbal and less direct in Saudi Arabia and Japan whereas it is direct and might be in writing in the USA.

2.5.4.2. Uncertainty Avoidance:

Hofstede and Hofstede (2001) point out that people have been facing uncertainty in regard to their future and various societies have adjusted to this in various ways. Bjerke and Al-Meer (1993) find the result for Saudi Arabia with regards to uncertainty avoidance is (74) which makes Saudi Arabia one of the high uncertainty avoidance countries. These countries include, in the original study by (Hofstede 1980) Greece, Portugal and Belgium whose results were (112), (104) and (94) respectively whereas the low uncertainty avoidance countries include Singapore (8), Denmark (23) and Sweden (29). Hofstede (1980) points out that the uncertainty avoidance countries have implications including, that these countries are emotionally more resistant to change, not breaking rules, as well as loyalty to employers being considered as a high moral quality.

2.5.4.3. Individualism vs Collectivism:

Hofstede (1980) points out that these elements provide a better understanding of how the level of individualism or collectivism influences the connections between people and their organisations they belong to. He finds that the USA (index = 91) is the highest individualism country amongst his sample of 40 countries whereas the least individualism country is Venezuela (index = 12) (Hofstede 1980). Bjerke and Al-Meer (1993) find that Saudi Arabia has an index of (41) which puts it in the side of low individualism countries. Bjerke and Al-Meer (1993) argue that there is an interesting point which is Saudi leaders are part of an environment in which their loved ones are an essential element and those leaders count on their people to cope with any obstacles in their business. In other words, the personal relationships, such as family and friends of a leader, are influential to help them to achieve their tasks.

2.5.4.4. Masculinity vs Femininity:

Hofstede and Hofstede (2001, p. 279) describe this element as “this nature-given fact has been one of the very first issues with which each society has had to cope in its own specific way, and has profoundly affected a multitude of societal institutions”. It refers to the social

function of the genders in which women connect more to “social goals”, whereas men connect more to “ego goals”(Hofstede and Hofstede 2001, p. 279). Hofstede and Hofstede (2001) point out that it has been found that the friendly atmosphere, position security and physical conditions are more significant for female participants, whereas advancement and earnings are more significant for male participants in their initial research.

In the study by Hofstede (1980) that included 40 countries, Japan has the highest score in the index (95) as the top of masculine society whereas Sweden (5) is the top of feminine society. Bjerke and Al-Meer (1993) find that Saudi Arabia has an index of (43). This result puts Saudi Arabia on the side of the feminine position (Bjerke and Al-Meer 1993). This score is very similar to the scores of some other Middle Eastern countries in the study by Hofstede (1980) in which Iran has an index of (43) and Turkey has an index of (45). Therefore, and based on social/ego factors mentioned above, Bjerke and Al-Meer (1993, p. 33) interpret the score as Saudis have “less ambition for achievement and financial reward” as Saudi Arabia on the side of the feminine position. This may be due to the fact that Saudi Arabia has a culture which is family orientated and the need for a strong society might provide an explanation for these findings.

This issue, however, leads to the issue of gender segregation in Saudi Arabia, which is considered as one of the most gender-segregated countries in the world. The gender segregation occurs in schools, universities and organisations with the exception of the health care sector. It is believed that this issue has a lot to do with the cultural background of the kingdom.

In general, Bjerke and Al-Meer were lecturers at a business school in Saudi Arabia and they sought to see the pros and cons of using American leadership books and material in Saudi Arabia (Bjerke and Al-Meer 1993). At the conclusion of their study, they compared the results they found with what (Hofstede 1980) found about the USA, and they confirm that “Saudi Arabia scores considerably higher on power distance and uncertainty avoidance; considerably lower on individualism and relatively lower on masculinity” (Bjerke and Al-Meer 1993, p. 35).

2.6. The Research Gap and Research Questions

2.6.1. The Research Gap

The positive impact of transformational leadership has been reported in different meta-analysis research (e.g. Lowe, Kroeck et al. 1996, Bono and Judge 2004, Wang, Oh et al. 2011). This includes organisational citizenship behaviour (e.g. Wang, Law et al. 2005, Vigoda-Gadot and Beerli 2011), innovation (e.g. S. Kraft and Bausch 2016), organisational commitment and job performance (e.g. Zhu, Newman et al. 2013), greater creativity-levels (e.g. Shin, Kim et al. 2012), basic psychological needs (Hetland, Hetland et al. 2011) and followers' job satisfaction (e.g. Braun, Peus et al. 2013). Furthermore, this positive impact leads researchers to seek to understand why such an impact occurs. Recently, there have been calls by various authors (e.g. Liu, Siu et al. 2010, Yukl 2013) for the process of transformational leadership to be investigated and explored. As shown earlier, in relation to the connection between both theories of transformational leadership and self-determination, it is important to explore the underlying process of transformational leadership. This can be approached through the potential role of the three basic psychological needs that are themselves components of self-determination theory since the positive impact of transformational leadership in outcomes has been widely theoretically approved. However, the mechanisms of transformational leadership are still ambiguous.

2.6.2. The Research Questions

The objective of the present study is to explore mechanisms for the potential relationship between the components of transformational leadership and the satisfaction of the followers' basic psychological needs in the public sector in Saudi Arabia with the following research questions:

- What is the nature of the relationship between the components of transformational leadership and the satisfaction of the followers' basic psychological needs in the public sector in Saudi Arabia?
- How does idealised influence (attributes) relate to the satisfaction of the followers' basic psychological needs, which include the needs for autonomy, relatedness and competence, in the public sector in Saudi Arabia?

- How does idealised influence (behaviours) relate to the satisfaction of the followers' basic psychological needs, which include the needs for autonomy, relatedness and competence, in the public sector in Saudi Arabia?
- How does inspirational motivation relate to the satisfaction of the followers' basic psychological needs, which include the needs for autonomy, relatedness and competence, in the public sector in Saudi Arabia?
- How does intellectual stimulation relate to the satisfaction of the followers' basic psychological needs, which include the needs for autonomy, relatedness and competence, in the public sector in Saudi Arabia?
- How does individualised consideration relate to the satisfaction of the followers' basic psychological needs, which include the needs for autonomy, relatedness and competence, in the public sector in Saudi Arabia?

2.6.3. The Potential Relationships

The present study seeks to test the potential relationships between the independent variables and the dependent variables. On the one hand, there are five independent variables in this study which are themselves the components of transformational leadership theory. These components are idealised influence (attributes), idealised influence (behaviours), inspirational motivation, intellectual stimulation and individualised consideration. On the other hand, there are three dependent variables which are themselves the components of the self-determination theory. These components are the basic psychological needs for autonomy, relatedness and competence.

It is expected that positive effects of the components of transformational leadership will be identified since transformational leadership, as an overall construct has an effect on the satisfaction of the followers' basic psychological needs, and also found to have a positive influence on various outcomes. Since transformational leadership paves the way for followers to be creative, innovative and able to deal with various situations in the workplace, as well as to enable, and empower them, it is anticipated that its core components will play a crucial role in satisfying their basic psychological needs for autonomy, relatedness and competence.

2.6.4. Summary

This section attempted to address the connection between the theories of transformational leadership and self-determination. It showed how transformational leadership works, especially as a source to enhance the followers' motivations and boost the followers' needs. Following this, the three basic psychological needs of human beings within the self-determination theory were illustrated, especially in respect of how they might be influenced and satisfied by transformational leaders. It was also shown how this possible connection might explain the key processes involved in transformational leadership. Finally, the end of this section aimed to illustrate why exploring this connection is important for various reasons. These reasons include the belief that this exploring would help to provide an understanding of the underlying process of transformational leadership. A further reason was that this would help to foster the performance of followers and organisation as a whole if this connection is approved.

2.7. Conclusion

This chapter reviewed the literature of the leadership field in general, with special focus on the transformational leadership theory, as well as the literature of self-determination theory. This chapter attempted to address the leadership concept in general. It was shown that leadership is important since it has always been a vital factor in all times and societies. Moreover, the leadership phenomenon has been currently perceived as it is more about the transformation of followers as Rost (1993) suggests. Leadership should provide positive changes to followers' motivations, values and outcomes. These desired changes will provide greater results and performance for organisations. These changes are often provided by transformational leaders shown in the chapter.

In addition, this chapter explained how the leadership phenomenon has shifted from considering 'leadership' as relating to an individual whose personal factors enable him or her to lead other people to the notion that leadership is about leaders who could support their followers, motivate them, empower them, consider their various needs as well as provide a vision for their future in order to attain the best outcomes. Transformational leaders have these abilities which enable them to lead their followers and organisation as shown in this chapter.

The chapter also outlined the importance and effectiveness of transformational leadership, and how transformational leaders behave in order to be change agents within their organisation. However, this review asserted that there is a call for investigating the mechanism of transformational leadership since the underlying process of this style of leadership is still unclear.

It is also shown in this chapter that motivation has a crucial role in human beings' behaviour as positive motivation will assist employees in achieving the best outcomes for their organisation. The chapter illustrated how the self-determination theory is important for understanding how people are motivated, or in particular how followers are motivated in the case of this research.

By taking everything into account, the chapter attempted to devote effort to understand whether the transformational leadership theory and the self-determination theory are connected. This can be seen as follows, on the one hand, transformational leadership seeks to increase followers' motivations and meet their needs in order to achieve the best

outcomes for the organisation. On the other hand, the self-determination theory suggests that boosting and satisfying the three basic psychological needs of humans motivates them in general, and has a particular impact on employees in the work setting. And therefore, an exploration of the connection between the two theories will contribute to an understanding of whether the basic psychological needs have a role as a mechanism that clarifies the underlying process of transformational leadership.

This chapter explored the possible connection to provides a better understanding of transformational leadership phenomenon as well as to assist in fostering the performance of both followers and organisation if such connection is supported.

3. Methods

This chapter seeks to illustrate issues regarding the method undertaken by the researcher. It includes seven sections as follows. The first section addresses the research philosophy. This section shows the various philosophical underpinnings including ontology, epistemology and axiology as well as various philosophical stances and the preferred philosophy for the researcher. This philosophy is based on a rational consideration for this choice. Secondly, the research approach that can be inductive or deductive is the subject of the second section of this chapter. The third section focuses on the research design and strategy.

The fourth section concentrates on the instruments and constructs that will be used in this research. There are three subsections of this section. One of which relates to measuring transformational leadership, whereas the second is concerned with measuring the satisfaction of the basic psychological needs whereas the last subsection is about the issue of common method variance and how to deal with it. The fifth section describes the data collection, where the focus is on how the data were gathered as well as the ethical considerations. The sixth section of this chapter focuses on the means that the researcher seeks to analyse the quantitative data by using various software, whereas the qualitative data will be analysed manually. Finally, the seventh section provides a summary of this chapter.

3.1. The Concept of Research Philosophy

Research, in general, is defined by Burns (2000, p. 3) as “a systematic investigation to find answers to a problem”. This view is developed further by Mertens (2014, p. 2) who claimed that not only was it a process of systematic inquiry but it was designed to so that data could be collected, analysed, interpreted, and used. On the other hand, business research has been defined by Bryman and Bell (2015, p. 5) as research which is related to those areas concerned with business and management. These views of research become even more complex when it is considered that it is important for research to be based on research philosophy that includes ontological, epistemological, and axiological assumptions. These assumptions are held by researchers who undertake research either consciously or not (Easterby-Smith et al. 2012). Saunders et al. (2016, p. 124) define research philosophy as "a system of beliefs and assumptions about the development of knowledge", and such philosophy is considered to have a crucial role in undertaking major

research. Saunders, Thornhill et al. (2016, pp. 124-125) point out that it is important to have a philosophy that is planned in an effective way to support choosing the research methodology and research design as well as the best means of collecting and analysing data in order to conduct research which is coherent. This means that the philosophy of researchers acts as a catalyst for choosing the most appropriate methodology and methods for the research. Moreover, the data collection and data analysis hinge on such philosophy. The research philosophy direction, in particular, the ontological, epistemological, and axiological assumptions will be described in this section.

It is important when conducting proper research to have clear definitions of the main concepts of the research. By doing so, it would act as a catalyst for an appropriate understanding of how to deal with such concepts philosophically and methodologically. In general, the present study seeks to investigate and explore the relationship between transformational leadership and the satisfaction of the followers' basic psychological needs in the public sector. Those concepts were illustrated and clarified in the previous chapter. However, understanding and measuring those concepts, in general, is affected by the diverse perspectives of the different authors and researchers. They might have different beliefs and ideas regarding them, for example, if they are tangible or not, measurable or not, or even if they really exist or not, and so on.

3.1.1. Research Philosophy

There is a range of philosophies that are in a continuum and named differently by various scholars as either between "positivism" and "social constructionism" dimensions (Easterby-Smith, Thorpe et al. 2012, p. 21), or between "objectivism" and "subjectivism" dimensions (Saunders, Thornhill et al. 2016, p. 128). However, such diversity does not deny the fact that these descriptions are related in one way or another.

The objectivism dimension suggests that we are faced by social phenomena which occur independently without our input (Bryman and Bell 2015). The reality of this position cannot be changed and people might or might not consider it, furthermore "it is not something which the individual creates, it exists 'out there'" (Bunell and Morgan 1979, p. 4). Nevertheless, subjectivism, a diverse dimension implies that organisations are created by social elements (Bryman and Bell 2015) and this dimension brings to mind that there is more than a single reality, and therefore, the reality could be changeable. This could mean that having more than one reality might be convenient for the world where various contexts

exist. It is convenient because what is deemed or viewed as a reality in one context is not necessarily considered the same in a different context. This can be confirmed as Collins (1983, p. 88) asserts that “what counts as the truth can vary from place to place and from time to time”. In the same vein, O’leary (2004, p. 6) points out the same idea “what might be ‘truth’ for one person or cultural group may not be ‘truth’ for another”.

Research philosophy is also perceived in another way since Easterby-Smith, Thorpe et al. (2012, p. 21) point out that research philosophy can be considered a continuum between "positivism" and "social constructionism" dimensions. Therefore, research philosophy is mainly based on how the researcher considers and perceives reality, and if it is changeable or not, or occurs independently or not.

3.1.1.1. Ontological Philosophy:

Ontology plays a crucial role in the philosophy of researchers, and it is a wide term that as Saunders, Thornhill et al. (2016, p. 127) point out it is related to "assumptions about the nature of reality". It is the first step for all studies, so epistemology assumption and methodology are based on it (Grix 2002). Therefore, ontology is more likely to act as a catalyst for guiding the other research philosophies including epistemology assumption and axiological assumption.

As it is shown in the above-mentioned definition, the reality is the most important element in the definition of ontology. Therefore, the distinction between the two dimensions of research philosophy will be shown, in particular, with regard to reality. On the one hand, positivists perceive reality as existing independently and it is important to be measured objectively (Easterby-Smith, Thorpe et al. 2012). As a result, once the reality is recognised, it is proper to generalise it because of its uniqueness (Saunders, Thornhill et al. 2016). In addition, the positivism perspective neglects the fact that human beings are significant elements as they play a crucial role in social science (Bryman and Bell 2015), reality, however, is “socially constructed” (Berger and Luckmann 1976, p. 13).

On the other hand, interpretivism believes that there is more than a single reality (Saunders, Thornhill et al. 2016). Therefore, generalising reality is not acceptable amongst interpretivists as people experience realities individually regarding different factors as a result of being exposed to various situations and contexts (Saunders, Thornhill et al. 2016).

3.1.1.2. Epistemological philosophy:

Epistemology is another important assumption within the research philosophy. The different dimensions of ontology, that varies between positivism and social constructionism as mentioned above, also influence the epistemological philosophy, so the latter has the same issue of having various dimensions (Morgan and Smircich 1980). Epistemology involves assumption regarding how humans may consider their surroundings and share their understandings with others (Bunell and Morgan 1979). Crotty (1998) points out that epistemology is as important as ontology assumption as they both sit alongside each other to inform the theoretical perspective. The epistemology assumption puts emphasis on knowledge and questions whether it is acceptable or not. This assumption has various stances that vary from the positivism stance at one end to the interpretivism stance at the other end.

Positivism states that knowledge is perceived objectively by concentrating on connections between various factors that society is structured by, whereas according to interpretivism, knowledge is perceived subjectively, and the focus is on humans and their connections to their social networks (Morgan and Smircich 1980). Positivists are likely to focus on facts that are possible to be observed and measured (Saunders, Thornhill et al. 2016).

Nevertheless, this seems to indicate that non-observable facts cannot be investigated. Moreover, Crotty (1998) points out that positivism suggests that recognising any reality around us means that we only discover its meaning. However, it can be argued that human beings do not just discover the "meaning" of such reality, but they construct it (Crotty 1998, p. 8). As mentioned above, the epistemology assumption is based mainly on how the research and the researcher perceive the knowledge, whether it is perceived objectively or subjectively.

3.1.1.3. Axiological philosophy:

Saunders, Thornhill et al. (2016, p. 136) describe axiology as the "role of values". It is important that these values including opinions and assumptions of researchers, do not influence the research (Bryman and Bell 2015). However, Bryman and Bell (2015) also point out that it is believed that such influence might occur since the background of researchers impacts their perspectives.

The attitude toward values is the primary distinction between the two stances of positivism and interpretivism. The former suggests that it is important for research to be conducted objectively (Saunders, Thornhill et al. 2016). Proponents of this stance suggest that values cannot have a function in any research (Guba and Lincoln 1994). Whereas interpretivists suggest that their values have a significant influence when their studies take place (Saunders, Thornhill et al. 2016). Interpretivists believe that it is impossible to avoid the role of values to shape or create research findings (Guba and Lincoln 1994).

3.1.2. Critical Realism

Having compared the main philosophy stances, it is now possible to illustrate which position the researcher has. As shown earlier, positivists deny any role of people regarding reality and interpretivists deny any objective reality. Therefore, it is difficult to be a proponent of both stances. In general, there is no agreement between scholars in the management field about one philosophy (Tsoukas and Knudsen 2003), so there is no particular philosophy which should be followed, but it is all about the assumptions and beliefs of the researcher.

One of the philosophical stances that is somewhere in the middle of the main philosophy stances, is critical realism which could be considered to be more appropriate to the assumptions and beliefs of the researcher. Saunders, Thornhill et al. (2016, p. 714) define it as "the philosophical stance that what we experience are some of the manifestations of the things in the real world, rather than the actual things". Critical realism balances the more powerful forms of positivism and constructivism (Easterby-Smith, Thorpe et al. 2012, p. 29).

This philosophy stance is convincing for various reasons, one of which is that this stance, regarding ontology, asserts the idea of reality as it is in the positivism stance. McGrath (2004) points out that critical realism asserts the existence of a reality that might be known, and alludes to the moral and intellectual responsibility of critical realism to endeavour to research and represent it. However, critical realists do not have direct access to observe reality, and this reality is believed to be in three separate layers, which are "the real", "the actual" and "the empirical" (Saunders, Thornhill et al. 2016, p. 139). The latter refers to the reality that has already been perceived by humans, the "actual" refers to the actions which are created by the "real" and might or might not be recognised (Saunders, Thornhill et al. 2016, p. 139).

Secondly, the critical realism stance is different from the positivism stance regarding epistemology since critical realism affirms the role of humans to observe the facts subjectively. Sayer (2010, p.5), one of the key scholars in critical realist philosophical approach, suggests that “the world exists independently of our knowledge of it”. In this context, Sayer states that one needs “to ask for the cause of something is to ask ‘what makes it happen’, what ‘produces’, ‘generates’, ‘creates’ or ‘determines’ it, or, more weakly, what ‘enables’ or ‘leads to’ it” (Sayer 2010, p.104). This shows that this philosophical approach is beneficial for this study, which seeking to investigate what makes transformational leadership able to have an effective and positive impact on various outcomes. McGrath (2004, p. 142) points out that critical realism asserts that the involvement of "the human knower in the process of knowing" means that the use of construction, for example, analogies, models and significantly, social constructs the process of knowing are appropriate means of representing phenomena. Moreover, it is also different from the positivism stance as critical realism could assist in explaining the mechanism of actions (Johnson and Duberley 2000).

Finally, the critical realism stance, regarding axiology, states that it is not possible to have value-free research since the perspective of the researchers might influence the research, however, it is important amongst critical realists to devote the effort to increase their awareness of the possible influence of their perspectives and knowledge (Saunders, Thornhill et al. 2016). Grint (2000) points out that it is difficult to conduct research in the leadership field exactly as it is undertaken in the natural science research in which scholars often control all variables in their experiments.

Employing the critical realism to the concept of leadership by concentrating on the development of this concept as a reality might be useful for a better understanding. Although the history of leadership, started at the beginning of the 20th century (Northouse 2015), it cannot be denied that leaders or leadership in history existed before that. It stands as reality, however, when scholars in the leadership field conduct research, they have the ability to perceive the empirical reality of the concept of leadership. For instance, the idea of transformational leadership was observed in 1985 by Bass, and therefore "the empirical" status of this concept was perceived by others, whereas transformational leadership existed in the actual reality prior to that, although scholars conducted research in the field of leadership for around eight decades before that and no scholar had observed transformational leadership before.

Critical realism shares a few ideas with both positivism and interpretivism. Critical realism aligns with positivism on the idea of having one reality as well as being in accordance with the interpretivism stance, regarding how critical realism perceives knowledge, as a social construct (Sayer 2010). Critical realism confirms that reality has its objective nature which can just be observed through people understanding by subjective means. Critical realism is suitable for leadership research, as for instance, Kempster and Parry (2011, p. 107) point out that “For critical realists, phenomena exist at the level of events and experiences but also at a deeper level that may not be observable. For example, leadership cannot be seen”. Therefore, critical realism is the most appropriate and convinced philosophy for the assumptions and beliefs of the researcher.

3.2. Research Approach

The research approach and the research philosophy that the researchers choose have an impact on them when they select the methodological choices, research strategy, time horizon and the means to collect and analyse the data (Saunders, Thornhill et al. 2016). Research approach refers to the type of connection between the theory and the research (Saunders, Thornhill et al. 2016, p. 145). This approach can be either a deductive approach in which an existing theory directs the research or an inductive approach where the research will lead to a theory being generated (Bryman and Bell 2015) (Figure 3-1). Ketokivi and Mantere (2010, p. 330) confirm that the deductive approach is “a form of reasoning where a conclusion is logically derived from a set of premises”.

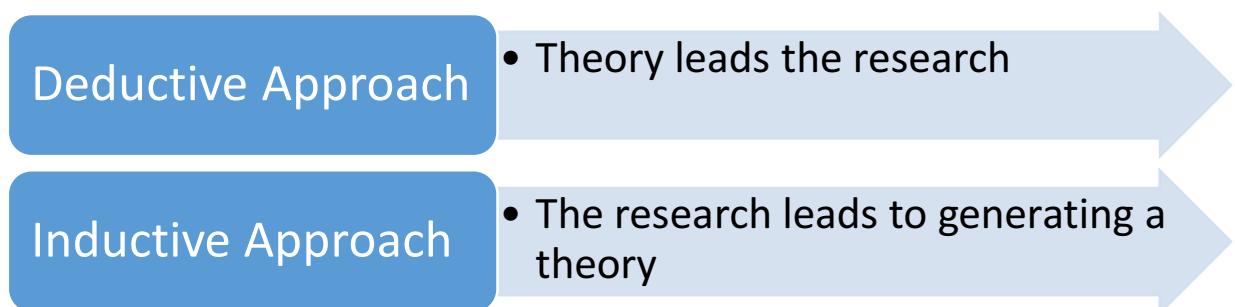


Figure 3-1 Research Approaches

What this research seeks, is to explore the relationship between both existing theories of transformational leadership and self-determination in order to explore the underlying process of this style of leadership through the satisfaction of the followers' basic

psychological needs in the public sector. In particular, this research seeks to find potential relationships between the independent and dependent variables where the former variables are the components of transformational leadership whereas the latter are the three components of self-determination theory. In the deductive approach, the research goes from the broader to the more “specific” (Sekaran and Bougie 2016, p. 26) and this is exactly what the current research seeks to find out, which is the underlying process of the transformational leadership theory. Therefore, a deductive approach is chosen and will be used as the means to explore the potential relationship in this research since the existing theories mentioned above will direct the research. Moreover, Saunders, Thornhill et al. (2016, p. 146) point out that a deductive approach is useful to look at the relationship between different “concepts and variables”. Therefore, as the current research seeks to explore the connection between various concepts, the deductive approach is the most appropriate approach to be used in this research.

3.3. Research Design and Strategy

The research design refers to “the general plan of how you will go about answering your research question(s)” (Saunders, Thornhill et al. 2016, p. 163). According to Bryman and Bell (2015), research design can be either experimental design which is not common in management studies, cross-sectional design, longitudinal design, case study design or comparative design (Figure 3-2). Yin (2018, p. 15) defines case study as “an empirical method that investigates a contemporary phenomenon in depth and within its real-world context, in particular, the boundaries between phenomenon and context may not be clearly evident”.

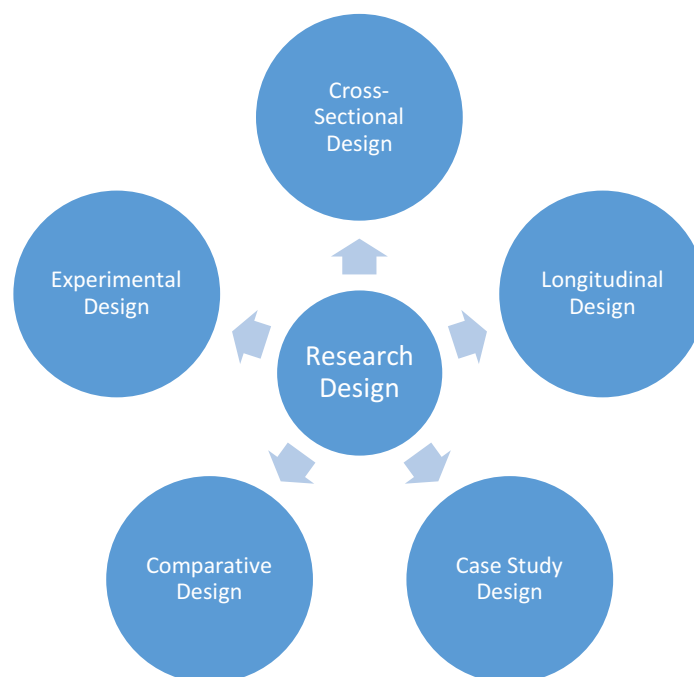


Figure 3-2 Research Design

The case study design is most appropriate when the research aims to answer questions including “ ‘how’ or ‘why’ some social phenomenon works” (Yin 2018, p. 4). Case studies are most helpful in the circumstance where the research stands in need of “in-depth” investigation of social events and phenomena (Yin 2018, p. 5). This shows that the case study design is the most appropriate one for research that is intended to find the underlying process of a phenomenon or the reasons for it. Since one of the main questions of this research is whether and how the components of transformational leadership theory relate to the fulfillment of the followers' basic psychological needs in the public sector in Saudi Arabia, the case study design is the most appropriate one to be used in this current research. This style of leadership stands in need of more understanding and investigation to

allow the researcher to dig deeper to explore it. This is especially true, as the phenomenon of transformational leadership will be investigated in this study at the level of its subcomponents, which might vary on their impacts on the outcomes, to get a thorough and in-depth understanding of such phenomenon. Therefore, the case study design will assist in looking into the underlying process of transformational leadership, especially as this design is believed to suit the research with similar objectives.

There are two main strategies to conduct research, either quantitative or qualitative research (Bryman and Bell 2015). Bryman and Bell (2015, p. 37) define the former as “a research strategy that emphasises quantification in the collection and analysis of data” whereas the latter refers to “a research strategy that usually emphasises words rather than quantification in the collection and analysis of data”. In addition, it is also suggested that both could be combined in research (Bryman and Bell 2015) (Figure 3-3). This is considered as a mixed methods research which is defined by (Saunders, Thornhill et al. 2016, p. 169) as “branch of multiple methods research that combines the use of quantitative and qualitative data collection techniques and analytical procedures”.



Figure 3-3 Research Strategies

Moreover, mixed methods designs have been approached and presented in diverse ways. There are different functions of using mixed methods designs. These designs according to Creswell and Clark (2018) might be, the convergent design, the explanatory sequential design or the exploratory sequential design (Figure 3-4). The explanatory sequential design means that the findings of the questionnaire will be explained by the findings of the interviews. Creswell and Clark (2018, p. 77) point out, the explanatory sequential design refers to “how the qualitative data help explain the quantitative results”.

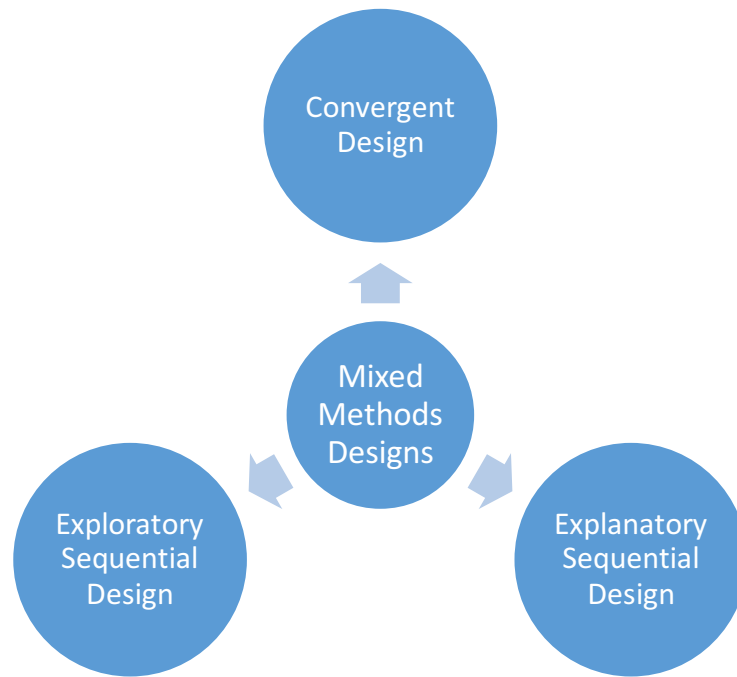


Figure 3-4 Mixed Methods Designs

The explanatory sequential design has several phases namely (1) quantitative data collection (2) quantitative data analysis (3) case selection, interview protocol development (4) qualitative data collection (5) qualitative data analysis (6) integration of the quantitative and qualitative results (Ivankova and Stick 2007, p. 85, Creswell and Clark 2018). These steps are shown in Figure 3-5.

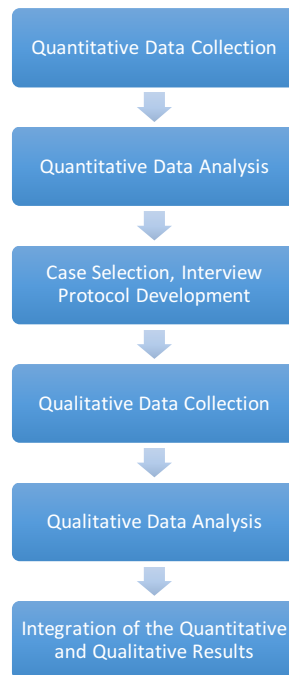


Figure 3-5 Explanatory Sequential Design Phases

Moreover, Creswell and Clark (2018, p. 231) point out that the explanatory sequential mixed methods design will provide a detailed and comprehensive interpretation of the findings of quantitative data “(often cultural relevance)”. This confirms that this design is the most suitable design for the current study especially as the objectives of this study are concerned with the underlying process of transformational leadership, where a thorough understanding of the findings is sought. Therefore, this research will use a mixed methods design, in particular, the explanatory sequential design. An online survey and semi-structured interviews will be used as the main data collection methods. The findings of the semi-structured interviews would contribute to understanding the findings of the online survey. It is important to point out that it is acceptable to use mixed-methods study in a case study design as Yin (2018, p. 2) confirms that the latter could be “a part of a mixed-methods study”. This is also confirmed by Bryman and Bell (2015). There are several reasons and benefits of using a mixed methods research, one of which is that it will help to solve any problem if a single method shows incomprehensible findings (Saunders, Thornhill et al. 2016). In addition, in order to undertake the online survey, the research will use two existing instruments that measure the components of both transformational

leadership and the self-determination, namely the Multifactor Leadership Questionnaire (MLQ) (Appendix 1 and Appendix 2) and the Need Satisfaction Scale (Appendix 3). Both existing instruments will be discussed and shown later in this chapter.

3.4. The Questionnaire and Constructs

3.4.1. Measuring Transformational Leadership

The concept of transformational leadership can be measured as a construct by various instruments. One of the well-known measurement tools in the leadership literature is the Multifactor Leadership Questionnaire. This instrument was developed by Bass and his colleagues to measure the full range of leadership including transactional leadership, avoidant behaviour, as well as transformational leadership and its core components, therefore has been chosen as an instrument for this thesis. The components, in fact, are identified originally by Bass (1985) to include idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. This instrument is extensively acceptable amongst researchers (Bass and Avolio 2000), and that is confirmed by Wang, Oh et al. (2011) in their meta-analytic method to analyse 113 studies on transformational leadership. The latter article finds that approximately 77% of these studies used the MLQ even though this article does not shed light on studies on transformational leadership that were measured only by any specific measurement. The MLQ in its recent version contains forty-five items and it captures the mentioned core components of transformational leadership in 20 of them (Avolio and Bass 2004).

Lowe, Kroeck et al. (1996, p. 388) assert that “the MLQ has since acquired a history of research as the primary quantitative instrument to measure the transformational leadership construct”. In addition, Özaralli (2003, p. 338) confirms that by saying “MLQ has been used extensively in the area of leadership research and is considered the best-validated measure of transformational and transactional leadership”, many other scholars affirm the same notion of the usefulness of using the MLQ on transformational leadership research as the main instrument of measurement (Awamleh and Gardner 1999, Conger 1999, Hoch, Bommer et al. 2018). Thus, it can be seen that it is clear that utilising the MLQ is the optimum means to conduct quantitative research on various types of leadership in general and on transformational leadership including its core components in particular.

The MLQ has been widely utilised in research in both the public and private sectors. An example of research relating to the former is that of Waldman et al. (1990), who undertook research on the United States Navy in order to explore the connection between the effectiveness of leaders and facets of leadership processes. Another example is that of Avolio, Zhu et al. (2004) who conducted a study on a governmental medical institution in Singapore in order to test the relationship between transformational leadership and organisational commitment through psychological empowerment and structural distance. Moreover, one more example is the research by Pieterse et al. (2010) that was undertaken by the authors in a Netherlands government agency in order to explore the connection between transformational and transactional leadership and innovative behaviours through psychological empowerment. On the other hand, several studies have also used the MLQ in the private sectors such as the research by Avolio et al. (1991) in a multidivisional fortune 500 high technology organisation , as well as a study by Jung and Sosik (2002) in four large Korean companies to explore the relationship between transformational leadership and perceived group effectiveness through various variables. In addition, a study by Jiang and Chen (2018) in Chinese companies explored how transformational leadership influences team innovation as well as a study by Frieder et al. (2018) in a Korean firm to explore the connection between job-relevant traits and job performance through the moderating effect of transformational leadership.

The MLQ has been broadly used in leadership research in various contexts and languages, as well as in whole or in part. Avolio and Bass (2004) point out that the MLQ has been utilised to undertake research on leadership in health institutions, education in both school and university levels, military and government bodies and so on. Avolio and Bass (2004, p.15) identified that this questionnaire had been used in twenty-three countries around the globe, however, the MLQ now seems to have been used in many more countries. In addition, the MLQ has been used in various languages, such as, German in Boerner et al. (2007) in which the authors study the influence of transformational leadership on follower behaviour and organisational performance as well as Arabic in the study by Abualrub and Alghamdi (2012) that aimed to examine the influence of leadership styles on Saudi nurses' satisfaction. In addition, the MLQ has been used in full or part. Various studies select transformational leadership items from the MLQ such as that of Wang and Huang (2009) which selected 20 items, Braun, Peus et al. (2013) which selected 15 items and Kovjanic, Schuh et al. (2013) which selected 19 items from the MLQ. All of those studies focus on transformational leadership rather than all leadership styles and this is why they have only

selected the items of transformational leadership. On the other hand, MLQ has been used as a whole in research such as (Parry and Proctor-Thomson 2002, Abualrub and Alghamdi 2012) as they do not only focus on transformational leadership.

In order to use the MLQ, the researcher contacted Mind Garden, the institute that reserves the right of the MLQ, to use the questionnaire. They provided the researcher with a license to use it (Appendix 2). Moreover, an Arabic Translation Version of the MLQ was also provided by the institute alongside the English Version.

3.4.2. Measuring the Basic Psychological Needs Satisfaction

The basic psychological needs satisfaction is measured by the scale that was developed by (La Guardia et al. 2000). This scale contains nine items to measure three different constructs that include the needs for autonomy, competence, and relatedness. The scale evaluates the degree of satisfaction in which people see their above-mentioned three needs in the relationship with other people who can be other people around them in a family context, a circle of friends or in a workplace setting. And therefore, this scale has been well tried and tested as well as used widely by different authors in various fields.

In particular, this scale was used by scholars in the leadership field (e.g. Van Quaquebeke and Eckloff 2010, Kovjanic, Schuh et al. 2012, Lanaj et al. 2016). The first study by Van Quaquebeke and Eckloff (2010) sought to look at the relationship between respectful leadership and other constructs including the followers' self-determination, which was assessed by the above-mentioned scale. The second study by Kovjanic, Schuh et al. (2012) used the scale to measure the satisfaction of the basic psychological needs as a mediator between transformational leadership and three various outcomes. The last of these studies, (Lanaj, Johnson et al. 2016) also used the scale as a tool of measurement as the satisfaction of the basic psychological needs is used as a mediator between transformational leadership and potential outcomes.

This instrument has been adopted for this study since it aims to measure the influence of the leaders themselves on the satisfaction of the followers' basic psychological needs rather than any other factor that might influence such needs in the workplace. This is confirmed as the developers of this scale point out that this scale participants rate "how well their basic needs are met when they are with specific target figures" (La Guardia, Ryan et al. 2000, p. 373).

The language of the Need Satisfaction Scale is originally English. And in order to ensure translation equivalence, all items were translated in Arabic and then back-translated in English by two separate bilingual persons who are proficient in both Arabic and English languages. The comparison between the original English version and the Arabic version supported the conceptual equivalence between the items of the scale.

3.4.3. Consideration of Common Method Variance

Common method variance (CMV) is one of the issues that has been considered amongst researchers in the field of social science. It has been suggested that such variance might influence the findings when the research data is collected from a questionnaire that questions both the independent and dependent variables at the same point of time and from the same respondents. However, Fuller et al. (2016, p. 6) point out that “researchers need not automatically assume that CMV biases data just because that data originates from the same respondents”. In general, the concern of such variance stems from the idea that the potential association between the independent and dependent variables in the research might be influenced by this variance. However, Fuller, Simmering et al. (2016, p. 6) in their article published in *Journal of Business Research*, confirm that “concerns about CMV are likely overstated”. Moreover, they also assert that “CMV does not represent a grave threat to the validity of research findings” (Fuller, Simmering et al. 2016, p. 1).

Various remedies have been suggested to ensure that common method variance does not affect the findings of the research and mitigate its influence by so many authors (e.g. Kline et al. 2000, Podsakoff et al. 2003). In fact, Conway and Lance (2010, p. 325) suggest “evidence that authors took proactive design steps to mitigate threats of method effects” is one of the reasonable expectations from the researchers. They also point out that “post hoc statistical control strategies” are not recommended (Conway and Lance 2010, p. 325). The current study takes into consideration the potential influence of common method variance, especially because both the independent and dependent variables cannot be collected at different points of time from the same respondents.

Therefore, proactive steps and different remedies are used. Firstly, one such remedy is “reducing item ambiguity” by following the suggestion of Podsakoff, MacKenzie et al. (2003, p. 888). In fact, the scale items have been widely used, as mentioned above, and there is no lack of clarity of any item. The current research ensures that the Arabic translation of the Need Satisfaction Scale is clear for respondents when the two bilingual

persons translated it in Arabic. Secondly, another remedy is to intermix items of different constructs by randomising them (Kline, Sulsky et al. 2000, p. 418) so the researcher followed this recommendation. Thirdly, the length of the scale can reduce the influence of common method variance. For instance, Harrison et al. (1996, p. 249) point out that “As more items are included on a target scale, the accessibility of answers to a previous scale will also decay in short term memory”. This indicates that the more items the questionnaire has, the less influence of the short-term memory is, which in turn, assists in reducing the possibilities of common method variance. The current research uses a questionnaire that includes more than 40 items (questions). Fourthly, using followers’ ratings is believed to reduce the influence of such variance as suggested by Føllesdal and Hagtvet (2013, p. 752) in their article published in *The Leadership Quarterly*. It can be thus confirmed that, by the assistance of all of these remedies, more confidence is gained in reducing any potential influence of the common method variance on the relationship between the variables in the current study.

3.5. Data Collection:

The data collection process had several stages as shown in this section. Some of which took place prior to the fieldwork, such as looking for an organisation that can the research takes place within it as well as completing the procedures of the ethical approval, whereas others were during the data collection itself.

3.5.1. The Research Site

First, the researcher had to find a public-sector organisation where the research could take place. The researcher identified a list of potential organisations and this list was then narrowed down to show and discuss with the supervisors, in order to select the most suitable one to conduct the research. I discussed the list of research sites with my supervisors and received their feedback about those sites. Then, an agreement was made regarding one of these public-sector organisations which operates in the energy industry. This was chosen for several reasons including the importance of its area especially in the current time where Saudi Arabia seeks to overcome the post-oil era on which its economy has been dependant. The kingdom is seeking its 2030 Vision that aims to have new and additional sources of income to support the oil income. Another reason is that this organisation makes a high contribution to the Saudi Arabia GDP albeit, it is more modern and newer than most other Saudi public sector organisations.

Following this, the researcher attempted to obtain verbal authority from this research site to have permission and access to undertake the fieldwork within it. This was approved by the organisation. The researcher was advised by the organisation to write a formal letter that requests his need to undertake this research within this organisation and to provide a reference letter from the Saudi Cultural Bureau in the UK. The letter was received from the Saudi Cultural Bureau, stating that the researcher is a Saudi PhD candidate, who is sponsored by the Saudi government, at the University of Glasgow. The letter of referral was sent together with my request letter. Then the organisation sent me a formal letter confirming that they agree that I conduct the research within their organisation.

3.5.2. Ethics

The ethical issues of the current study will be divided into two parts, the first of which relates to the ethical application process, whereas the second part outlines the actual ethical consideration of the research. These two parts will be discussed below.

The researcher filled in the ethical approval forms with the assistance and approval of his supervisors. These forms include the Staff and Postgraduate Research Application Form, the Participant Information Sheet (Appendix 4) and the Consent Form (Appendix 5). As it is required in the first form, the researcher provided the web address of his online survey on Google Surveys website. The use of the online survey is considered to be a modern method that provides more freedom as well as being secure to the participants to respond at their convenience.

The researcher submitted the ethical application to the College Ethics Committee once these forms had been completed and signed by the research team. Subsequently, the application was returned by the committee to seek some clarifications which the research team managed to provide and resubmitted the application again. Finally, the researcher received an email informing him of the approval of his ethics application number 400160124 (Appendix 6).

Ethics in research is defined as “the standards of behaviour that guide your conduct in relation to the rights of those who become the subject of your work, or are affected by it” (Saunders, Thornhill et al. 2016, p. 239). There are various principles regarding ethics in research including (1) the avoidance of harm, (2) having informed consent, (3) respecting the privacy of the participants and (4) the avoidance of deception (Bryman and Bell 2015,

p. 134). Regarding, the first principle, harm in social studies includes mental well-being or stress (Israel and Hay 2006). Hair et al. (2003) assert that it is important that participants are protected from being harmed. The researcher takes the importance of the ethics of the research into high consideration. The researcher followed the supervisors' advice as well as the guidelines of the College Research Ethics Committee at the University of Glasgow to make sure that no one involved in this research would be harmed in any way.

Secondly, having informed consent is also an important aspect in the research ethics. Informed consent provides the right to participants to have a clear idea about the research before agreeing or not to participate in the research, as well as their right to withdraw from participation at any time (Saunders, Thornhill et al. 2016). This principle was taken into consideration in this research as a Consent Form was provided to every interviewee. In addition, it was stated at the beginning of the online questionnaire that by completing this questionnaire the participants indicate their consent to participate in this research. Moreover, the participant information sheet emphasises that it is important for participants to know that they do not have to take part in the research study if they do not wish to do so; taking part is entirely voluntary. In addition, if they decide to participate they can withdraw at any point without giving a reason.

Thirdly, respecting the privacy of the participants is one of the principles of ethics in research. This includes the individuals as well as the organisation (Hair Jr et al. 2011). Privacy has a crucial role within the ethics of research since it connected to various ethical aspects such as “confidentiality and maintaining anonymity” (Saunders, Thornhill et al. 2016, p. 244). Israel and Hay (2006, p. 79) confirm the importance of the privacy of the participants as they state that “The information is private and is offered voluntarily to the researcher in confidence”. Respecting the privacy of the participants is important as it is about locating, accessing and analysing the data and archiving it afterwards (Parry and Mauthner 2004). The researcher confirms that all personal data, as part of the research study, will be used only for research purposes and will be stored in a secure environment and will be destroyed at the end of the research project. In addition, the participants will not be mentioned by name and the researcher will ensure that any contributions that the participant makes which are used will be referred to through the use of a pseudonym so that participant cannot be recognised.

Finally, there is the principle of the avoidance of deception. Deception happens when the researcher pretends to study something when they study something else (Bryman and Bell 2015). There is no doubt about this principle as the participant information sheet explains clearly and honestly the research and its objectives.

3.5.3. The Fieldwork

The beginning of this stage was not as smooth as the researcher had predicted because of having the approval to conduct the research within this research site. This approval, however, does not necessarily mean that there are no red tape requirements. The researcher met a top manager who signed previously the formal agreement letter to conduct the research project within the organisation. This manager welcomed me and phoned the general manager of human resources to ask him to help me. The researcher met the former at his convenience a few days later and he welcomed me as well, offered his help and appointed an employee to help me and assist me and arrange anything that I may need regarding any fieldwork issue. There was a slight delay to distribute the link of the online survey for a few weeks for which no distinct reason was provided.

Later, the researcher met the general manager of human resources to seek his assistance to distribute the link as well as to confirm that the research would be only for academic purposes. Subsequently, the HR departments in the three cities—Riyadh, Jubail and Yanbu—began to distribute the link. One of the main difficulties that the researcher faced regarding the fieldwork issues was lack of participants who could be interviewed or could complete the online questionnaire. By the end of this stage, there were 182 responses to the online survey. The names of individuals involved were replaced with numbers; the use of numerical systems was to protect their identity. In addition, semi-structured interviews were held with 23 qualified interviewees who fulfilled one of two roles—(1) those who are in leadership positions or (2) their followers at the levels of department heads or supervisors. The author ensured that interviewees were able to comprehend sophisticated concepts and constructs of leadership in a consistent way via the use of both (1) the Participant Information Sheet and (2) Interview Themes (Appendix 11). Following this, the snowball effect assisted the researcher, as the interviewees were asked to suggest others to be interviewed. Ultimately, information from the advisory team, establishing networks and the snowball effect resulted in more interviewees participating, which was useful to reach the required number of participants.

The need for more time than what was expected was also one of the difficulties that the researcher faced. This is because of some bureaucracy as mentioned earlier, as well as a public holiday in Saudi Arabia that had been extended by around ten more days. Therefore, the researcher sought the support of his supervisors to extend the period of the fieldwork. The supervisors approved that and the period of the fieldwork was extended by one more month.

3.6. Data Analysis

The research data was gathered to assist in answering the research questions, so it is important here to recall the objectives of this research before showing how the data will be analysed. Krippendorff (2004, p. 113) confirms this “all content analyses are (or should be) guided by research questions”. In fact, the current research seeks to know what the nature of the relationship between transformational leadership and the satisfaction of the followers' basic psychological needs is. In addition, the research seeks to know whether and how the components of transformational leadership relate to the satisfaction of the followers' basic psychological needs. In general, the data analysis will be divided into two main chapters, one of which is for the quantitative data while the other one is for the qualitative data. These two chapters will aim to find the answers for the above-mentioned questions about the nature of the relationship and how the components of transformational leadership relate to the satisfaction of the followers' basic psychological needs. These will be shown below.

3.6.1. Quantitative Data Analysis

The questionnaire data will be analysed by the Statistical Package for the Social Sciences (SPSS) as well as the Analysis of MOment Structures (AMOS) software. There are several tests that the researcher will run to analyse the data statistically. These tests will be shown below.

3.6.1.1. Data Analysis by the Use of Descriptive Statistics

Analysing the quantitative data involves two main steps, one of which is analysing the quantitative data by descriptive statistics (Hair Jr, Wolfinbarger Celsi et al. 2011). Descriptive statistics assist in understanding and describing the data smoothly (Hair Jr,

Wolfenbarger Celsi et al. 2011). Descriptive statistics are useful to transform the data from being just raw data to be more meaningful data.

Frequency distribution, which is a way to describe the data, by using various ways including tables, histograms, bar charts or pie charts that the SPSS software provides to describe the data. The aim of the frequency distribution is to illustrate how many responses relate to each variable (Hair Jr, Wolfenbarger Celsi et al. 2011). In addition, the normal distribution is also one of the descriptive statistics which, according to Hair Jr, Wolfenbarger Celsi et al. (2011, p. 308) is “a continuous curve that describes all possible values of a variable”.

3.6.1.2. Reliability and Validity Tests

Reliability means “the consistency of a measure of a concept” (Bryman and Bell 2015, p. 169). It is measured and assessed by using Cronbach's alpha which is considered as an important test that the SPSS software provides. Cronbach's alpha refers to a test of internal reliability (Bryman and Bell 2015). It seeks to check if the value of an item is related to the value of all items of the same construct or not.

3.6.1.3. Structural Equation Modelling

Structural equation modelling (SEM) is “a multivariate technique combining aspects of multiple regression and factor analysis to estimate a series of interrelated dependence relationships simultaneously” (Hair et al. 1998, p. 431). AMOS software assists in running various tests to assess the model fit. One of the important tests is Confirmatory Factor Analysis (CFA) that provides quantitative measures of the reliability and validity of the constructs. Another test is to measure the structural model which according to Hair, Anderson et al. (1998, p. 431) refers to “the set of one or more dependence relationships linking the model construct”. The test uses the regression paths and calculates estimates.

3.6.2. Qualitative Data Analysis

The qualitative data analysis will be analysed manually by following three steps including (1) data reduction, (2) data display and (3) drawing conclusions (Hair Jr, Wolfenbarger Celsi et al. 2011, p. 283), (Figure 3-6). Although qualitative data analysis software can be used, a manual analysis took place for the following reasons. Firstly, such software does not analyse the qualitative data, but they just assist in undertaking the analysis (Easterby-

Smith et al. 2018). Secondly, such software is more appropriate for research with large volumes of qualitative data that involves many researchers. Gibbs (2014) points out that using qualitative data analysis software to aid the analysis of qualitative data is more reasonable in bigger research that involves many researchers, and Bryman and Bell (2015) point out that it is unworthy to spend the time and struggle to guide yourself along the route to learn a new software when you do not have large volumes of qualitative data. Thirdly, such software will probably not shorten the analysis time (Greener 2008). Therefore, a decision was made to analyse the qualitative data manually which also means the judgment and interpretive abilities of the researcher was used.

Moreover, Auerbach and Silverstein (2003) suggest that it is important for researchers to write down the objectives of their research as well as the theoretical framework and keep them displayed in front of them at all stages of their analysis. Therefore, the researcher will follow this recommendation whilst analysing the qualitative data. Moreover, it is important for researchers in the qualitative data analysis to explain clearly how they undertake the analysis and how they reach the conclusions (Easterby-Smith, Thorpe et al. 2018). Therefore, the three above-mentioned steps will assist to explain how the analysis is done and how the conclusions are reached. These steps are shown below:

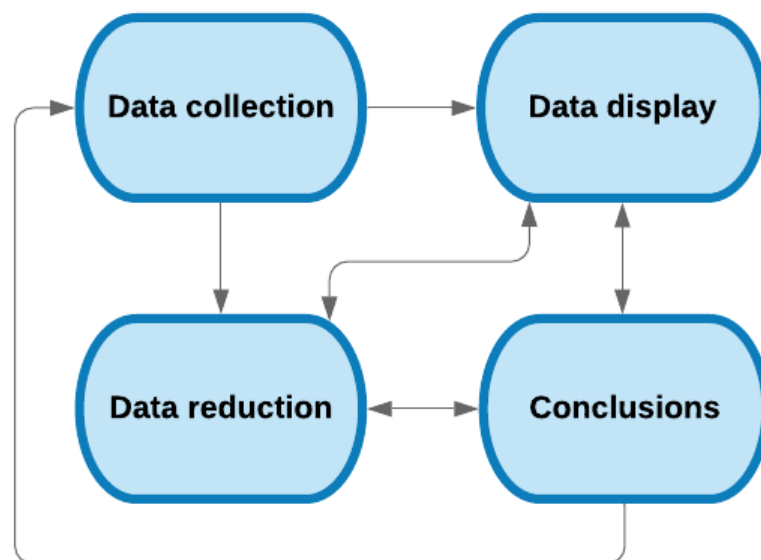


Figure 3-6 Qualitative Data Analysis Steps

3.6.2.1. Data Reduction:

Since the qualitative data is based on the interviews in which a large amount of words and text are used, it is important to use a way to reduce data, which is known as data reduction. Hair Jr, Wolfinbarger Celsi et al. (2011, p. 282) point out that it is important in the data reduction step to select, simplify and transform the data so it becomes “more manageable and understandable”. This indicates that this step will not cause any loss of meaning of the original text. The aim of data reduction is to decrease the data in a way that does not remove anything related to the study (Hair Jr, Wolfinbarger Celsi et al. 2011).

One way for data reduction is the coding which according to Hair Jr, Wolfinbarger Celsi et al. (2011, p. 282) “the process of assigning meaningful numerical values or names that reduce data from a large amount of undifferentiated text to a much smaller number of relevant and representative chunks”. In fact, Vogt et al. (2014, p. 13) suggest that coding can be considered as “‘translation’ of data into symbols”. Coding is about identifying and extracting the core and important meaning of the texts (Krippendorff 2004) and it can be just a single word or a group of words (Saldaña 2016). Ryan and Bernard (2000) point out that sampling is done by identifying the written material and then selecting, randomly or purposively, the units of analysis within the texts. Selecting purposively is described by Krippendorff (2004, p. 119) as a relevance sampling technique which “aims at selecting all textual units that contribute to answering given research questions”. This shows that this kind of sampling is the most appropriate technique for the objectives of this research. Moreover, Braun and Clarke (2006) suggest that coding can be used in either inductive or deductive research. Therefore, the current study which uses the deductive approach will use coding as a way for data reduction that facilitates the analysis of qualitative data.

3.6.2.2. Data Display:

Data display is the second step of the qualitative data analysis. The meaning of this step is how the data is presented and demonstrated. The objective of this step is to organise the information to help to ease the next step of reaching a conclusion (Hair Jr, Wolfinbarger Celsi et al. 2011). Moreover, in this step, the researcher could extract themes from the data and these themes can be shown via charts, diagrams or tables to help to find any link between themes (Hair Jr, Wolfinbarger Celsi et al. 2011). However, it is important in this step to be sure to convince the reader that each extracted theme “emerges from the data” (Creswell and Clark 2018, p. 215).

3.6.2.3. Drawing Conclusions:

The third step of the qualitative data analysis is the step of drawing conclusions, which takes place just after the data being displayed to facilitate the researcher to interpret it. This will be done by seeking to fully understand the content of the qualitative data mainly the coding and clusters that would be grouped into various themes whilst keeping the objectives of the research and theoretical framework displayed in front of the researcher following the above-mentioned suggestion by Auerbach and Silverstein (2003). This step aims to answer the research questions (Hair Jr, Wolfinbarger Celsi et al. 2011). The researcher needs to decide the meaning of the recognised themes that were found in the previous step, so this assists in answering the research questions (Hair Jr, Wolfinbarger Celsi et al. 2011). Creswell and Clark (2018, p. 216) point out this step “involves stepping back from the detailed results and advancing their larger meaning in view of research problems”. Moreover, by using the explanatory sequential design, as mentioned above, this step will help to gain an understanding of the findings of the questionnaire properly (Creswell and Clark 2018).

3.7. Summary

This chapter addressed the method issues that this research encountered. There were seven sections. The various research philosophies were the subject of the first section, at the end of which the preferred philosophy of the researcher was stated, namely critical realism, as it is the most appropriate for his assumptions and beliefs. In the second section, the researcher confirmed that he would use a deductive approach where the existing theories of transformational leadership and the self-determination will direct the study. The third section pointed out that the case study design will be used in this research by using a mixed-methods study.

The fourth section focused on the instruments that will be used in this research, in particular, the MLQ and the Need Satisfaction Scale as well as the issue of common method variance and the means to tackle it. The data collection was illustrated in the fifth section and showed how the research site was selected, how the ethical application was obtained and how the fieldwork is done. The data analysis consideration was the main subject in the sixth section through the use of SPSS and AMOS software. Finally, this chapter was concluded with a summary which highlighted the main points that had been covered.

4. Quantitative Results Chapter

Two types of data are employed in this current research: quantitative data and qualitative data, consisting of a mixed methods design that utilises both online questionnaires and interviews. It has been suggested that recalling the research questions and objectives prior to conducting the data analysis is critical. Krippendorff (2004), in fact, point out that the process of data analysis should be directed by research questions. The current research aims to understand what the nature of the relationship between transformational leadership and the satisfaction of the followers' basic psychological needs is. Moreover, the current research aims to identify whether and how the components of transformational leadership relate to the satisfaction of the followers' basic psychological needs. Therefore, this research was designed to provide a means to answer these questions. The explanatory sequential design, which was shown in the previous chapter to be the most suitable approach for the current research, suggests that the quantitative data analysis should take place before, as the qualitative data results will just assist in explaining the quantitative results (Creswell and Clark 2018).

In general, this chapter focuses on analysing the quantitative data that was obtained by using an online questionnaire. This chapter has two main sections, which provide preliminary results as well as structural equation modelling analysis.

The section of preliminary results includes the following:

- Response Rate;
- Data Screening and Cleaning;
- Descriptive Statistics;
- Assessing Statistical Normality;
- Correlation among Variables;
- Testing Multicollinearity.

The section of structural equation modelling analysis includes the following:

- A brief background of structural equation modelling;
- Assessing the Measurement Model by CFA;
- Assessing Measurement Model Validity by CFA;

- Assessing the Fit of the Measurement Model by CFA;
- Testing the Structural Model by SEM;
- Examining the Potential Relationships between Constructs.

4.1. Foundation Results

4.1.1. Response Rate and Demographics

The total number of participants in the online questionnaire was 182, of which 180 were considered usable. The link to the online questionnaire was sent to the human resources department in the headquarters of the organisation and then distributed to the human resources department in the three branches of this organisation in three different Saudi cities. Following this, the link was sent from the HR to department heads and supervisors to rate their direct leaders. Although the company employees approximately 4,000 people, the link of the online questionnaire was sent via the human resources departments to only about 450 employees, as it was necessary that they met one of the two role requirements previously mentioned: those who are in leadership positions and their followers at the levels of department heads or supervisors. Accordingly, the response rate was around 40% of the estimated research population. Such a rate, therefore, could be considered an acceptable rate to meet the required sample size.

4.1.2. Data Screening and Cleaning

The screening and cleaning process of the quantitative data is described in this section. It is important to prepare the data before conducting the structural equation modelling (SEM) and check if the data has any missing cell or outliers.

Since the data was obtained via an online questionnaire by using Google Forms, the data was transferred to an Excel file with no need to enter the data manually. Then, the answers of all items were coded. For example, in the gender section, males were given the code 1, whereas females were given the code 2. This was done by Excel by using the option of “find and replace”, so there is no chance of any mistake in this process. Moreover, the three items that have “reversed question” were recoded accordingly. These three items are part of the Need Satisfaction Scale (La Guardia, Ryan et al. 2000). The data was imported to the SPSS software. A preliminary data analysis was run to find the maximum and minimum of every item. This was done to identify if there are any values which are outside

the range. All items for all cases were found to be within their normal range of values. In regard to the issue of missing data, there was none because the entire online questionnaire had to be completed before submitting it.

4.1.3. Descriptive Statistics

This section seeks to (1) describe the demographic features of the sample as well as (2) assessing the normality. It is critical to evaluate normality as well as declare any violation of assumptions of normality, and therefore, this is an important issue to ensure that all statistical tests that hinge on normality are valid. Both factors will be shown below.

4.1.3.1. Demographic Features

The demographic features of the participants in the online questionnaire are shown here. These include; age, gender, nationality, overall experience, experience in the current organisation, current organisational role experience, level of education, work location as well as how many people their direct leaders supervise.

In regard to age, it can be seen from the data in Table 4-1 below that ages are categorised into four groups. The first group ranges between 29 or less with 29 participants within this group. The second group ranges between 30 and 39 with 74 participants within it representing 41% of the sample. The third and fourth groups range from 40 to 49 and from 50 to 59 with 61 and 16 participants in each group respectively. This illustrates that around 75% of the sample is aged between 30 and 49. This implies that there is no issue in respect of age gap amongst the employees in the organisation, which prevents a scenario in which different generations of employees have different engrained mindsets regarding certain topics or approaches

Table 4-1 Age

		Age			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	29 or less	29	16.1	16.1	16.1
	30 to 39	74	41.1	41.1	57.2
	40 to 49	61	33.9	33.9	91.1
	50 to 59	16	8.9	8.9	100.0
	Total	180	100.0	100.0	

With regards to the gender features of the data, it can be seen from Table 4-2 below that there were 172 male participants versus only 8 female participants, illustrating a 96% male dominance. This can be attributed to various reasons, such as the nature of the organisation, as it is responsible for developing and managing petrochemicals and energy—industries in Saudi Arabia which are particularly male-orientated. Moreover, the issue of gender segregation seems to have also had an impact here.

Table 4-2 Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	172	95.6	95.6	95.6
	Female	8	4.4	4.4	100.0
	Total	180	100.0	100.0	

In regard to the nationality of the respondents, it is apparent from Table 4-3 that 176 people who took part in the survey were Saudis while only 4 participants were non-Saudis (98% Saudis). This can be beneficial for the research since it seeks to understand the phenomenon of leadership in the Saudi Arabian culture, and introducing a significant number of opinions of those with a non-Saudi Arabian background may skew these results.

Table 4-3 Nationality

		Nationality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Saudi	176	97.8	97.8	97.8
	Non-Saudi	4	2.2	2.2	100.0
	Total	180	100.0	100.0	

The three tables below illustrate the experience of respondents. The first table shows the overall experience, while the second illustrates the experience in the current organisation whereas the third table shows the current organisational role experience. It can be seen from these tables that experience is categorised into five different groups. The first category of experience is less than five years. The second level of experience ranges from

five years to less than ten years. The third category of experience is ten years to less than fifteen years whereas the fourth is between fifteen years and less than twenty years, whilst the final category includes all those who have more than twenty years experience.

As can be seen from Table 4-4 (Experience in General), around 13% of the respondents have less than five years of experience whereas approximately twice this figure have between five years to less than ten years general experience. The three other categories of experience constitute the remaining 61%, on which 20% of the respondents have ten years to less than fifteen years of experience, 21% of the sample has fifteen years to less than twenty years, and 20% of the participants have twenty years or more of experience. Generally, the figures in Table 4-4 show that respondents have a high level of work experience in general as 61% of the respondents have at least ten years of experience in general.

Table 4-4 Experience in general

		Experience in general			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than five years.	23	12.8	12.8	12.8
	Five years to less than ten years	47	26.1	26.1	38.9
	Ten years to less than fifteen years	36	20.0	20.0	58.9
	Fifteen years to less than twenty years	38	21.1	21.1	80.0
	Twenty years or more	36	20.0	20.0	100.0
	Total	180	100.0	100.0	

Table 4-5 below illustrates the length of experience in the current organisation. It is apparent from the table that around 51% of the sample has less than ten years of experience in the current organisation. It also shows that 20% of the respondents have between ten years and fifteen years of experience in the current organisation; around 14% of the participants have between fifteen years and less than twenty years of experience in the current organisation. 15% of the respondents have twenty years or more experience. Overall, the figures in Table 4-5 show that more than 75% of the respondents have experience in the current organisation for at least 5 years, which implies long-term job stability in the organisation.

Table 4-5 Experience in the Current Organisation

Experience in the current organisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than five years.	44	24.4	24.4	24.4
	Five years to less than ten years	48	26.7	26.7	51.1
	Ten years to less than fifteen years	36	20.0	20.0	71.1
	Fifteen years to less than twenty years	25	13.9	13.9	85.0
	Twenty years or more	27	15.0	15.0	100.0
	Total	180	100.0	100.0	

The current organisational role experience is shown in Table 4-6 below. The table illustrates that the majority of the sample has less than five years of this kind of experience with around 55%. About 29% of the respondents have five years to less than ten years, whereas around 11% has ten years to less than fifteen years of this experience. The table also shows that around 5% of the respondents have fifteen years or more experience in their current organisational role.

Table 4-6 Current Organisational Role Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than five years.	98	54.4	54.4	54.4
	Five years to less than ten years	53	29.4	29.4	83.9
	Ten years to less than fifteen years	19	10.6	10.6	94.4
	Fifteen years to less than twenty years	8	4.4	4.4	98.9
	Twenty years or more	2	1.1	1.1	100.0
	Total	180	100.0	100.0	

With regards to the level of education, it can be seen from Table 4-7 below that the overwhelming majority of the respondents (69%) have a bachelor's degree, whereas about 16% of the respondents have a master's degree. The table also shows that 5% of the respondents have a Ph.D., while 10% of the respondents are educated to below bachelor's degree. When compared to the results from a survey of the Saudi population, aged between 20 and above, from the Education and Training Survey, conducted by the General Authority for Statistics (2019), 0.30 % of Saudis has a PhD, 0.95 % of them has a master's degree, 23.09 % has a bachelor's degree or higher diploma, and 39.33 % has less than a bachelor's degree. This shows that in the organisation where the research took place, the employees can be considered as highly qualified.

Table 4-7 The Level of Education

		Level of Education			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	High school graduate	18	10.0	10.0	10.0
	Bachelor's degree	125	69.4	69.4	79.4
	Master's degree	28	15.6	15.6	95.0
	Ph.D.	9	5.0	5.0	100.0
	Total	180	100.0	100.0	

The participants in the online questionnaire are from three Saudi cities, which are Riyadh, Jubail and Yanbu. As it can be seen from Table 4-8 below that around 33% of the participants are from Riyadh, 28% are from Jubail, and almost 38% are from Yanbu.

Table 4-8 The City

		City			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Riyadh	60	33.3	33.3	33.3
	Jubail	51	28.3	28.3	61.7
	Yanbu	69	38.3	38.3	100.0
	Total	180	100.0	100.0	

Table 4-9 below illustrates how many employees are directly supervised by the direct leader of those rating. This table shows that around 34% of those leaders directly supervise six or fewer employees, 23% of them directly supervise between seven and twelve while 43% of those leaders directly supervise thirteen employees or more.

Table 4-9 Number of Direct Reports for Leaders

How many people do your direct leader have directly supervising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One to three	25	13.9	13.9	13.9
	Four to six	35	19.4	19.4	33.3
	Seven to nine	24	13.3	13.3	46.7
	Ten to twelve	19	10.6	10.6	57.2
	Thirteen or more	77	42.8	42.8	100.0
	Total	180	100.0	100.0	

4.1.3.2. Assessing Statistical Normality

The descriptive analysis provides a clear idea of the normality of data to see whether it is normally distributed or not. Normality is defined as the “degree to which the distribution of the sample data corresponds to a normal distribution” (Hair, Black et al. 2009, p. 34). Normality is a significant assumption in “multivariate analysis” (Hair, Black et al. 2009, p. 69), and therefore it is essential to assess normality in order to make sure there are no violations of the assumption of normality. This is especially true to ascertain that statistical tests that hinge on the assumption of normally distributed data are valid (Tabachnick and Fidell 2014).

Assessing normality can be done by two means, either graphical or statistical (Tabachnick and Fidell 2014). The former means conducting a visual check of distribution (Hair, Black et al. 2009). Hair, Black et al. (2009, p. 70) affirm that the normal probability plot is “more reliable” than any other graphical analyses of normality such as histograms as they may be influenced by the sample size. On the other hand, the statistical way involves tests, such as skewness and kurtosis. Skewness is a measure that deals with the symmetry of distribution (Tabachnick and Fidell 2014), whereas kurtosis refers to a “measure of the peak or flatness of distribution when compared with a normal distribution” (Hair, Black et al. 2009, p. 33). There are a few other statistical tests such as the Shapiro-Wilks test and the Kolmogorov-Smirnov test. However, Hair, Black et al. (2009) point out that it is important for

researchers to continually keep in mind that the usefulness and accuracy of these tests are influenced by the sample size. Therefore, as pointed out by Hair, Black et al. (2009, p. 72) the importance of assessing normality can be measured by using “the graphical plots and any statistical tests”, such as the skewness and kurtosis tests, as well as the Q-Q plot.

According to Hair, Black et al. (2009) Skewness value between +1 and -1 is considered excellent and George and Mallery (2016) point out that it is acceptable to have a Skewness value between +2 and -2. On the other hand, George and Mallery (2016) point out that it is acceptable to have a kurtosis value within the range of +2 to -2. It can be seen in Table 4-10 below the values of skewness and kurtosis tests.

Table 4-10 the Values of Skewness and Kurtosis Tests

		Statistics							
		II (A)	II (B)	IS	IM	IC	C	R	A
N	Valid	180	180	180	180	180	180	180	180
	Missing	0	0	0	0	0	0	0	0
Mean		3.02	2.92	2.73	2.73	2.40	3.15	2.99	2.96
Skewness		-.115	-.102	.035	.132	.357	-.414	-.137	-.269
Std. Error of Skewness		.181	.181	.181	.181	.181	.181	.181	.181
Kurtosis		-1.162	-1.165	-1.114	-1.213	-.935	-.819	-1.003	-.877
Std. Error of Kurtosis		.360	.360	.360	.360	.360	.360	.360	.360

As the table above illustrates that the skewness values of all the variables are within the range of +1 to -1 while the kurtosis values of all the variables between +2 and -2. The skewness and kurtosis are well within the accepted values. Therefore, the research data meet the normality requirement.

The other means to assess normality according to Hair, Black et al. (2009, p. 72) is “the graphical plots”. The quantile-quantile (Q-Q) plot is a graphical plot that is used to test normality. The Q-Q plot is a visual means to check normality (Ghasemi and Zahediasl 2012). The normal distribution is displayed in these plots by “a straight line angled at 45 degrees” (Hair, Black et al. 2009, p. 34). From the eight figures below (Figure 4-1 to Figure 4-8) it can be seen that they all show normal distribution which is displayed by the angle at around 45 degrees. Therefore, the graphical plots support the findings of the skewness and kurtosis tests that show that the data is normally distributed.

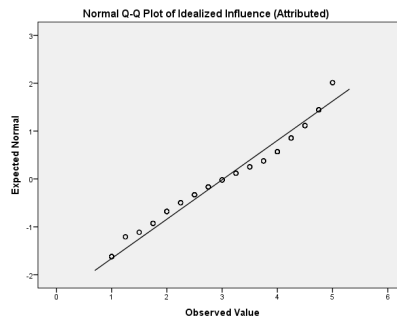


Figure 4-1 Q-Q Plot of II (A)

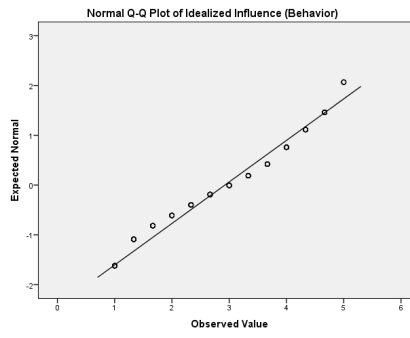


Figure 4-2 Q-Q Plot of II (B)

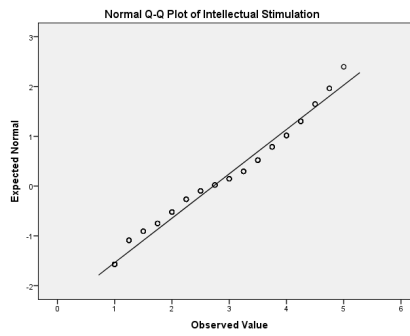


Figure 4-3 Q-Q Plot of IS

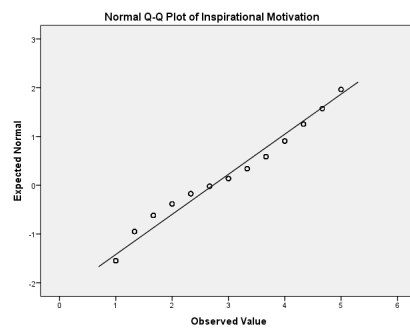


Figure 4-4 Q-Q Plot of IM

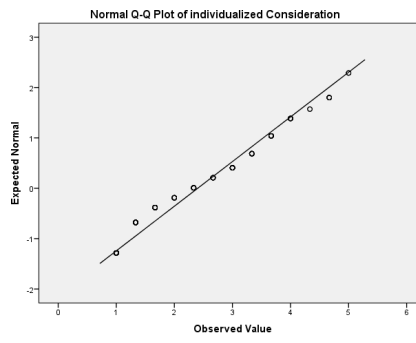


Figure 4-5 Q-Q Plot of IC

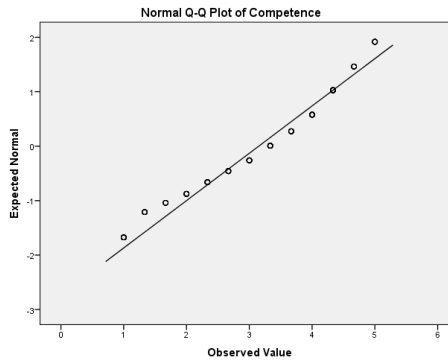


Figure 4-6 Q-Q Plot of Competence

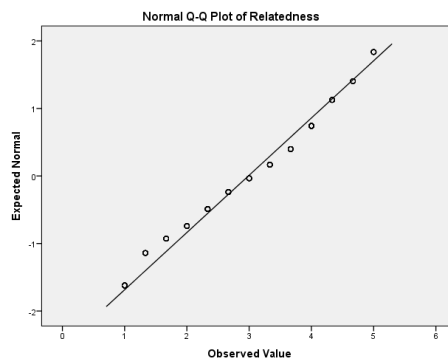


Figure 4-7 Q-Q Plot of Relatedness

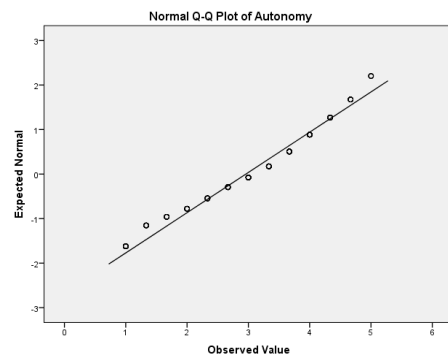


Figure 4-8 Q-Q Plot of Autonomy

4.1.3.3. Correlation among Variables

This research used correlation since it is one of the statistical tests that seeks to identify if there is an association between variables. Correlation measures the degree to which two variables have a tendency to change simultaneously. Tabachnick and Fidell (2014) point out that the use of correlation in research aims to measure the relationship between variables. There are four issues regarding correlation according to Hair Jr, Wolfinbarger Celsi et al. (2011, pp. 348-350) which are: (1) whether or not there is an existing relationship between variables, (2) the nature of such a relationship, (3) its direction as well as (4) the strength of the relationship. The Pearson correlation is a test that is used to measure the correlation between variables for the continuous level. The Pearson correlation checks “the linear association between two metric variables” (Hair Jr, Wolfinbarger Celsi et al. 2011, p. 352). Taking into account that this test is continuous (interval) level, it is believed and accepted that Likert scales as a multi-item scale is an interval and the Pearson correlation is perfectly appropriate to be used with this scale (Carifio and Perla 2008, Norman 2010).

Cohen (1988) provides a popular guideline to interpreting the effect size of the correlation between variables. His “operational definitions” to the strength of the correlation are to be either small strength when $r = (0.10 \text{ to less than } 0.30)$, medium when $r = (0.30 \text{ to less than } 0.50)$ or large when $r = (0.50 \text{ or more})$ (Cohen 1988, pp. 79-80). Hemphill (2003, p. 78) points out that one of the best guidelines to interpret the strength of the relationship between variables is the “operational definitions” by (Cohen 1988) as it is “more realistic” than other guidelines, and therefore, this research follows this guideline to describe the correlation among variables.

Appendix 7 illustrates the correlation matrix amongst the variables of this research. It can be seen from the data in the correlation matrix that all variables were positively correlated with one another to varying degrees. For instance, idealised influence (attributes) has a positive correlation with competence in which ($r = 0.755, p < 0.01$) meaning the correlation is large according to the guideline mentioned above by (Cohen 1988). Another example of the correlation can be seen from the correlation matrix in which idealised influence (behaviours) has a large positive correlation with autonomy ($r = 0.714, p < 0.01$).

It is not surprising that there are large positive correlations between the independent variables since they are, themselves, the components of transformational leadership which

is multidimensional. However, it is important at this stage to check the degree of multicollinearity which is defined by Hair, Black et al. (2009, p. 2) as “the extent to which a variable can be explained by the other variables in the analysis”. In addition, Parker and Smith (1984, p. 804) assure that “high correlation, in and of itself, does not necessarily mean that an ordinary least-squares analysis which includes such correlation will suffer from multicollinearity”. The importance of checking this is due to misrepresentation and misleading in the findings of the research if multicollinearity is high (Sharma and Sharma 1996). Therefore, it is important to make sure that the degree of multicollinearity is not high. Paul (2006, p. 1) confirms multicollinearity as “a matter of degree, not a matter of presence or absence”. The data of the current study suggests that there is no sign of high multicollinearity, as will be shown below.

Variance inflation factor (VIF) is one of the tests that measures multicollinearity. VIF is an “indicator of the effect that the other independent variables have on the standard error of a regression coefficient” (Hair, Black et al. 2009, p. 157). O’Brien (2007, p. 673) points out that it is widely believed, as a rule of thumb, by researchers that VIF is considered high when its value is 10 or more, but he asserts that VIF can be accepted as a normal if it reaches higher values such as 20. By following the suggestion of O’Brien (2007), it can be seen from the five tables below (Table 4-11 to Table 4-15) that there is no sign of high multicollinearity between independent variables. For instance, Table 12 shows that idealised influence (attributes) has VAF value with the other independent variables as follows, idealised influence (behaviours) (VAF= 7.34), intellectual stimulation (VAF= 6.53), inspirational motivation (VAF= 6.63) individualised consideration (VAF= 5.55).

**Table 4-11 The VAF Value of Idealised Influence (Attributes)
Coefficients^a**

Model		Collinearity Statistics	
		Tolerance	VIF
1	Idealised Influence (Behaviours)	.136	7.345
	Intellectual Stimulation	.153	6.537
	Inspirational Motivation	.151	6.635
	individualised Consideration	.180	5.553

a. Dependent Variable: Idealised Influence (Attributes)

**Table 4-12 The VAF Value of Idealised Influence (Behaviours)
Coefficients^a**

Model		Collinearity Statistics	
		Tolerance	VIF
1	Intellectual Stimulation	.166	6.036
	Inspirational Motivation	.146	6.853
	individualised Consideration	.182	5.492
	Idealised Influence (Attributes)	.165	6.052

a. Dependent Variable: Idealised Influence (Behaviours)

**Table 4-13 The VAF Value of Intellectual Stimulation
Coefficients^a**

Model		Collinearity Statistics	
		Tolerance	VIF
1	Inspirational Motivation	.142	7.045
	individualised Consideration	.207	4.826
	Idealised Influence (Attributes)	.123	8.117
	Idealised Influence (Behaviours)	.110	9.096

a. Dependent Variable: Intellectual Stimulation

**Table 4-14 The VAF Value of Inspirational Motivation
Coefficients^a**

Model		Collinearity Statistics	
		Tolerance	VIF
1	individualised Consideration	.192	5.205
	Idealised Influence (Attributes)	.134	7.479
	Idealised Influence (Behaviours)	.107	9.375
	Intellectual Stimulation	.156	6.395

a. Dependent Variable: Inspirational Motivation

Table 4-15 The VAF Value of Individualised Consideration Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Idealised Influence (Attributes)	.123	8.136
	Idealised Influence (Behaviours)	.102	9.765
	Intellectual Stimulation	.176	5.695
	Inspirational Motivation	.148	6.766

a. Dependent Variable: individualised Consideration

4.2. Structural Equation Modelling (SEM) Analysis

SEM is defined as “a collection of statistical techniques that allow a set of relationship between one or more IVs, either continuous or discrete and one or more DVs, either continuous or discrete, to be examined” (Tabachnick and Fidell 2014, p. 731). SEM has been widely used in research to investigate the probable theoretical models which may clarify the interrelationships between a group of variables (Hu and Bentler 1998). SEM provides scientists with an all-inclusive way to assess and modify their research models (Anderson and Gerbing 1988).

It is common to use SEM in business studies especially to analyse “cause” and “effect” relationship amongst variables (Hair et al. 2011, p. 139). One of the advantages of using SEM is that it enables the researchers to test complex models that contain various independent and dependent variables. This is especially true for this thesis since it contains five independent variables and three dependent variables, as it is a complex model. SEM is also best suited for tests where the theoretical underpinnings are clearer, which is the case with transformational leadership.

This research employed the two-step approach to SEM that was introduced by Anderson and Gerbing (1988) and is widely used (e.g. Briscoe et al. 2010, Carmeli et al. 2011). On the one hand, the first step seeks to test the measurement theory by focusing on the overall fit of the model as well as testing the validity. This step takes place using confirmatory factor analysis (CFA). On the other hand, the second step is the structural model (structural theory) in which the relationships (hypotheses) between the constructs are tested.

It is worth pointing out that in SEM different terms are used instead of the typical terms in research. Theoretical concepts are described in SEM as constructs. Latent constructs is the term to describe the unobservable variables that are measured by indicators, and according to Howell (1987), it is important to have at least two indicators for each construct, whereas Brown (2015) suggests at least three indicators for each construct. This study followed the latter suggestion by having a minimum of three indicators per construct. Having a minimum of three indicators per construct will act as a catalyst for latent constructs to be “statistically identified” (Hair, Black et al. 2009, p. 611). The term indicators (observed variables) is used to describe the items which also refers to questions in the questionnaire.

Latent constructs may be either an exogenous construct or an endogenous construct in which the former is used in SEM instead of the term independent variables, whereas the latter is used instead of the term dependent variables (Diamantopoulos 1994).

4.2.1. Assessing the Measurement Model by CFA

CFA is defined as “a type of structural equation modelling (SEM) that deals specifically with measurement models—that is, the relationships between observed measures or indicators (e.g., test items, test scores, behavioural observation ratings) and latent variables or factors” (Byrne 2009, p. 1). It is recommended and advised to evaluate the measurement model before evaluating the structural theory to test the relationships. Evaluating the measurement model is done by CFA (Anderson and Gerbing 1988). CFA can assert how good the associations are amongst the items and constructs. It can also examine how good “the measured variables represent the constructs” (Hair, Black et al. 2009, p. 600).

CFA provides a path diagram that represents the measurement theory and this diagram illustrates the relationship between the constructs and indicators. (Figure 4-9). It can be seen from this figure that there are:

- Eight latent constructs such as IIA.
- Measure indicators such as IIA1.
- The relationships between every latent construct and its measure indicators.
- Curved arrows between the latent constructs.
- The errors from every measure indicators such as e_1 .

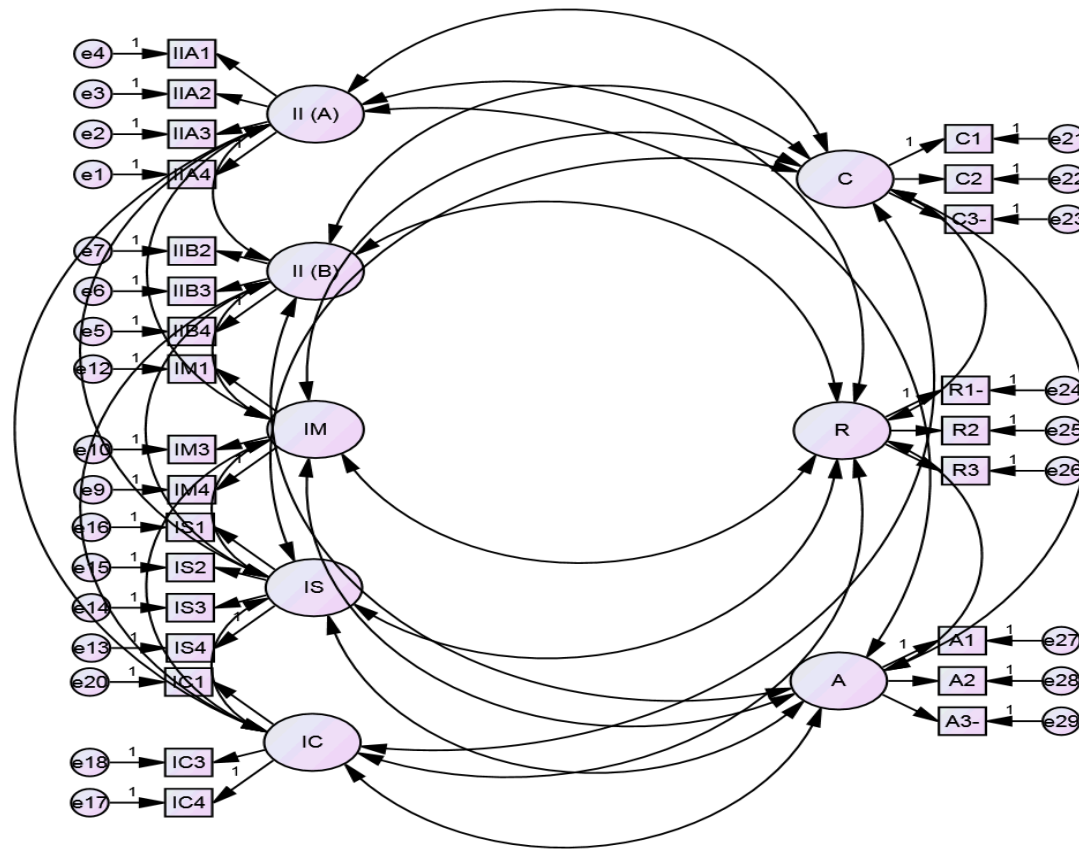


Figure 4-9 The Path Diagram

4.2.1.1. Assessing Measurement Model Validity by CFA

Construct validity is defined as “the extent to which a set of measured items actually reflects the theoretical latent construct those items are designed to measure”, and such validity can be examined by CFA that enables researchers to assert the validity of the theoretical measurement model (Hair, Black et al. 2009, pp. 617-618).

One of the measures to examine the construct validity is factor loading to see if an indicator is connected to its construct. It is important to have factor loading estimates with at least 0.5 (Hair, Black et al. 2009, p. 605). It can be seen from the data in Appendix 8 that most factor loading estimates have met the minimum requirement of 0.5, but there are two factor loading estimates representing two indicators which have lower factor loading than 0.5. These two are IIB1 and IC2 which have factor loading estimates of 0.33 and 0.30 respectively. Therefore, they were deleted from the model by following the suggestions by Hair, Black et al. (2009).

Another measure to examine the construct validity is the average variance extracted (AVE). AVE of at least 0.5 is considered good and suggests appropriate convergence (Hair, Black et al. 2009, p. 619). Three indicators were deleted before calculating AVE. These indicators are IIB1 and IC2 as mentioned above, as well as M2 which will be discussed later in this section. From Table 4-16 below, it can be seen that all constructs are higher than this number. For instance, the AVE value for idealised influence (attributes) is 0.64 indicating an appropriate convergence.

Construct reliability (CR) is another sign of convergent validity, CR needs to be at least 0.7 to reflect good reliability (Hair, Black et al. 2009, p. 619). It can be seen from the data in Table 4-16 that all constructs are higher than 0.7. For example, the CR value for idealised influence (behaviours) is 0.88 indicating good reliability.

Table 4-16 AVE, CR and Cronbach Alpha

Constructs	AVE	CR	Cronbach alpha
Idealised Influence (Attributes)	0.64	0.87	0.870
Idealised influence (Behaviours)	0.7	0.88	0.876
Intellectual Stimulation	0.68	0.89	0.896
Inspirational Motivation	0.77	0.91	0.912
Individualised Consideration	0.67	0.86	0.856
Competence	0.63	0.83	0.815
Relatedness	0.74	0.89	0.886
Autonomy	0.63	0.83	0.816

4.2.1.2. Model Diagnostics

CFA provides various measures including standardised residuals as well as modification indices in which a clearer idea is given to assist in solving any problem in the model. On the one hand, standardised residuals are “the individual differences between observed covariance terms and the fitted (estimated) covariance terms” and most standardised residuals should ideally be less than 4.0 but it is acceptable to have one or two of these residuals larger than 4.0 (Hair, Black et al. 2009, p. 621). From Appendix 9, it can be seen that all values of standardised residuals are less than 4.0 with one value that is just marginally above 4.0 with a value of 4.06 but it is still acceptable to have one or two values like this as it is mentioned above.

On the other hand, the modification indices provide a clearer idea of within-construct error covariance as well as between-construct error covariance. It can be seen from the data in Appendix 10 that the M2 indicator (e15) contributes to significant error covariance’s with various indicators, so it was removed.

4.2.1.3. Assessing the Fit of the Measurement Model

CFA provides various measures to test the fit of a measurement model. Various fit indices were used in order to assess the research model. These indices are RMSEA, SRMR, CFI, TLI and CMIN/DF. These tests and their cut-off criteria to fit will be shown below:

The Root Mean Square Error of Approximation (RMSEA)

RMSEA is one of the absolute fit indices which seek to assess the extent to which a model reproduces the observed data (Kenny and McCoach 2003). There is a debate amongst researchers about the desirable value of RMSEA (Hair, Black et al. 2009). Browne and Cudeck (1993, p. 144) suggest RMSEA would display an acceptable model fit with a value of 0.08 or less. It is apparent from Table 4-17 that the value of RMSEA is 0.078 which indicates an adequate model fit.

The Standardized value of the Root Mean Square Residual (SRMR)

SRMR does not have an ideal value, but any value above 1.0 is considered a bad fit (Hair, Black et al. 2009, p. 579). It can be seen from the data in Table 17 below that the value of SRMR is 0.041 indicating a good model fit.

The Comparative Fit Index (CFI)

CFI is one of the incremental fit indices. CFI should have a value range from 0 to 1 and a larger value indicates a good model fit. A minimum 0.90 value of CFI is normally related to a good model fit (Hair, Black et al. 2009, p. 580). As Table 4-17 shows, CFI value is around 0.94 indicating an adequate model fit. Therefore, the CFI value provides support for model fit.

The Tucker-Lewis Index (TLI)

TLI is another incremental fit index that was introduced by Tucker and Lewis (1973). TLI is a non-normed index so it may fall below zero or above one (Brown 2015, p. 73). Hair, Black et al. (2009, p. 580) point out that the TLI value closer to one indicates a better model. As can be seen from Table 4-17, the TLI value is around 0.93 which indicates an adequate model fit. Therefore, the TLI value provides additional support for the model fit.

CMIN/DF

CMIN/DF is the normed χ^2 that is measured by dividing the chi-square value by the degree of freedom. Any CMIN/DF value below two is seen as an ideal value having a CMIN/DF value range from 2.0 to 5.0 is considered as an acceptable (Hair, Black et al. 2009, p. 630). It is apparent from Table 4-17 that the value of CMIN/DF is 2.08 which is marginally above the ideal value, but it still indicates an adequate model fit since it is between 2.0 and 5.0, so the CMIN/DF value provides additional support for model fit.

Various fit indices were used including RMSEA, SRMR, CFI, TLI and CMIN/DF. They all show a goodness-of-fit for the measurement model.

Table 4-17 Goodness-of-Fit Indices

	Index	Value	Criteria
Absolute Fit:	RMSEA	0.078	< 0.08
	SRMS	0.041	<0 .80
Incremental Fit:	CFI	0.939	> 0.90
	TLI	0.927	> 0.90
Parcimonieuse Fit :	CMIN/DF	2.088	< 5.0

4.2.2. Testing the Structural Model by SEM

Testing the structural model to examine the relationships between constructs is the second step in the two-step approach that is recommended by Anderson and Gerbing (1988).

Given the fact that the measurement model has been evaluated and validated by using CFA as shown in the previous section, it is now the time to conduct and test the structural model to look at the potential relationships between constructs. This step has two stages that are (1) assessing the overall structural model fit and compare it to measurement model fit by CFA, (2) examining the relationships between constructs.

4.2.2.1. The Overall Structural Model Fit

The overall structural model fit is normally tested with the same procedures of measurement model fit by CFA (Hair, Black et al. 2009). Therefore, the same procedures and tests that took place in the section of the measurement model fit by CFA will be run again. Then the results of the structural model fit will be compared to the measurement model fit by CFA. It is also important to note that the same cut-off criteria for fit are used in both model fits.

RMSEA

As can be seen from Table 4-18, the value of RMSEA for the structural model is 0.077 which indicates an adequate model fit. Moreover, this value is approximately the same in comparison with the value of RMSEA for the measurement model by CFA (0.08).

SRMR

It can be seen from the data in Table 4-18 that the value of SRMR for the structural model is 0.041, which is the same value of SRMR for the measurement model by CFA (0.041). The value of SRMR for the structural model indicates a good model fit.

CFI

It is apparent from Table 4-18 that the CFI value for the structural model is 0.94, indicating an adequate model fit, and such value is equal to the CFI value for the measurement model by CFA.

TLI

Table 4-18 illustrates that the TLI value for the structural model is about 0.93, indicating an adequate model fit, and such value is equal to the value of TLI for the measurement model by CFA.

CMIN/DF

It can be seen from the data in Table 4-18 that the value of CMIN/DF is 2.06 which is very close to the value of CMIN/DF for the measurement model by CFA (2.08) that was previously shown in Table 4-17. This value signifies a good model fit.

Taking all together, the various goodness-of-fit indices show a goodness-of-fit for the structural model since all of the results were within the range that is associated with a good fit. Therefore, the relationships between constructs can be examined by SEM.

Table 4-18 Goodness-of-Fit Indices

	Index	Value	Criteria
Absolute Fit:	RMSEA	0.077	< 0.08
	SRMS	0.041	<0 .80
Incremental Fit:	CFI	0.940	> 0.90
	TLI	0.929	> 0.90
Parcimonious Fit :	CMIN/DF	2.067	< 5.0

4.2.3. Examining the Potential Relationships between Constructs

The SEM tested the potential relationships between latent constructs. SEM tests the effects of exogenous constructs on endogenous constructs, similar to the multiple regression analysis which tests the effects of independent variables on dependent variables. But SEM is superior since the measurement model and structural model are empirically examined in

the same analysis (Hair, Black et al. 2009). Moreover, SEM focuses on how the constructs are connected to each other instead of how variables are connected to each other (Hair, Black et al. 2009).

Given the fact that the structural model has an excellent fit to the data, the parameter estimates are used to evaluate the potential theoretical relationships between latent constructs. Figure 4-10 shows the eight constructs model. This research uses 0.05 as a significance level as Hair, Black et al. (2009, p. 189) point out that the typical level is often 0.05. This means that there is a 5% chance of being wrong.

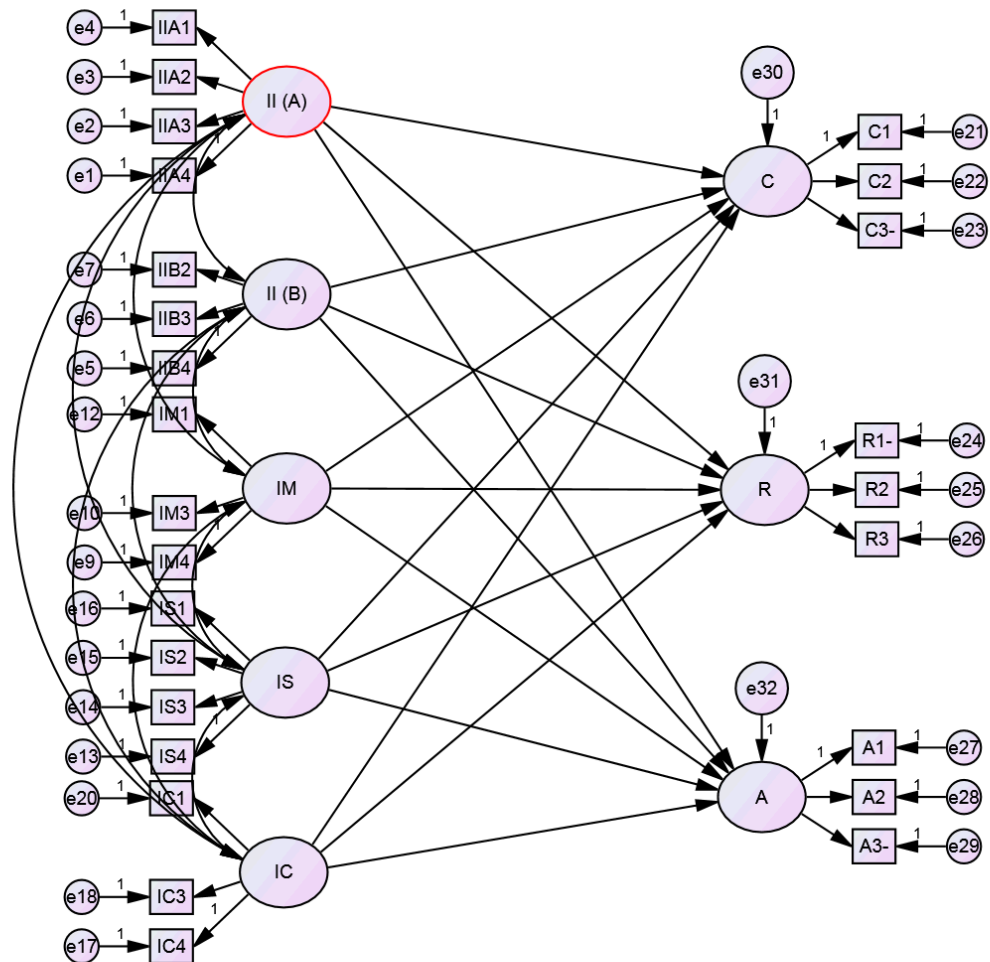


Figure 4-10 Potential Relationships between Constructs

Regarding the standardised estimate value, Jöreskog (1999) points out that there is a misunderstanding when it comes to the value standardised estimate. He also confirms that the standardised estimate is “regression coefficients and not correlations and as such, they can be larger than one” (Jöreskog 1999, p. 1). The findings of this model are shown in five tables (Table 4-19 to Table 4-23). Each table shows the effects of every component of transformational leadership on the three components of self-determination theory. These tables also show the standardised estimate, t-value, P value, chi square, RMSEA, CFI, TLI and R square where the last shows how much of each dependent variable can be explained by the independent variables, with values for the dependent variables as follows: competence (0.99), relatedness (0.66) and autonomy (0.91).

4.2.3.1. The Effect of Idealised Influence (Attributes) on the Components of Self-Determination Theory

Table 4-19 illustrates the potential relationship between idealised influence (attributes) and the three components of the self-determination theory named competence, relatedness and autonomy. The results, as shown in Table 4-19, indicate that idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence where the P value is 0.008. In addition, the table shows that idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for autonomy in which the P value is 0.006. However, the table does not show any significant effect of idealised influence (attributes) on the satisfaction of the followers' basic psychological need for relatedness. Therefore, the more employees experienced idealised influence (attributes) from their direct leader, the more they satisfied their basic psychological needs for competence and autonomy.

Table 4-19 Potential Impact of Idealised Influence (Attributes)

Potential Impact			Standardised Estimate	t-value	P	Hypothesis Supported?
1	Competence	<-- Idealised Influence (Attributes)	1.659	2.661	.008	Yes
2	Relatedness	<-- Idealised Influence (Attributes)	-.324	-.068	.946	No
3	Autonomy	<-- Idealised Influence (Attributes)	1.781	2.767	.006	Yes

Chi Square (274) = 566.450; RMSEA = 0.077; CFI = 0.940; TLI = 0.929, R Square (C=0.99, R=0.66, A=0.91)

4.2.3.2. The Effect of Idealised Influence (Behaviours) on the Components of Self-Determination Theory

Table 4-20 shows the potential relationship between idealised influence (behaviours) and the three components of the self-determination theory named competence, relatedness and autonomy. It can be seen from the data in Table 4-20 that idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence where the P value is 0.037. Moreover, it is also illustrated in Table 24 that idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological need for autonomy in which the P value is 0.023. However, idealised influence (behaviours) has no significant effect on the satisfaction of the followers' basic psychological need for relatedness as it is shown in the table. Therefore, the more employees experienced idealised influence (behaviours) from their direct leader, the more they satisfied their basic psychological needs for competence and autonomy.

Table 4-20 Potential Impact of Idealised Influence (Behaviours)

Potential Impact			Standardised Estimate	t-value	P	Hypothesis Supported?
1	Competence	<-- Idealised Influence (Behaviours)	1.400	2.089	.037	Yes
2	Relatedness	<-- Idealised Influence (Behaviours)	2.010	.505	.613	No
3	Autonomy	<-- Idealised Influence (Behaviours)	1.503	2.280	.023	Yes

Chi Square (274) = 566.450; RMSEA = 0.077; CFI = 0.940; TLI = 0.929, R Square (C=0.99, R=0.66, A=0.91)

4.2.3.3. The Effect of Intellectual Stimulation on the Components of Self-Determination Theory

Table 4-21 illustrates the potential relationship between intellectual stimulation and the three components of the self-determination theory named competence, relatedness and autonomy. The results, as shown in Table 4-21, indicate that intellectual stimulation has no significant effect on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness.

Table 4-21 Potential Impact of Intellectual Stimulation

Potential Impact			Standardised Estimate	t-value	P	Hypothesis Supported?
1	Competence	<-- Intellectual Stimulation	1.374	1.346	.178	No
2	Relatedness	<-- Intellectual Stimulation	6.007	.355	.723	No
3	Autonomy	<-- Intellectual Stimulation	.578	.481	.630	No
Chi Square (274) = 566.450; RMSEA = 0.077; CFI = 0.940; TLI = 0.929, R Square (C=0.99, R=0.66, A=0.91)						

4.2.3.4. The Effect of Inspirational Motivation on the components of Self-Determination Theory

Table 4-22 shows the potential relationship between inspirational motivation and the three components of the self-determination theory named competence, relatedness and autonomy. It can be seen from the data in Table 4-22 that inspirational motivation has a significant negative effect on the satisfaction of the followers' basic psychological need for competence where the P value is 0.002. Moreover, it can be seen from the data in Table 26 that a significant negative effect of inspirational motivation on the satisfaction of the followers' basic psychological need for autonomy, this is demonstrated in the P value which is less than 0.001. However, inspirational motivation has no significant effect on the satisfaction of the followers' basic psychological need for relatedness as it is shown in the table. Therefore, the more employees experienced inspirational motivation from their direct leader, the less they satisfied their basic psychological needs for competence and autonomy. This is not expecting especially as transformation leadership as a whole tends to be connected to positive outcomes. However, it is important to point out that some negative effect of inspirational motivation on some other outcomes has been previously reported. For instance, Deinert, Homan et al. (2015) report, in their meta-analysis research in The Leadership Quarterly, a negative relationship between inspirational motivation and some outcomes. Integrating this finding with the findings of the qualitative data as well as considering the existing literature will help to provide an understanding of this unexpected result.

Table 4-22 Potential Impact of Inspirational Motivation

Potential Impact			Standardised Estimate	t-value	P	Hypothesis Supported?
1	Competence	<-- Inspirational Motivation	-2.947	-3.139	.002	No
2	Relatedness	<-- Inspirational Motivation	-.507	-.172	.863	No
3	Autonomy	<-- Inspirational Motivation	-3.304	-3.554	***	No
Chi Square (274) = 566.450; RMSEA = 0.077; CFI = 0.940; TLI = 0.929, R Square (C=0.99, R=0.66, A=0.91)						

4.2.3.5. The Effect of Individualised Consideration on the Components of Self-Determination Theory

Table 4-23 illustrates the potential relationship between individualised consideration and the three components of the self-determination theory named competence, relatedness and autonomy. The results, as shown in Table 4-23, indicate that individualised consideration has no significant effect on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness.

. Table 4-23 Potential Impact of Individualised Consideration

Potential Impact			Standardised Estimate	t-value	P	Hypothesis Supported?
1	Competence	<-- Individualised Consideration	-.646	-.536	.592	No
2	Relatedness	<-- Individualised Consideration	-6.316	-.344	.731	No
3	Autonomy	<-- Individualised Consideration	.218	.161	.872	No
Chi Square (274) = 566.450; RMSEA = 0.077; CFI = 0.940; TLI = 0.929, R Square (C=0.99, R=0.66, A=0.91)						

5. Qualitative Results Chapter

This research uses mixed methods designs via an online questionnaire as well as interviews. This chapter provides three steps of analysis to examine the qualitative data obtained by the study. It is also important at this stage to recall the research questions and the objectives of the current study to outline the need for data analysis in relation to the research question, as suggested by Krippendorff (2004). This research seeks to understand the nature of the relationship between transformational leadership and the satisfaction of the followers' basic psychological needs. In addition, the research seeks to know whether and how the components of transformational leadership relate to the satisfaction of the followers' basic psychological needs. In fact, the research was designed to obtain the answers to these questions. Therefore, various statistical tests were initially chosen as shown in the methods chapter, and in turn, been used as shown in the quantitative results chapter. The qualitative data will be analysed and shown here in this chapter as the current research uses the explanatory sequential design which is required following these phases as suggested (Ivankova and Stick 2007, Creswell and Clark 2018).

The qualitative analysis is formed from the following three components:

- Data Reduction;
- Data Display;
- Drawing Conclusions.

This chapter will also present the five sub-dimensions of transformational leadership, as the research themes, and provide relevant quotes and figures in order to provide an understanding and explanation of the findings of the previous chapter of the quantitative data analysis.

5.1. The Steps of the Qualitative Data Analysis

As was mentioned in the methods chapter, the explanatory sequential design would be used. Creswell and Clark (2018, p. 77) point out that such design is appropriate “when the researcher needs qualitative data to explain quantitative significant (or nonsignificant) results”. Therefore, this thesis uses a sequential explanatory design approach in which the findings of the interviews will explain the findings of the questionnaire. The previous chapter showed some interesting findings from the online questionnaire. This chapter seeks to explain these findings.

The researcher followed the three steps of qualitative data analysis mentioned above in the methods chapter. These steps are (1) data reduction, (2) data display, and (3) drawing conclusions (Hair Jr, Wolfinbarger Celsi et al. 2011). Moreover, as Auerbach and Silverstein (2003) suggest, researchers should have the objectives of their research and theoretical framework written and keep them displayed in front of them at all stages of their analysis. Therefore, the researcher typed and printed a page that showed the research questions, the research objectives, the findings of the quantitative data and the themes of qualitative data to focus on while analysing the qualitative data.

5.1.1. Data Reduction

In the first step of qualitative data analysis, the researcher sought to manually create the coding in order to reduce the large number of words and text. The coding was added to various appropriate clusters. These clusters were categorised under suitable research themes. These themes stemmed from the existing theory as Saunders, Thornhill et al. (2016) suggest that a deductive approach can be used in qualitative data analysis. For instance, this can be seen in Table 5-1. The first column in this table shows some relevant words and sections from the interviews. The second column shows clusters that might have one code or more. The third column shows the research themes.

At the very beginning of the data analysis process, the researcher listened to every audio-recorded interview from beginning to end without taking any note, and then read the transcript of each interview, again without making any notes. This phase was advised by Braun and Clarke (2006, p. 87) as they suggest that “ideas and identification of possible patterns will be shaped as you read through”, which will help the researcher to be familiar with the data. Then these two actions, namely listing and reading, were undertaken

together side by side whilst taking notes as the researcher sought to identify the concept and ideas from the large amount of words and text of the qualitative data. This fine-grained approach facilitates the researcher to be immersed in, absorb and understand the content of the qualitative data before conducting the phase of coding. Moreover, the researcher highlighted the relevant and important quotes while taking notes as a pre-coding phase as Saldaña (2016, p. 20) encourages researchers to circle, highlight and underline important “quotes or passages” that they find in the qualitative data.

Moreover, prior to the phase of coding, the researcher prepared a set of themes, which consist of the core components of transformational leadership. The decision to choose these themes was based on the fact that they are the main constructs in the online questionnaire in the current study and the qualitative data should assist in understanding the findings of the quantitative data. Then, the researcher generated the initial coding while keeping in mind the research questions, the findings of the quantitative data and the themes of qualitative data. The researcher revised the preliminary coding prior to conduct analysis of the qualitative data and re-coding several times to make sure that all of the coding represent the content of qualitative data. Then the coding was linked to various clusters and themes in order to help to explain the findings of the questionnaire.

No	Codes	Clusters (Category)	Themes
1	Respecting others and be one of them are two keys.	Respect	II (A)
	Respect is important (but sometimes you need to be) tougher		
	Treat people in a respectful way.		
	Everyone cares about your manners, performance and how respectful you are.		
	Once I have an employee who came to my sector without my request, he is hard to deal with, I break the barriers between us and give him the respect as all my employees, I believe he felt he must have a positive response and his behaviour gets better.		
	The most important thing that employees need from you is to respect them.		
2	The base in treatments of peoples is that I should treat others the way I would like to be treated.	Treatment	II (A) II (B) Relatedness
	Human relations.		
	Compromises.		
	Flexibility.		
	Not hurt.		

Table 5-1 Coding Sample

5.1.2. Data Display

The second step is the data display, in which the researcher presents and demonstrates the data by using tables and figures to show the main clusters. These clusters are categorised under the main themes that came from the existing theories and were derived from the two main sources: (1) the sub-dimensions of the transformational leadership where these dimensions focus on various areas which have something to do with these clusters and (2) the answers of the interviewees in which similar things were mentioned. Data display assists in understanding the contents of the qualitative data properly and easing the next step of drawing conclusions. For instance, this can be seen in Table 5-3 in which several clusters were found which are related to the first theme, idealised influence (attributes), which is one of the sub-dimensions of the transformational leadership theory. These clusters include the following: respect, fair treatment, role models, amongst others. I followed the process of the steps of data display; for example, I used figures to display the data, such as Figures 5-1 and 5-2, as will be shown in the next section. Moreover, quotes to illustrate each of the themes can be seen in Table 5-2.

No	Themes	Illustrative Quote
1	II (A)	“No one here would judge you regarding how much money you have in your bank account or would care about this, but everyone cares about your manners, performance and how respectful you are” Interviewee (1)
2	II (B)	“The words and manner of my leader made me embarrassed to work less than what is expected, you feel like we are brothers, because of his charisma, how humble, straightforward, experienced, and honest he is. He could deal with people according to their ways of understanding, he is very polite and never is direct in his criticism” Interviewee (20)
3	IS	“You should generate the passion of employees to solve problems”. Interviewee (15)
4	IM	“When we try to look at the future, we need to look at the bigger picture; we need to be in tune with our roles and duties and remember why we are here in this job”. Interviewee (13)
5	IC	“There is no perfect person but people have various strong and weak points. But you must discover and know these points. Then you need to enhance these points and enable a team with various abilities and skills to work together” Interviewee (10)
6	C	“Pushing my employees in tasks and they do these tasks completely from A to Z, this will help them to gain confidence, making mistakes should be fine as trial and error and when they finish I give them bigger tasks” Interviewee (2)
7	R	“Maybe some of the followers will break the red lines so there is a need to adjust the distance accordingly” Interviewee (10)
8	A	“Trust is the base and fundamental for the workplace. You need to trust your employees. They will feel that you gave them your full trust. Nothing is equal to trust. People have abilities. Trust provides a good atmosphere that directs employees to innovation” Interviewee (4)

Table 5-2 Illustrative Quotes to Illustrate each of the Themes

Table 5-3 Main Clusters

Themes	Main Clusters														
IIA	Respect	Treatment	Enthusiastic Atmosphere	Trust	Role model	Confidence	great managers	Comfortable Relations	Humble	copy	DO it first	Meaning			
IIB	Treatment	Strategy	Positive vision	Meaning	DO it first	Role modelling	Commitment	copy	Influence Principle						
IS	Info	Ideas	Solve problems	Transferring of experience	Improvement	Making decisions	Challenging	opportunity	Ready, rotate	Directions	Autonomy development				
IM	Trust	Strategy	Positive vision	enthusiasm	Success	Hazy future Uncertainty	Confidence	Enthusiastic Atmosphere	Meaning	commitment	Challenging				
IC	Meetings	Coaching	Developing	Differences	Abilities	Strong points	Discover	Being considerate	No jealous	Work alone	Ready, rotate	Listen & Meet needs	Tolerating	Enabling & Developing	
C	Encouragement	Confidence	Influencing productivity	Meet needs Positive response	Support feeling	transparency	productivity	Opportunity/value	Enabling	Developing	Challenging	Value			
R	Treatment	Connections	Meeting	Communications	Smiling	Time together	Role modelling	Comfortable relations	Humble	Team	Age	Number of workforces	Different interests.	Different backgrounds	
A	Talk	Delegation Authority	Trust	Centralization	Transferring of experience	Making decisions	opportunity	Enabling	Developing						

5.1.3. Drawing Conclusions

The researcher in this step seeks to extract the meanings, understandings and interpretation of the data in order to gain information, which will provide an answer to the research questions from the quantitative data. Various clusters, which were identified at the first two stages of qualitative data analysis, have been matched to relevant themes, which are the sub-dimensions of transformational leadership. Subsequently, as recommended by Creswell and Clark (2018, p.216), the researcher stepped back from the rigorous findings to obtain a more comprehensive view of the findings with respect to the research objectives. Therefore, the researcher could identify any patterns amongst the various themes and clusters that would assist in answering the research questions. This was achieved by following the above-mentioned suggestion, through stepping back from the details in order to seek a full understanding of the content of the qualitative data as well as by taking into consideration the objectives of the research as well as the findings of quantitative data.

This was achieved through identifying patterns amongst the coding and clusters, which emerged from the responses to the interviews. Coding, which was primarily concerned with reflecting how respondents perceive the style of leadership and behaviours of their leaders, helped to facilitate making inferences of the themes and clusters and fully interpret them in light of research objectives. It is important to point out that the qualitative data analysis is not just a linear process, yet the process of data analysis in order to understand the meaning and interpret the content of the data took place from the first step, namely the step of data reduction. For example, Krippendorff (2004, p. 119) suggests that sampling, which is a way of data reduction, is a technique that seeks to select “all textual units” that provide the means to answer the research questions. Moreover, as Hair Jr, Wolfinbarger Celsi et al. (2011) suggest, extracted themes and clusters that have emerged from the data should be displayed via diagrams or tables to assist researchers to find any link or pattern between them. As a result, the researcher drew conclusions regarding the qualitative data in this final step in a process of analysis that started by selecting and coding words and phrases which were categorised into various clusters which were then displayed on diagrams or tables (e.g. Table 5-1, Table 5-2 and Table 5-3) to find links and pattern. The second section of this chapter, which provides the findings of the qualitative data, shows all of these coding, clusters and themes, which can be interpreted to answer the research questions.

5.2. The Findings of the Qualitative Data

In this subsection, the findings of the qualitative data will be shown according to the main five themes, the sub-dimensions of transformational leadership. The three steps of qualitative data analysis were followed, leading to the following findings:

5.2.1. Idealised Influence (Attributes)

As mentioned in the previous chapter, the findings of the online questionnaire show that the idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological needs for competence and autonomy. Interviewees emphasise the most important factors that leaders who show the idealised influence (attributes) have. Figure 5-1 shows such important factors which will be explained below.

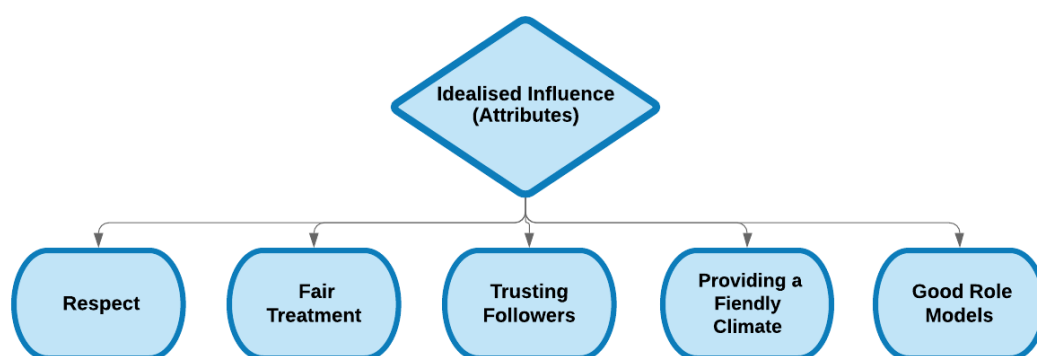


Figure 5-1 Main Clusters of Idealised Influence (Attributes)

5.2.1.1. Respect

Respect has been mentioned during the interviews. Interviewee 7, who is one of the managers, points out that it is important to respect his employees as he says:

“Sometimes employees are engaged/connected with the work because of the role model of the manager. As being a supervisor I feel like I am a dad, and my employees are my sons. I treat people respectfully and cheerfully”.

One of the managers suggests that being respectful is the most important thing that employees expected from him as a leader. Interviewee 1 says:

“No one here would judge you regarding how much money you have in your bank account or would care about this, but everyone cares about your manners, performance and how respectful you are”.

Another manager describes how being respectful to a new employee, who had not had a good reputation regarding his performance and manner when he was in another sector within the same organisation, helped to change the employee positively. This manager (interviewee 3) says:

“Once I have an employee who came to my sector without my request, he was hard to deal with, I broke the barriers between us and gave him the same respect as all of my employees, I believe he felt he must have a positive response and his behaviour improved”.

However, another manager points out that being respectful does not necessarily mean being a soft supervisor especially if you have many employees. Interviewee 2 says “leading with respect is important, but if you have a large number of employees under your supervision you need to be tougher”.

In fact, the characteristic of respect has been previously linked to idealised influence as it is mentioned in the literature review chapter. Gilmore, Hu et al. (2013) point out that leaders who show idealised influence tend to act in a respectable manner by acting for the good of the group. In general, it can be concluded that respectful leaders are admired by their followers and generate a better workplace atmosphere.

5.2.1.2. Qualities, including Trusting others and Fair Treatment

Fair treatment is one of the qualities which is recommended in leaders. It also shows that the leader is not self-centred, but that he or she goes beyond their self-interest for the good of the group. Interviewee 5 points out that

“At the core of the treatment of people is that I should treat others the way I would like to be treated. It is great to participate in their joy or difficult times”.

Another interviewee, interviewee 6, suggests that “tolerating tiny mistakes will help create an atmosphere that leads to more productivity”. In fact, it is not expected that transformational leaders publicly criticise the mistakes of their followers, as mentioned in the literature review chapter. As Bass and Riggio (2006) suggest, new ways to deal with problems need to be sought by followers, and therefore leaders should not express any “public criticism” against any unintentional result obtained by followers.

In addition, trusting others is an important quality that transformational leaders should have and demonstrate. It leads eventually to better outcomes. An interviewee (4) points out that:

“Trust is the base and fundamental for the workplace. You need to trust your employees. They will feel that you gave them your full trust. Nothing is equal to trust. People have abilities. Trust provides a good atmosphere that directs employees to innovation”.

However, the same interviewee states the importance of monitoring employees, which does not necessarily mean that you do not trust them. He points out that “Trust with monitoring the process of the work is important”. Moreover, another interviewee (10) asserts the same notion “Trust is given provided that you keep following up the work to ensure all is good”. In fact, such qualities by leaders who show idealised influence act as a catalyst for followers to rely on their leaders. This reflects what is mentioned in the literature review chapter, Bass and Riggio (2006) suggest that followers can count on their leaders who show idealised influence as such leaders behave ethically and morally. Therefore, it can be concluded that those leaders who trust their followers and treat them properly are considered as confidence and creativity boosters.

5.2.1.3. Good Atmosphere for the Group

Providing a friendly climate will eventually lead to a creative atmosphere. As interviewee (6) suggests the importance of having a healthy climate as he points out:

“The time we spend in work is more than the time we spend with our families, so it is important to have a friendly atmosphere. The cordial relationship in the workplace is needed”.

The good characteristics of the leaders will help to create a good atmosphere as an interviewee (4) points out

“As long as there is trust, a better atmosphere will exist. Let people work; mistakes might happen, notify them if they made a mistake. Give a workspace without centralisation, give them trust, psychic wellness, and let them feel the accomplishment. Leading to a very creative atmosphere”.

Here, this interviewee suggests that good characteristics, trust in his example, act as a catalyst for a friendly atmosphere that helps to direct creativity away from centralisation. Creativity seems to help to satisfy the basic psychological need for competence whereas being away from centralisation seems to help to satisfy the basic psychological need for autonomy.

5.2.1.4. Role Models

Role models have been mentioned during the interviews. If followers see their leaders as role models, this means they admire and respect them. Leaders as role models need to

think twice about their attitude and action. An interviewee (9) points out that “you are the role model; you cannot ask for something you would not do yourself”. Another interviewee (10) adds that “you need to be a role model and you have to mind your actions, words and behaviour”.

Role models have a crucial role in influencing followers and keeping them connected to work. An interviewee (3) points out that

“Role models are the most important point in influencing others. Role models are in performance, behaviours, punctuality, accuracy and organising things as well as being enthusiastic. Role models will influence and work with around 80% of your employees. About 20% of them will need to be dealt with differently”.

Moreover, another interviewee (7) adds that “sometimes employees are engaged/connected with the work because of the role model of the manager”. In fact, leaders being role models have been previously linked to idealised influence as it is mentioned in the literature review chapter. The possession of idealised influence by leaders will assist their followers in considering those leaders acting like “role model”, and therefore, followers will admire, respect and trust their leaders (Bass and Riggio 2006, p. 6). Therefore, it can be suggested that leaders could influence most of their followers by being good role models.

In general, various factors contribute to helping a leader to demonstrate more idealised influence (attributes) which was found to have a positive effect on the basic psychological needs for competence and autonomy. These factors, stated by the interviewees, were respect, fair treatment, trust, providing a good atmosphere and being good role models.

5.2.2. Idealised Influence (Behaviours)

As mentioned in the previous chapter, the findings of the online questionnaire show that the idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological needs for competence and autonomy. Interviewees emphasise the most important factors that leaders who show the idealised influence (behaviours) have. Figure 5-2 shows these important factors which will be explained below.

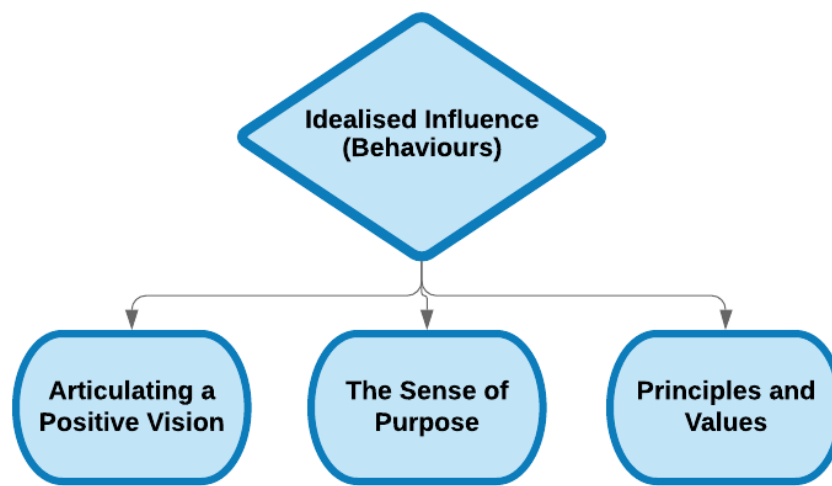


Figure 5-2 Main Clusters of Idealised Influence (Behaviours)

5.2.2.1. Articulating a Positive Vision

Transformational leaders act in a way that provides a vision of what could be achieved by the effort of every member of the team. Positive goals and visions are needed and also expected from the transformational leaders. An interviewee (5) points out that:

“Motivation helps in employee morale and their well-being. Having a positive point of view and positive vision will help”.

As stated in the literature review chapter, leaders who show idealised influence (behaviours) tend to show their awareness of vision and objectives (Antonakis and House 2013, p.9). Moreover, Avolio and Bass (2004) suggest that these leaders rouse their followers with their vision of what is possible to achieve. Therefore, it can be suggested that providing and expressing such a vision by leaders, the employee morale will be aroused and the welfare of followers will be satisfied.

5.2.2.2. The Sense of Purpose

It is expected from transformational leaders who show idealised influence (behaviours) to state the significance of the possession of a good sense of purpose. An interviewee (2) points out that “a leader should deal with strategy, so it is important to avoid going into too much detail”. By having such a sense of purpose, leaders will assist their followers in understanding what they are directed to, which, in turn, will help the followers to satisfy their various basic psychological needs.

5.2.2.3. Principles and Values

One of the managers, during the interview (14) emphasised that “your principles will influence them”. This was confirmed by one of the employees as the interviewee (20) points out that:

“The words and manner of my leader made me embarrassed to work less than what is expected. You feel like we are brothers, because of his charisma, how humble, straightforward, experienced, and honest he is. He could deal with people according to their ways of understanding; he is very polite and never is direct in his criticism”.

As was mentioned earlier in the literature review chapter, leaders who show idealised influence (behaviours) tend to show principles and impressions (Antonakis and House 2013). Therefore, it can be suggested that the principle and values of leaders will influence their followers in a positive way and satisfy their basic psychological needs.

Different factors contribute to helping leaders to demonstrate a more idealised influence (behaviours) which was found to have a positive impact on the basic psychological needs for competence and autonomy. The interviewees stated these elements, which are; articulating a positive vision, having a sense of purpose as well as having principles and values.

5.2.3. Intellectual Stimulation

As mentioned in the previous chapter, the findings of the online questionnaire do not show any significant effect of intellectual stimulation on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness. Interviewees emphasise the most important factors that leaders who show intellectual stimulation have. Figure 5-3 shows these important factors which will be explained below.

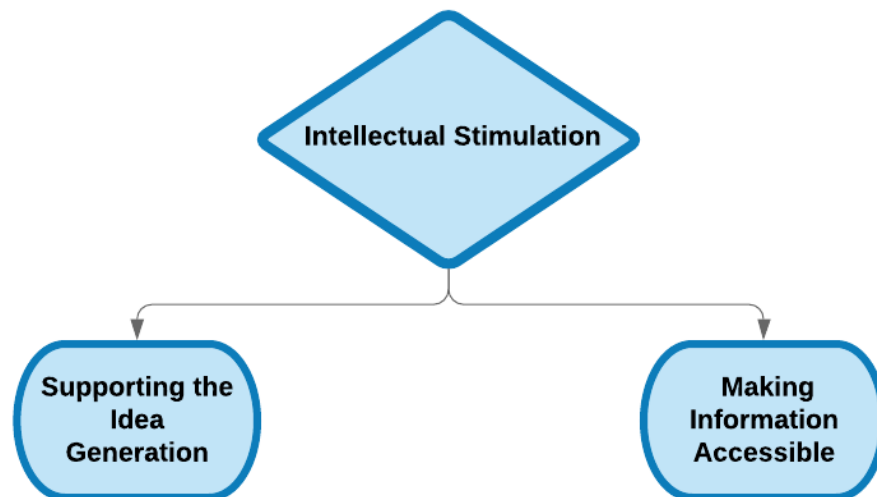


Figure 5-3 Main Clusters of Intellectual Stimulation

5.2.3.1. Supporting the Idea Generation

It is important that leaders intellectually stimulate their employees to think in a better way to deal with any problems in their work. An interviewee (15) suggests that “you should generate the passion of employees to solve problems”. By generating passion among employees to think in a better way, the leader will have many brains working for the benefit of the group and the organisation. In fact, as mentioned earlier in the literature review chapter, leaders who show intellectual stimulation foster their followers to seek circumstances in new ways (Avolio and Bass 2002) and create new ideas (Martins and Terblanche 2003). Therefore, it can be suggested that the action of leaders to foster their followers to think and generate new ideas is an important point that should be taken into consideration which, in turn, leads to enhancement of the abilities of their followers.

5.2.3.2. Information

Having access to information has a crucial role in dealing with various situations and problems. It is also a key to autonomy. An interviewee (1) suggests that:

“If the general manager of the sector was absent, it seems like they are not absent. There is always a delegation of authority. It is the same for the departments; this is as a result of the rotation, regular meetings, and information exchange. The flow of information allows everyone to know how to tackle a problem”.

Meetings are a means to share information and receive suggestions. He (interviewee 1) also suggests that “information exchange in a weekly meeting where low ranking employees talk before high ranking ones; suggestions are welcomed”. As was pointed out earlier in the literature review chapter leaders who show intellectual stimulation foster their followers to “challenge the status quo” (Gilmore, Hu et al. 2013, p. 1062). Such a challenge requires having access to information so followers could have this tool to think in a new way. Therefore, it can be suggested that it is important for leaders to enhance the flow of information so this, in turn, facilitates the followers to use the authority they were given as well as achieve the desired goals.

Even though intellectual stimulation does not show any significant effect on the satisfaction of the followers' basic psychological needs for competence, autonomy, and relatedness, the interviews suggest that there are various factors that can assist leaders in showing more intellectual stimulation. These factors include supporting new ideas as well as helping employees to have access to information and experience.

5.2.4. Inspirational Motivation

There are some issues that were raised during the interviews that might assist in understanding the negative effect of inspirational motivation on the satisfaction of the followers' basic psychological needs for competence and autonomy, these issues can be seen in the following Figure 5-4:



Figure 5-4 Main Clusters of Inspirational Motivation

5.2.4.1. Challenging the Followers' Work

Leaders who act in a way that shows inspirational motivation usually tend to challenge their followers' work. This might be seen as a scaring action in the perspective of followers so that a negative effect might take place. For example, interviewee number 3 points out that:

“I push one of my employees to talk in important meetings and present what he contributed in preparation for the meetings without letting him know about it in advance, as he might avoid coming to the meetings if he knew. I would not do that if I had any doubt in his ability to present himself. I told him that I see him in my chair whenever I leave the sector, but he needs to be more confident, believe in himself and see himself in a higher position”.

This answer suggests that the employee of this interviewee may avoid joining his supervisor in his important meetings if he knew that he would take a crucial role in the meetings. The supervisor knows that his employee might consider these challenges as negative manners and the employee might feel frightened. Therefore, it is clear that such inspirational motivation action, namely challenging the followers' work, is a double edged-sword that might influence negatively the feeling of employees instead of inspiring them. In fact, as mentioned above in the literature review chapter, challenging followers' work is an action by leaders who show inspirational motivation behaviour. Such leaders “challenge followers with high standards” (Bacha 2014, p. 411). Therefore, it can be suggested that

the action of leaders involving challenging of the followers' work can be harmful to such followers.

5.2.4.2. Inspirational Motivation Behaviour Might Involve Unpleasant Actions such as being Pushy

This issue is slightly related to the issue mentioned above of challenging the followers' work. An interviewee (2), who is a manager of a sector, points out that he acts in a way that inspires his team to do bigger and bigger tasks, and says:

“Pushing my employees in tasks and they do these tasks completely from A to Z, this will help them to gain confidence. Making mistakes should be fine as trial and error, and when they finish I give them bigger tasks”.

This answer illustrates that the leader is trying to encourage his team to take full responsibility to complete a whole task, which is supposed to satisfy their basic psychological needs for competence and autonomy. Then, when this mission is done, another bigger task is waiting for his employees, endless challenges. The leader considers such behaviour as an inspirational motivation behaviour to make his team always ready and involved in several major tasks. However, this can be considered as a way of taking advantage of good employees rather than inspiring them to work even harder, as mentioned by two interviewees. Interviewee 18 points out that:

“By just taking advantage of good employees, they will be exhausted. These employees may not have a full holiday, as the work always needs them. This is not fair; it is the duty of the manager to make all of his team ready for any work and rotate them within a team”.

Also, interviewee 1 suggests that:

“As I said, some employees had been marginalised in other sectors as the sectors tried to take advantage of skilled employees. Therefore, it is important to give everyone a chance, mixing them. Therefore, less skilled employees could feel how good they are”.

The behaviour of leaders that try to have inspirational motivation action including to keep challenging the employees and pushing them into bigger and bigger tasks is seen, according to the previous two answers, as a way of taking advantage of good employees.

On the one hand, skilled employees may find their basic needs for competence and autonomy are negatively impacted by inspirational motivation behaviour (such as challenges) because those employees will struggle to deal with endless tasks that are beyond their capacities. The more of this behaviour they experience, the less those basic

needs for competence and autonomy will be met. On the other hand, less-skilled employees may find their basic needs for competence and autonomy are negatively impacted by similar challenges because the less-skilled employees are marginalised in their workplaces in a way that negatively influences their basic psychological needs for competence and autonomy. For these employees, the more inspirational motivation behaviour they experience, the less their basic needs for competence and autonomy will be met. Therefore, this might assist in explaining the negative effect of inspirational motivations on the satisfaction of the followers' basic psychological needs for competence and autonomy.

5.2.4.3. The Lack of Clear Vision

This issue was raised by one of the interviewees who is the manager of a sector. He asserts the importance of having a clear vision before giving his employees any authority. The interviewee (10) points out that “after having a clear vision and goals, you should give your employees the full trust and free will”. This answer illustrates that providing authority to employees with unclear vision will not help the employees. This might lead them to feel unsatisfied regarding their basic psychological needs for competence and autonomy. This is because they will doubt their abilities and skills to accomplish what they have to and deny themselves the pleasure of achievement.

An interviewee (5) points out that “achieving the mission is an enjoyable journey”. Therefore, inspirational motivation behaviour that is presented by leaders needs to express a clear vision. Such a clear vision will act as a precursor to assist employees to know exactly what they are supposed to do and how they deal with the authority they were provided with to accomplish the desired mission. In fact, as mentioned earlier in the literature review chapter, it is important for leaders to articulate their vision (Wright and Pandey 2009, Bottomley, Mostafa et al. 2016). Therefore, it can be suggested that unclear vision is not only harmful to the organisation, but it is also harmful to the followers, as they will doubt their abilities in the case of failure to achieve such a vision.

5.2.4.4. The Need for Understanding Everyone's Duty in the Vision

This issue is slightly related to the issue of the lack of clear vision, mentioned above, however, it emphasises the importance of understanding the duty of every member of the team. This was suggested by one of the interviewees (interviewee 13) who says:

“When we try to look at the future, we need to look at the bigger picture; we need to be in tune with our roles and duties and remember why we are here in this job”.

This answer illustrates that leaders might have a good vision, but there is a need to understand the roles of employees. If not, they might not know exactly what their roles are. This might reduce the satisfaction of their basic psychological needs for competence and autonomy. Better understanding will alleviate the doubt of employees by showing them what is required to satisfy their basic psychological needs for competence and autonomy, as the mission will be accomplished smoothly. In fact, as it was pointed out above in the literature review chapter, leaders who show inspirational motivation behaviour, supply the means of attaining their vision (Avolio and Bass 2004). Again, it can also be suggested here that failure to understand the duty of every member of the team is harmful to the followers as they will doubt and question their abilities in the case of not achieving the vision.

5.2.4.5. Vision is not always a Good One

One of the interviewees (interviewee 19) mentions this important issue. He points out that sometimes people have idealistic visions and goals that can be described as dreams. He says:

“Usually goals are idealistic. We hope and have goals, but sometimes during operations, we face obstacles. Is that a result of not having every employee participating in the planning? I do not know”.

This important issue has a lot to do with the basic psychological needs for competence and autonomy. This illustrates that a leader gives their own vision and goals to their team. They might be idealistic. Then, the authority is given to the team to achieve these visions and goals. Later, the team might struggle to achieve the goals during the time of operation since such goals are not realistic. Their failure to achieve these visions will influence their feelings and reduce their satisfaction of the basic psychological needs for competence and autonomy. This issue sheds light on the importance of anticipating potential obstacles

experienced during operation. These obstacles might not be understood or previously identified by leaders. It is important to allow employees to share their thoughts on this especially as they are more likely to know more than their leaders about any possible obstacles that they might face. An interviewee (10) says that “the employee feels he is a part of the organisation when he contributes to the strategic planning”. This indicates that providing employees with the authority to operate is not enough. Participating in planning is more important for employees as well as the organisation. This participation will act as a catalyst to avoid any obstacles at a lower level that are not understood or previously identified by leaders. This will also assist in satisfying the basic psychological needs for competence and autonomy, since it increases the employees’ feeling that they are an important part of their organisation. This increases their satisfaction of the basic psychological need for autonomy as well as improving their achievement and performance, resulting in a higher desire for their basic psychological need for competence. This reflects what was mentioned in the literature review chapter, that leaders who show inspirational motivation behaviour, provide a vision of what can be achieved (Avolio and Bass 2004). The possibilities will be known when allowing followers to be involved in the process of planning. Therefore, it can be suggested that the vision that is expressed by leaders might lead to undesirable outcomes in some cases.

In addition, following the qualitative data analysis steps, there were follow-up interviews to discuss the negative effects of inspirational motivation on both basic psychological needs for competence and autonomy. Interviewees pointed out that the negative effects of inspirational motivation can be attributed to a number of factors. Quotes to illustrate their thoughts on these negative effects can be seen in Table 5-4. Some of these points might be questionable and argued against, such as the point about smart goals, as realistic goals are not necessarily a recipe for positive effects of inspirational motivation. In other words, claiming that smart goals would lead to positive effects from inspirational motivation is neither necessarily false nor necessarily true from the perspective of the critical realist. This claim needs more investigation and proof. However, the remaining points could assist in understanding why inspirational motivation has such negative effects on the need for competence. For instance, inspirational motivation is not enough by itself; there is a need for sufficient staff and sources, self-motivation amongst followers, and sufficient abilities and potential of followers.

Table 5-4 Quotes from the Follow Up Interviews

No	Quote
1	“The capacity and abilities of the employees might be less than the desired goals. Consequently, they do not accept such motivation, which is required and accompanied additional effort in work” interviewee 14
2	“The lack of self-motivation amongst employees in the first place, consequently, they do not have any desire to contribute to any development or enhancement in the future” interviewee 14
3	“Some employees might be negative and frustrated as well as unaware of the goals of the organisation and its future vision, in addition to being unwilling to hear anything about these goals and visions” interviewee 14
4	“The perspective of inspirational motivation varies between the members of the organisation according to their level. Senior managers and supervisors deal with the strategic vision, whereas the others are less concerned about the strategic vision, so inspirational motivation might have little influence on them” interviewee 4
5	“Apart from senior managers and supervisors, inspirational motivation might be seen by others as idealistic since they have a different understanding of what needs to be accomplished” interviewee 14
6	“The goals might be higher than the potential or abilities of the team and followers and should be harmonised” interviewee 4
7	“It is as if when you read biographies, autobiographies, memoirs’ books, you will feel that there is a gap between you and these characters. The same can happen here when leaders articulate their vision, some followers might feel that there is a gap between their vision on the one hand and their leaders’ on the other hand” interviewee 23
8	“Smart goals and visions are required, as they are realistic. When goals are similar to dreams, followers need more effort and when they are not ready; they will be frustrated, which affects their satisfaction” interviewee 3
9	“Idealistic goals and visions tend to be accomplished by ambitious people” interviewee 3
10	“Inspirational motivation is not always enough with all visions and goals, sufficient tools and support are needed. Articulating the vision by leaders without providing support including; sufficient personnel and staff levels, as well as resources” interviewee 3

The quantitative data analysis indicates that inspirational motivation has a negative effect on the satisfaction of the followers' basic psychological needs for competence and autonomy. Various issues were raised in the interviews that helped to provide an understanding of this negative impact. These issues include (1) challenging the followers' work, (2) pushy leaders, (3) unclear vision, (4) lack of understanding everyone' duty within the vision, (5) idealistic vision (6) the followers' abilities do not meet the requirement to the desired vision that leaders inspirationally motivate them to achieve, (7) the lack of self-motivation amongst followers or having frustrated followers can lead them to be unwilling to fully understand and participate in the leader's visions, (8) the perspective of the inspirational motivation varies amongst people within organisation (9) visions need to be smart and realistic as idealistic ones can only be reached by ambitious people and (10) the need for support, such as enough staff and resources. These factors

might lead to undesired outcomes for followers even though such behaviour might be seen as inspirational motivation actions.

5.2.5. Individualised Consideration

As mentioned in the previous chapter, the findings of the online questionnaire do not show any significant effect of individualised consideration on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness. Interviewees emphasise the most important factors that leaders who show the individualised consideration have. Figure 5-5 shows these important factors which will be explained below.

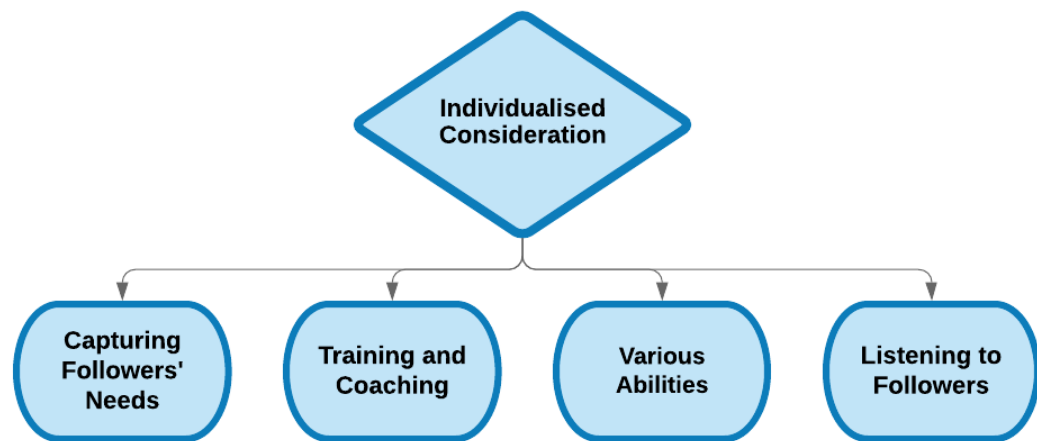


Figure 5-5 Main Clusters of Individualised Consideration

5.2.5.1. Capturing the Needs of Followers

Being considerate is an important trait of leaders. Any leader who focuses on individualised consideration shows interest in keeping his or her finger on the pulse of the needs of their employees. An interviewee (10) points out that “I try to capture the human needs of my team in order to help them”. Awareness of this will help leaders to support their followers with what they might need in order to develop them. This is important, particularly for those followers whose abilities or skills are lower than the requirements to reach the desired goals. In fact, as is stated in the literature review chapter, leaders who show individualised consideration behaviours consider the different needs of their followers (Bass, Avolio et al. 2003). Generally, it can be suggested that it is important for

leaders to carefully consider the various needs of their followers, which, in turn, helps to develop them and facilitates followers to perform in a better way.

5.2.5.2. Training and Coaching

Training and coaching are significant for those leaders who focus on individualised consideration. Interviewee (3) points out that “coaching is important to deal with their needs and the weak points”. Training is also considered as a way to develop employees. Interviewee (8) suggests that “we focus on the development of individuals through training programs”. However, sometimes training is seen as a reward rather than just a way to develop your workforce. For instance, an interviewee (18) points out that:

“Sometimes financial rewards are not available, so verbal words or providing opportunities of training that help the employee in his career future are good rewards”.

In fact, as pointed out in the literature review chapter, leaders who show individualised consideration behaviours supply their followers with opportunities for development (Zacher, Pearce et al. 2014). Therefore, it can be suggested that training and coaching are a great means for the development of followers. This development should pave the way for such followers for having better abilities.

5.2.5.3. Various Abilities of Followers

It has been shown through various interviews that there is agreement that people are different according to their behaviours and abilities and they need to be dealt with accordingly. An interviewee (3) suggests that:

“There are individual differences amongst people. It is in their behaviours, skills, and abilities. But everyone has strong points and weak points”.

It is also suggested that it is the manager’s responsibility to find out about the abilities of their employees. An interviewee (10) suggests that:

“There is no perfect person but people have various strong and weak points. But you must discover and know these points. Then you need to enhance these points and enable a team with various abilities and skills to work together”.

Knowing their abilities will help as an interviewee (7) points out that “you need to know the abilities of your team. So you could get the right person in the right job”. However,

teamwork is not only dependent on the abilities of individuals, as some may have abilities which they do not manifest. For instance, an interviewee (1) points out that

“Sometimes it is not about the abilities. Some people can present themselves whereas some cannot show their abilities as a result of their poor ways of communications”.

In fact, as it is mentioned in the literature review chapter, leaders should take into consideration the various abilities of their followers (Bass and Riggio 2006). Therefore, it can be suggested that leaders who show individualised consideration behaviour can identify the various abilities of their followers which, in turn, will enable their followers to use their different abilities for the good of the group.

5.2.5.4. Listening to Followers

Listening to employees is an important skill. It helps leaders to be aware of the ideas of their employees. An interviewee (1) points out that

“Listen to them, but if you speak they have to listen to you. If you do not listen, you will probably miss some great ideas, so it is important to give your employees the opportunity”.

Moreover, listening is the way to know their needs as an interviewee (18) suggests that:

“Good managers are close to their employees to some extent. He listens to his employees and tries to meet their needs as much as possible”.

Leaders who listen properly to their team are considered to be better leaders, an interviewee (20) points out that “my leader is more listener than a speaker, he gives you a chance, you even feel you are the manager, he gives you your value”. In fact, it was identified in the literature review chapter that individualised consideration behaviours imply understanding the demands, matters and worries of followers (Avolio and Bass 2004). Such an understanding can be achieved by listening to followers. Therefore, it can be suggested that listening is essential for individualised consideration behaviour.

Although individualised consideration does not show any significant effect on the basic psychological needs for competence, autonomy, and relatedness, the interviews illustrate that there are various factors that can assist leaders in showing more individualised consideration. These factors include the importance of capturing the needs of employees, the importance of training and coaching, discovering and accepting the various abilities of employees as well as listening to them.

5.2.6. Points regarding the Basic Psychological Needs

The basic psychological need for relatedness is influenced through various contextual factors rather than the leadership style that is held by the leaders (Figure 5-6). One of which elements is the age gap between the leader and their followers. Interviewee (18) points out “when you are close to your boss’ age, you will be in harmony with him and success is more likely to happen” and he adds “The age gap is difficult to handle”.

Moreover, another element is the number of direct reports for each leader. The interviewee (2) points out that

“The more direct reports you have the less close you are. If you have many employees under your supervision you need to be tougher”.

In addition, the different interests, backgrounds or specialities between the leaders and their followers influence the connection between them as the interviewee (3) stated. Moreover, interviewee (10), who is in a leadership position, points out “maybe some of the followers will break the red lines so there is a need to adjust the distance accordingly”. Therefore, it can be suggested that the absence of the effect of the various components of transformational leadership may be attributed to various contextual factors.

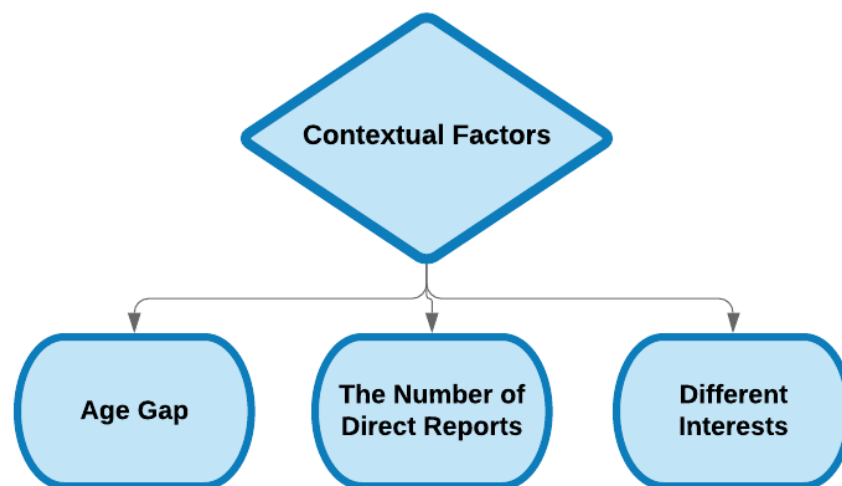


Figure 5-6 Contextual Factors Influencing the Need for Relatedness

5.3. Summary

Qualitative data was required to identify and illustrate how the components of transformational leadership have an impact on the basic psychological needs of followers. This chapter used and followed the three steps of qualitative data analysis to examine the qualitative data manually. These steps are (1) data reduction, (2) data display, and (3) drawing conclusions, each of which is necessary to simplify and facilitate an understanding of the large volume of data that emerged from the interviews. The current study used the explanatory sequential design in which the findings of the qualitative data assist in explaining the findings of the quantitative results. The researcher manually created the coding to reduce the large number of words and text of qualitative data. The coding was added to different suitable clusters that were categorised under the appropriate research themes. Then, figures and tables were shown to display the data to help to draw conclusions regarding the interpretation of qualitative data.

Various factors were mentioned in the interviews, which assist leaders in acting more as transformational leaders. Firstly, it was shown that there are different factors which contribute to assist leaders in demonstrating a more idealised influence (attributes). These factors include; respect, fair treatment, trusting others, providing a good atmosphere and being good role models. Secondly, various factors were suggested which can enhance the idealised influence (behaviours), and these include; articulating a positive vision, having a sense of purpose and having principles and values. Thirdly, intellectual stimulation can be boosted and be more beneficial by supporting the generation of ideas amongst followers, making information accessible to followers and transforming the experience of leaders to their followers. Fourthly, it was shown in the chapter that there are various factors which can assist in understanding the negative effects of inspirational motivation on the basic psychological needs for both competence and autonomy. These factors include behaviours that can lead to unintentional outcomes such as challenging the followers' work. Another factor includes elements that are related to the vision where this vision can be unclear or the duties of followers within it are not understood. Another factor includes elements that are related to the followers themselves such as; their abilities might not be sufficient to meet the requirement of the desired vision, not having any self-motivation to achieve the vision, or having a different perspective from their leaders and the organisation. The lack of staff and resources might also lower the possibility of achieving the vision articulated by leaders who show inspirational motivation behaviour. Fifthly, individualised consideration

can be boosted and be more beneficial if leaders consider identifying the needs of their followers, providing training and coaching, trying to discover and accept the various abilities of their followers and listen to them.

Table 5-4 shows the main findings of qualitative data categorised under the themes (the components of transformational leadership). The various factors which contribute to the themes were discussed through citations from the interviewees in the chapter. These factors provide a perspective which supports the quantitative data.

No	Theme	Main Factors from the Qualitative Data
1	II (A)	<ul style="list-style-type: none"> • Respect. • Fair treatment • Trusting others, • Providing a good atmosphere • Being good role models
2	II (B)	<ul style="list-style-type: none"> • Having a positive vision. • Having a sense of purpose. • Having principles and values.
3	IS	<ul style="list-style-type: none"> • Supporting new ideas • Helping followers to have access to information • Experience exchange.
4	IM	<ul style="list-style-type: none"> • Challenging the followers' work. • Pushy leaders. • Unclear vision. • Lack of understanding everyone' duty within the vision. • Idealistic vision. • The followers' abilities do not meet the requirement for the desired vision that leaders inspirationally motivate them to achieve. • The lack of self-motivation amongst some followers or having frustrated followers who are not willing to fully understand and participate in the leader's visions. • The perspective of the inspirational motivation varies amongst people within the organisation. • Visions need to be smart and realistic as idealistic ones can only be reached by ambitious people and. • The need for support, such as enough staff and resources.
5	IC	<ul style="list-style-type: none"> • Capturing the needs of followers. • Training and coaching. • Discovering and accepting the various abilities of followers. • Listening to followers

Table 5-5 Main Factors from the Qualitative Data

6. Discussion Chapter

This thesis has addressed the issue of transformational leadership and its impact in the workplace. Transformational leadership has a range of sub-dimensions, each of which is reflected in specific impacts on people working in organisations. Previous studies, which have looked at transformational leadership as a whole, have been positive about its impact. This research has identified both positive and negative impacts. In this discussion chapter, evidence from the research will be presented to explain these positive and negative effects as they are perceived by the study participants. This chapter will show this through the following four main steps:

1. Describing and interpreting the findings from the quantitative data and qualitative data.
2. Answering the research questions based on the results that were shown in the previous two chapters.
3. Explaining how these answers and findings are related to the existing body of literature in the discipline.
4. A general discussion that focuses on the underlying influence process for the components of transformational leadership on each of the three basic psychological needs.

In addition, at the end of this chapter, a brief summary will be provided to identify the main conclusions of the current study.

6.1. Describing and Interpreting the Findings from the Quantitative data and the Qualitative Data

This section aims to describe and interpret the findings of both quantitative and qualitative data. It will be divided into six different parts, one for each of the aims of the research question.

6.1.1. TL and Satisfaction of the Followers' BPNs in the Public Sector in Saudi Arabia

In the previous chapters it could be seen that, the findings of the online questionnaire showed that some components of transformational leadership have significant effects on the satisfaction of the followers' basic psychological needs for competence and autonomy in the public sector in Saudi Arabia. More specifically, idealised influence (attributes) and idealised influence (behaviours) have significant positive effects on the satisfaction of the followers' basic psychological needs for competence and autonomy, while inspirational motivation has a significant negative effect on the satisfaction of the followers' basic psychological needs for competence and autonomy. However, the findings of the online questionnaire showed that there was no significant effect of the idealised influence (attributes), idealised influence (behaviours) and inspirational motivation on the satisfaction of the followers' basic psychological need for relatedness. In addition, the findings of the online questionnaire also showed that there was no significant effect of both intellectual stimulation and individualised consideration on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness.

The qualitative data suggests various factors that explain why components of transformational leadership have no impact on the satisfaction of the followers' basic psychological need for relatedness. The qualitative data indicates, in regard to the need for relatedness, that several elements influence the closeness to or the connection with the direct leader—one of which is the number of followers the leader has. This is supported by interviewee 2, who stated, “The more direct reports you have, the less close you are”. In other words, the more followers a leader has, the less connection the leader has with his/her followers. In addition, the findings of the qualitative data also illustrate that the age gap between the leaders and their followers might influence their relatedness in some way. It has been demonstrated in the interview findings that the wider the age gap between the leaders and their followers, the less the followers feel they are connected to the leaders.

Moreover, it has also been suggested that, having different interests, backgrounds or specialities between the leader and their followers will influence the relationship.

The points mentioned above suggest that the followers' basic psychological need for relatedness might be influenced by other factors rather than the style of leadership. This can assist in explaining why the components of transformational leadership do not increase the satisfaction of the followers' basic psychological need for relatedness. Further evidence from the findings, in relation to the research question will follow.

6.1.2. II (Attributes) and Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia

6.1.2.1. The Need for Competence:

The results of the current study indicate that idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence. The P value of this effect is (0.008). This finding illustrates that the more followers experience idealised influence (attributes) from their direct leaders, the more satisfied their basic psychological need for competence is.

The findings of the qualitative data suggest that some factors contribute to enhancing the characteristic of idealised influence (attributes) amongst leaders (Figure 6-1). These factors include being respected by the leaders. Another factor, that was also mentioned during the interview, is that leaders act in a way that provides a positive environment for the group. It seems that these two factors have an impact on enhancing the followers' basic psychological need for competence by adapting the workplace to create a healthier climate to work appropriately and comfortably for the followers of such leaders. When a leader treats their followers with respect and acts in a way that provides a positive environment for the group, their followers will be influenced positively, and the workplace will be healthier. The healthier workplace will help followers to work properly and in a better way,

so this in turn, will satisfy their basic psychological need for competence.



Figure 6-1 Factors Enhancing the Impact of Idealised Influence (Attributes) on Competence

6.1.2.2. The Need for Autonomy

The results of this study also show that idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for autonomy. The P value of such an effect is (0.006). This finding illustrates that the more followers experience idealised influence (attributes) from their direct leaders, the more satisfied their basic psychological need for autonomy is.

The findings of the qualitative data indicate that several factors contribute to enhancing the characteristic of idealised influence (attributes) amongst leaders (Figure 6-2), one of which is that leaders be trustful. Another factor that was also pointed out in the interviews is fair treatment from the leaders. These two factors seem to have an impact on satisfying the followers' basic psychological need for autonomy. Regarding the first factor, a trustful leader will provide their followers with the authority and power needed to complete their tasks. Followers of such leaders will act and work with more autonomy by using their free will in a way that enhances, in turn, their basic psychological need for autonomy. Regarding the other factor, when the treatment from the leaders to their followers are proper, followers will work without fear of making a mistake when they act autonomously, which can explain the satisfaction of their basic psychological need for autonomy.



Figure 6-2 Factors Enhancing the Impact of Idealised Influence (Attributes) on Autonomy

6.1.2.3. The Need for Relatedness

The quantitative data shows that the effect of idealised influence (attributes) on the satisfaction of the basic psychological need for relatedness has a P value of (0.946). This finding illustrates that there is no significant effect of idealised influence (attributes) on the satisfaction of the followers' basic psychological need for relatedness.

The findings of the qualitative data indicate, as was shown in a previous answer, that the basic psychological need for relatedness is influenced by contextual factors, such as the age gap and the number of followers of the leaders, apart from the leadership style that is held by the leaders. The findings of the qualitative data suggest that the effort of the leaders to provide a healthy climate in the workplace acts as a catalyst to having a better and healthier relatedness between them and their followers. However, in line with the points of contextual factors, mentioned above, which might have an impact on this need, the interview findings also suggest that relatedness might have an opposite effect in regard to the outcomes of followers, and that red lines between the leaders and their followers need to be considered. These findings illustrate that distance needs to be adjusted according to the situation and followers should not take relatedness as a given. Some factors which do not relate to the characteristics of the leaders, such as the numbers of followers they have and the age gap, together with possible adverse effects of being close to followers, could assist in explaining why the satisfaction of the followers' basic

psychological need for relatedness is not clearly influenced in a significant way by the leaders' characteristics of idealised influence (attributes) (See Figure 6-3).

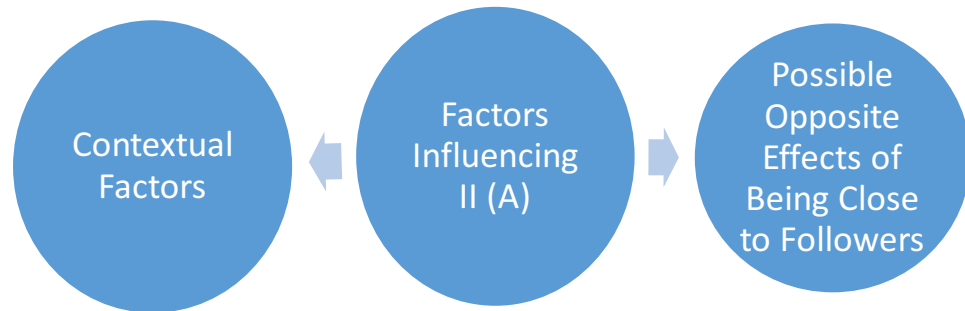


Figure 6-3 Factors Influencing the Impact of Idealised Influence (Attributes) on Relatedness

6.1.3. II (Behaviours) and Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia

6.1.3.1. The Need for Competence

The results of the quantitative data indicate that idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence. The P value of this effect is (0.037). This result shows that the more followers experience idealised influence (behaviours) from their direct leaders, the more satisfied their basic psychological need for competence is.

The findings of the qualitative data suggest, on the other hand, that several factors that contribute to enhancing the characteristic of idealised influence (behaviours) amongst leaders. One of these factors is that leaders show their possession of a positive vision. Such a positive vision contributes to build and enhance confidence in the workplace and amongst their followers. By developing and strengthening confidence, followers will have more confidence in their abilities, and they will be sure they can complete any tasks

properly. This confidence will, in turn, satisfy the followers' basic psychological need for competence.

6.1.3.2. The Need for Autonomy

The results of the quantitative data show that idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological need for autonomy. The P value of this effect is (0.023). This result illustrates that the more followers experience idealised influence (behaviours) from their direct leaders, the more satisfied their basic psychological need for autonomy is.

The findings of the qualitative data suggest that various factors contribute to enhancing the characteristic of idealised influence (behaviours) amongst leaders. These factors include leaders showing their possession of a sense of purpose. This will assist followers in understanding the meaning and purpose of their work properly. When followers know why they work, they could act appropriately with the tasks they were given the authority to complete. In turn, this will support the satisfaction of their basic psychological need for autonomy. This factor can assist in explaining how the characteristic of idealised influence (behaviours) amongst leaders has a positive impact to enhance the followers' basic psychological need for autonomy.

6.1.3.3. The Need for Relatedness

The results of the quantitative data show that the effect of idealised influence (behaviours) on the satisfaction of the followers' basic psychological need for relatedness has a P value of (0.613). This finding illustrates that there is no significant effect of idealised influence (behaviours) in satisfying the need for relatedness.

The qualitative data suggest, as has already been indicated in a previous answer that the basic psychological need for relatedness is influenced by other factors apart from the leadership style that is held by the leader. In addition, the interview findings also indicate that when a leader is seen as a role model by his/her followers, they feel they are more connected to both the leader and the work. This can help to satisfy the followers' basic psychological need for relatedness by the leaders' characteristic of idealised influence (behaviours).

6.1.4. IS and Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia

6.1.4.1. The Need for Competence

The results of the quantitative data indicate that intellectual stimulation does not have a significant effect on the satisfaction of the followers' basic psychological need for competence, which is asserted by the P value of this effect being (0.178).

The qualitative data, on the other hand, as mentioned in the previous chapter, indicate that intellectual stimulation might enhance the followers' basic psychological need for competence through the support of the leaders to improve their followers to generate new ideas. When these followers have the ability to think in a better way and have new ideas and techniques to solve any raised and unusual issues in their work, their abilities to complete any tasks in work will be enhanced. This will, in turn, support their basic psychological need for competence as they will feel they are able to work properly.

6.1.4.2. The Need for Autonomy

The results of the quantitative data show that intellectual stimulation does not have a significant effect on the satisfaction of the followers' basic psychological need for autonomy, which is asserted by the P value of this effect being (0.630).

The qualitative data, on the other hand, indicates that the effort of leaders to make information available to their followers and support the means to share experience and exchange it are very important actions (See Figure 6-4). Such actions will act as a catalyst for enabling followers to be in a better position when it comes to dealing with the authority and power they were provided with by their leaders. In other words, followers will be able to make the right decisions when they are dealing with their tasks, as a result of having the necessary information and experience. Therefore, leaders' characteristic of intellectual stimulation can have a crucial role in satisfying the followers' basic psychological need for autonomy provided that leaders transfer the necessary information and experience to their followers.

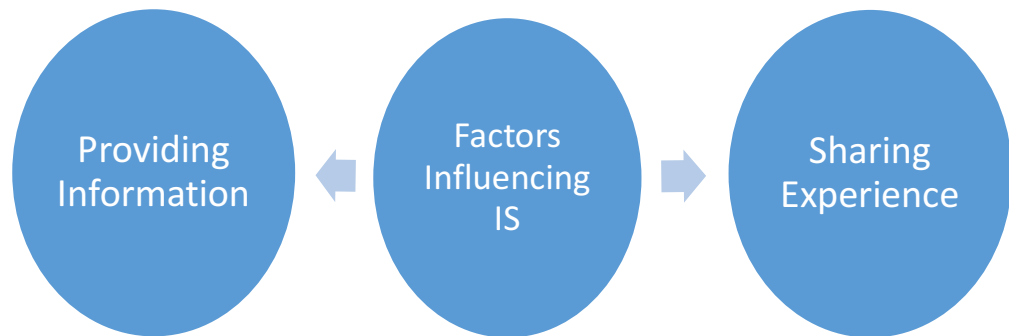


Figure 6-4 Factors Influencing the Impact of IS on Autonomy

6.1.4.3. The Need for Relatedness

The results of the quantitative data indicate that intellectual stimulation does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness, which is asserted by the P value of this effect being (0.723).

The qualitative data, on the other hand, does not suggest any relevant point of connection between the leaders' characteristic of intellectual stimulation and the followers' basic psychological need for relatedness. However, an interviewee (3) points out that intellectual stimulation requires some connections between the leaders and their followers. Moreover, having no obvious impact on the followers' basic psychological need for relatedness by intellectual stimulation can be attributed to some elements that have nothing to do with the leadership style mentioned which include the age gap and the numbers of followers leaders have.

6.1.5. IM and Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia

6.1.5.1. The Need for Competence

A noticeable finding from the quantitative data was that inspirational motivation has a negative and significant effect on the satisfaction of the followers' basic psychological need for competence. The P value of this effect is (0.002). This finding means that the more followers experience inspirational motivation from their direct leaders, the less satisfied their basic psychological need for competence is.

The findings of the qualitative data, on the other hand, indicate various points that will contribute to and assist in explaining this negative relationship (See Figure 6-5). Various factors that were pointed out during the interview will be shown below. Firstly, one of these factors is the ongoing actions to challenge the followers' work by their leaders who show inspirational motivation. This challenge results in the opposite effects with regards to the satisfaction of the followers' basic psychological need for competence. This can be attributed to the notion that when a leader maintains the behaviour of challenging his/her followers with endless tasks, followers might reach a point where they do not feel they have the sufficient abilities and energy to achieve the desired goals. This suggests that although leaders, who focus on inspirational motivation, aim to influence their followers positively by challenging their work, they might bring about unintended effects by negatively influencing the followers' basic psychological need for competence. Secondly, another factor that can explain how the leaders' characteristic of inspirational motivation is negatively related to the satisfaction of the followers' basic psychological need for competence, is that leaders who focus on inspirational motivation, are seen by their followers as pushy or strong-willed. Such leaders may attempt to push their skilful followers into increasingly more complex tasks. Such an approach is proved by Interviewee 8, who stated, "We give a task to the employee whose skills are suitable for the task". This brings about unintended effects to both more skilful and less skilful followers. The former will struggle to complete the ceaseless, requested tasks which are beyond their capacities, so they ultimately will reach a point where they feel that their basic psychological need for competence is not satisfied as a result. The latter, the less skilful followers, will be somehow marginalised in their workplace as a result of the focus of their leaders is mainly on the more skilful followers to complete the tasks, so the

satisfaction of the followers' basic psychological need for competence for the less skilful followers will be negatively influenced. As per Interviewee 1,

“some employees had been marginalised in other sectors, as those sectors just try to take advantages of skilful employees...So it is important to give everyone the chance, mixing them together...So less skilful employees could feel how good they are”.

Furthermore, Interviewee 18 claims that

“taking advantage of good employees, they will be exhausted. This employee may not have full holiday, as the work needs him. This is not fair; it is the duty of the manager to make all his team ready to any work and rotate them with a team”.



Figure 6-5 Factors Influencing the Impact of IM on Competence

Thirdly, one of the important factors that emerged from the interviews is that the abilities of some followers might not match the required skills and capacities to reach the desired goals and visions. Leaders tend to be positive when it comes to what they want to achieve in order to enthuse followers. Leaders might not fully consider or might neglect some

important facts, such as providing their followers with the essential tools to achieve their goals and visions. Such tools improve the capacity of the workforce and determine whether they are suitable to achieve the desired goals and visions or not. If not, the followers will feel they lack ability which will, in turn, negatively influence their basic psychological need for competence. In addition, one of the findings of the qualitative data suggests that there might be insufficient resources to help to achieve the desired goals. The followers might have sufficient skills and capacities, but the required resources are not available or sufficient enough for the followers to be able to achieve the desired goals and vision. This will lead them to doubt their skills and abilities in a way that influences their basic psychological need for competence.

Moreover, the qualitative data suggest that inspirational motivation might lead followers to think that there is a significant gap between their reality and the desired vision. Thinking of such a gap might lead followers to minimise their abilities in a way that negatively influences their basic psychological need for competence. The final factor that was also mentioned in the interviews is that the lack of self-motivation amongst some followers might be the reason behind such finding of the current study. If followers lack self-motivation, inspirational motivation behaviour by their leaders will have little impact. So inspirational motivation will not influence them or even enhance their feeling of basic psychological need for competence.

6.1.5.2. The Need for Autonomy

Another finding from the quantitative data was that inspirational motivation has a negative significant effect on the satisfaction of the followers' basic psychological need for autonomy. The P value of such an effect is (***) . This significant finding illustrates that the more followers experience inspirational motivation from their direct leaders, the less satisfied their basic psychological need for autonomy is.

On the other hand, the qualitative data, as identified in the interview findings chapter, provide an explanation of this negative relationship which can be attributed to various factors (See Figure 6-6). One factor is the lack of clear vision from the leaders which can mislead followers especially those who gain the authority and power. However, having the authority to act, followers who have a vague vision of their leader's objectives will reach a point where they will not feel they satisfy their basic psychological need for autonomy. Another factor is the lack of understanding of duty within the vision which exists when,

even if the vision is good, followers do not know their role within it, therefore they will be confused as to what they should be doing. In turn, this will influence their basic psychological need for autonomy negatively.

Moreover, in a similar vein to the problems related to visions, as highlighted in the interview findings chapter, vision might be idealistic. The problem with the idealistic vision is, it leads to confusion. Having a positive attitude about the future can be a positive attribute, but failure to consider potential obstacles might hinder the achievement of such visions dreamed by leaders. As a result, the leader's characteristic of inspirational motivation, through an idealistic vision, will negatively influence the followers' basic psychological need for autonomy. In addition, the lack of support and failure of the leader to provide sufficient tools to achieve success will hinder followers from reaching the desired goals and vision. Leaders who focus on the inspirational motivation need to support their followers and provide them with the necessary tools and resources so those followers can accomplish the aims and, in turn, satisfy their basic psychological need for autonomy.

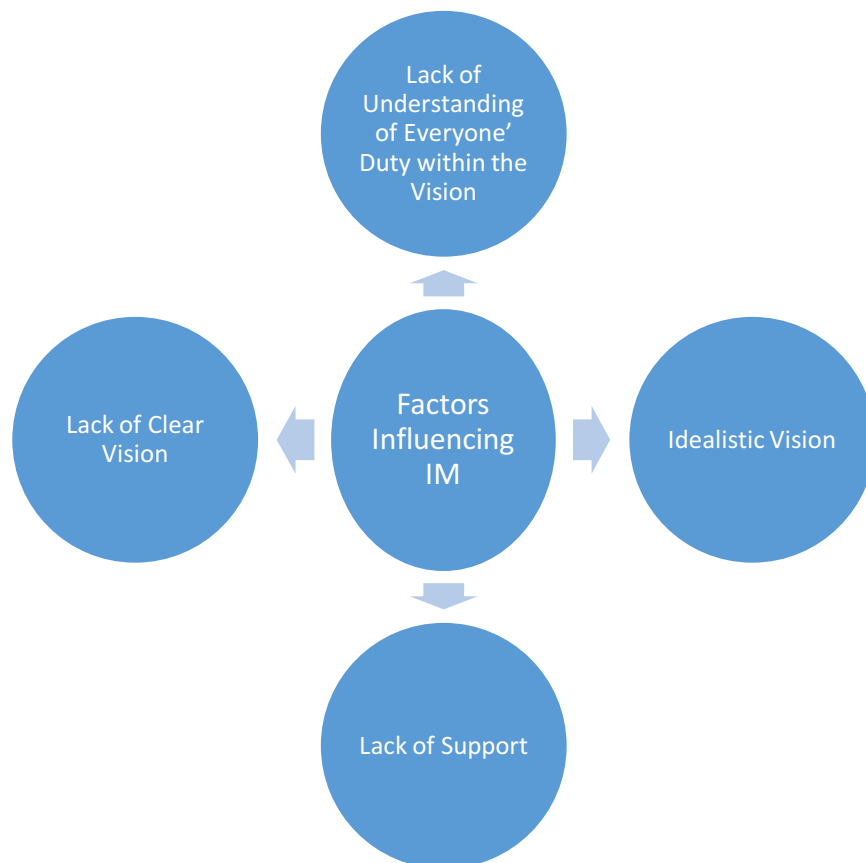


Figure 6-6 Factors Influencing the Impact of IM on Autonomy

6.1.5.3. The Need for Relatedness

The quantitative data shows that the effect of inspirational motivation on the satisfaction of the followers' basic psychological need for relatedness has a P value of (0.863). This finding confirms that there is no significant effect of inspirational motivation on the satisfaction of the followers' need for relatedness.

The qualitative data, on the other hand, does not identify any point of connection between the leaders' characteristic of inspirational motivation and the followers' basic psychological need for relatedness. However, various contextual factors were obtained by qualitative data such as the age gap and having similar or different interests, and such factors might influence the connection.

6.1.6. IC and Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia

6.1.6.1. The Need for Competence

The findings of the quantitative data show that individualised consideration does not have a significant effect on the satisfaction of the followers' basic psychological need for competence, which is asserted by the P value of this effect being (0.592).

On the other hand, the qualitative data indicates, as mentioned in the previous chapter, that some factors might enhance the characteristic of individualised consideration amongst leaders. One of which is capturing the needs of followers. Understanding their needs is the first step, to enable leaders to meet their needs later on. Therefore, followers' development will be expected as a result. Such development will be reflected in their abilities to complete the desired tasks and reach the wanted goals and vision. This, in turn, will support the followers' basic psychological need for competence.

6.1.6.2. The Need for Autonomy

The findings of the quantitative data show that individualised consideration does not have a significant effect on the satisfaction of the followers' basic psychological need for autonomy, which is asserted by the P value of this effect being (0.872).

On the other hand, the findings of the qualitative data, as indicated in the previous chapter, suggest that some factors that might enhance the characteristic of individualised consideration amongst leaders (See Figure 6-7). Two of these factors are (1) training and coaching the followers, and (2) considering and accepting their various abilities. With regards to training and coaching, leaders will be able to build, as well as enhance the abilities of their followers until they reach a point where these followers could use the authority and power they were provided with in the most effective manner. This will, in turn, support their basic psychological need for autonomy. By considering and accepting the various abilities of followers, leaders could appoint the right person in the right position. When the most suitable person works in the most suitable position, he or she will have the opportunity to be creative, complete their tasks properly, and reach the desired goals and vision in a better way. This will, in turn, support their basic psychological need for autonomy as a result of a better individualised consideration characteristic from their leaders.

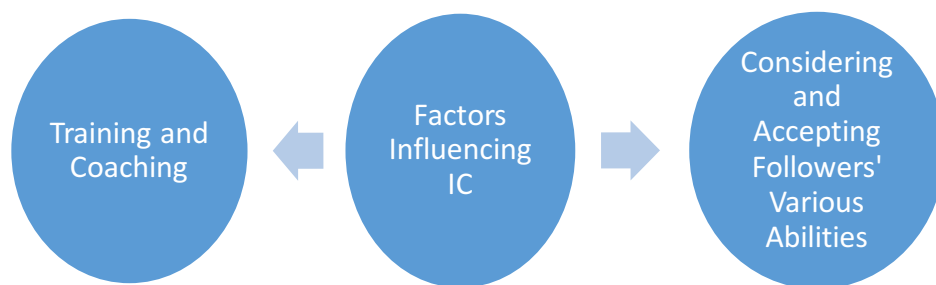


Figure 6-7 Factors Influencing the Impact of IC on Autonomy

6.1.6.3. The Need for Relatedness

The findings of the quantitative data show that individualised consideration does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness, which is asserted by the P value of this effect being (0.731).

On the other hand, the qualitative data indicates that some action of individualised consideration might have an impact on the satisfaction of the followers' basic psychological need for relatedness. This includes listening to followers which is a factor to enhance the characteristic of individualised consideration amongst leaders. By listening to followers, leaders will break barriers between them and their followers. Such action will satisfy the followers' basic psychological need for relatedness. However, different contextual factors were found in qualitative data, such as the number of followers for each leader, and whether the interests and backgrounds of the leaders and their followers are similar or different. Such factors might also influence the relationship between individualised consideration and the need for relatedness.

6.2. Addressing the Research Questions from the Results

This section aims to answer the research questions from the findings of the research. These findings stem from two main sources; an online questionnaire, and interviews. It is essential to recall the primary objective of the present study which is to explore the potential relationship between the components of transformational leadership and the satisfaction of the followers' basic psychological needs in the public sector in Saudi Arabia. It is also important in this stage to recall the research questions which are as follow:

- What is the nature of the relationship between the components of transformational leadership and the satisfaction of the followers' basic psychological needs in the public sector in Saudi Arabia?
- Whether and in what way the components of transformational leadership relate to the satisfaction of the followers' basic psychological needs in the public sector in Saudi Arabia?
- The former question includes the following sub-questions:
 - Whether and how the idealised influence (attributes) relate to the satisfaction of the followers' basic psychological needs, which include the

need for autonomy, relatedness and competence, in the public sector in Saudi Arabia?

- Whether and how the idealised influence (behaviours) relate to the satisfaction of the followers' basic psychological needs, which include the need for autonomy, relatedness and competence, in the public sector in Saudi Arabia?
- Whether and how the intellectual stimulation relates to the satisfaction of the followers' basic psychological needs, which include the need for autonomy, relatedness and competence, in the public sector in Saudi Arabia?
- Whether and how the inspirational motivation relates to the satisfaction of the followers' basic psychological needs, which include the need for autonomy, relatedness and competence, in the public sector in Saudi Arabia?
- Whether and how the individualised consideration relates to the satisfaction of the followers' basic psychological needs, which include the need for autonomy, relatedness and competence, in the public sector in Saudi Arabia?

In the remainder of this section, the answers will be provided for each of the research questions.

Whether and how the Components of TL relate to the Satisfaction of the Followers' BPNs in the Public Sector in Saudi Arabia?

The findings of the online questionnaire show that some components of transformational leadership have an impact on the satisfaction of the followers' basic psychological needs in the public sector in Saudi Arabia. Moreover, the findings show that such components of transformational leadership can affect the satisfaction of the followers' basic psychological needs, positively or negatively, whereas the findings show that the remaining components do not have any significant effect on the satisfaction of the followers' basic psychological needs.

Whether and how the II (Attributes) relate to the Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia?

The findings of the online questionnaire show that:

- The idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence
- The idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for autonomy.
- The idealised influence (attributes) does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness.

So, it can be said that the more followers experience the idealised influence (attributes) from their leaders, the more satisfied their basic psychological needs for competence and autonomy are. The idealised influence (attributes) does not have a clear influence on the satisfaction of the followers' basic psychological need for relatedness. The qualitative data suggests that some factors contribute to enhancing the characteristic of idealised influence (attributes), including leaders being trustful, fair treatment from the leaders and leaders acting in a way that provides a positive environment for the group. So, this finding contributes to the knowledge, but it is important to take into consideration the role of the context. In the Saudi Arabian cultural influences, for example, the research was undertaken in a male dominated organisation, and could be the cause of these results in the current study. It is also amongst the high power distance countries where followers rarely influence decisions.

Whether and how the II (Behaviours) relates to the Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia?

The findings of the online questionnaire show that:

- The idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence.
- The idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological need for autonomy.
- The idealised influence (behaviours) does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness.

It can be said that the more followers experience the idealised influence (behaviours) from their leaders, the more satisfied their basic psychological needs for competence and

autonomy are. The idealised influence (behaviours) does not have a noticeable influence on the followers' basic psychological need for relatedness. The qualitative data suggest that some factors contribute to enhancing the characteristic of idealised influence (behaviours). Such factors include leaders showing their possession of a sense of purpose, showing their possession of a positive vision which enhance confidence in the workplace and amongst their followers as well as leaders are seen as role models by their followers. Therefore, such findings contribute to the knowledge namely as idealised influence (behaviours) has positive effect on the satisfaction of the followers' basic psychological needs for competence and autonomy. However, it is important to consider the role of the context and Saudi Arabian cultural influences as aspects that can be factors that may affect the relationship between the variables of the research.

Whether and how the IS relates to the Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia?

The findings of the online questionnaire do not show any significant effect of intellectual stimulation on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness.

It can be said that the leaders' characteristic of intellectual stimulation does not have a clear influence on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness. Such absence of significant effects of intellectual stimulation on these needs was not expected. However, the current research has found and contributed to the knowledge that the lack of providing information and experience to followers by their leaders could be the cause of this absence of effects. Moreover, various contextual factors, such as age gap, could be the cause of these results. These results can also be attributed to the role of the context where the study was undertaken.

Whether and how the IM relates to the Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia?

The findings of the online questionnaire show that

- Inspirational motivation has a significant negative effect on the satisfaction of the followers' basic psychological need for competence

- Inspirational motivation has a significant negative effect on the satisfaction of the followers' basic psychological need for autonomy.
- Inspirational motivation does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness.

It can be said that the more followers experience the inspirational motivation from their leaders, the less satisfied their basic psychological needs for competence and autonomy are. The inspirational motivation does not have a noticeable influence on the satisfaction of the followers' basic psychological need for relatedness. The current research has found and contributed to the knowledge that inspirational motivation has a negative effect on the satisfaction of the followers' basic psychological needs for competence and autonomy in the Saudi public sector. Various issues were suggested and raised in the interviews that provide an understanding of this negative impact. These issues include (1) unpleasant behaviours by the perspective of followers such as challenging the followers and continuously seeking a high level of performance, (2) some attitude from some followers: such as when they do not have the same worldview as their leaders and external factors: such as the lack of resources needed to reach the desired outcomes. Moreover, it is important to take into consideration the role of the context as these findings can be attributed to the specific context of the research.

Whether and how the IC relates to the Satisfaction of the Followers' BPNs, in the Public Sector in Saudi Arabia?

The findings of the online questionnaire do not show any significant effect of individualised consideration on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness which means that the leaders' characteristic of individualised consideration does not have a clear influence on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness. Such absence of significant effects of individualised consideration on these needs was not expected. However, the current research has suggested that capturing the needs of followers, training and coaching them, considering and accepting their various abilities and listening to them.

6.3. How the Answers of the Research Questions are related to the Literature?

This section aims to integrate the findings of the present study with the literature (Table 6-1). In addition, this section also seeks to discuss how the findings of the present study are related to and contribute further to the findings of the previous studies and the previous assumptions of the authors in the field. This section will be divided into five subsections in which each subsection focuses on one of the five sub-dimensions of transformational leadership.

Table 6-1 shows that questionnaires were used as the research methods for all of the studies apart from the fifth one, which used interviews. However, the current research differs regarding its methods as it uses interviews as well as an online questionnaire. Moreover, the table shows that all studies were conducted in the Western context, namely Norway, Switzerland, Germany, the USA, Australia, and the Netherlands. The current study, by contrast, was undertaken in Saudi Arabia where the relationship between the components of the two theories have not been researched. The table also shows the sample size of all of these studies as varying between 115 and 852 participants, with 52 interviewees in the fifth study. The current study, however, is based on data from 182 participants who completed an online questionnaire, plus interviews with 23 participants. All of the previous studies shown in the table have scientific rigor in terms of their research design, data analysis procedure, the discussion of their results, and other aspects of their research. These studies were published in top ranked journals such as British Journal of Management, The Leadership Quarterly, and Journal of Applied Psychology.

N	Previous Research	IV	DV	Findings	Similarities	Differences	Methods	Location and Sample Size
1	(Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013)	Transformational leadership (as a whole)	Satisfaction of the followers' basic Psychological need for competence	TL (overall) has a positive impact.	Both II (A) and II (B) have a positive impact.	IM has a negative impact. Both IS and IC do not have an impact.	Questionnaires in the three studies.	Norway, N=661 (1st study). Switzerland and Germany, N=852 (2nd study). German-language Websites, N=190 (3rd study).
2	(Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013)	Transformational leadership (as a whole)	Satisfaction of the followers' basic Psychological need for autonomy	TL (overall) has a positive impact.	Both II (A) and II (B) have a positive impact.	IM has a negative impact. Both IS and IC do not have an impact.		
3	(Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013)	Transformational leadership (as a whole)	Satisfaction of the followers' basic Psychological need for relatedness	TL (overall) has a positive impact.		No component has an impact.		
4	(Eisenbeiß and Boerner 2013)	Transformational leadership (as a whole)	Creativity	TL (overall) has a positive impact.	Both II (A) and II (B) have a positive impact on the needs for competence and autonomy.	IM has a negative impact on the needs for competence and autonomy. Neither IS and IC has an impact	Questionnaires	Companies mainly based in Germany, N=416
5	(Parr, Hunter et al. 2013)	The components of TL	Organisational commitment through anxiety	II and IC have positive impacts IM has a negative impact IS had no impact	The positive impact of II (A) and (B). The negative impact of IM. The absence of impact from IS.	The absence of impact from IC.	Interview.	The USA, N=52
6	(Densten 2005)	IM	Emotional exhaustion	IM has a negative effect of it	The negative impact of IM.		Questionnaires	Australia, N=480
7	(Rowold and Schlotz 2009)	The components of TL	Chronic dissatisfaction	IC has a negative impact. The remaining components have no impact.		IC has a negative relationship with dissatisfaction	Questionnaires	Germany, N=244
8	(Den Hartog, De Hoogh et al. 2007)	Charismatic leadership	Followers' helping & compliance	The impact is stronger for employees with a low sense of belonging at work			Questionnaires	the Netherlands, N=115

Table 6-1 Similarities & Differences between the Findings and Previous Research

6.3.1. II (Attributes) and the Satisfaction of the Followers' BPNs:

6.3.1.1. II (Attributes) and the Satisfaction of the Followers' BPN for Competence:

The present research has found that idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence. This finding differs slightly to the findings and assumptions of previous research, which will be explained below.

Previous research examined the relationship between transformational leadership, which was measured as a single scale score, and the satisfaction of the followers' basic psychological need for competence. This found that there was a positive effect of transformational leadership, which was measured as a single scale score, on the satisfaction of the followers' basic psychological need for competence (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). This thesis expands on the results from previous studies, which show transformational leadership boost the followers' basic psychological need for competence as this finding of the current research shows idealised influence (attributes) has a crucial role in transformational leadership in enabling the satisfaction of the followers' basic psychological need for competence.

In addition, this finding is in line with the findings and assumptions of previous research. For instance, boosting the creativity of followers through transformational leadership, measured as an overall construct is one of the findings of Eisenbeiß and Boerner (2013). When the creativity of followers is promoted by their transformational leaders, the followers will value their new abilities to be creative and to rearrange and complete their tasks in a proper way. This, in turn, acts as a catalyst for satisfying their basic psychological need for competence. Moreover, it was suggested that the confidence of followers may be increased as a result of idealised influence (Wright and Pandey 2009). Raising the confidence of followers is a key element for satisfying their feeling of how capable and effective they are. This is supported by Eisenbeiß and Boerner (2013), who found that transformational leadership as a whole has a positive influence on advancing the creativity of followers.

The findings of the interview, suggest that the connection is attributed to various factors. One is being respected by the leaders while the other is the way that leaders act that

provides a positive environment. It appears that both factors are associated with providing and developing a healthier climate within the workplace. A healthier climate paves the way for followers to be more creative which in proper sequence will engender the feeling of their abilities and competence. These suggestions are consistent with the proposal of Herrmann and Felfe (2014) that one of the main duties of transformational leaders is to advance a creative work environment.

6.3.1.2. II (Attributes) and the Satisfaction of the Followers' BPN for Autonomy:

This research has found that idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological need for autonomy. This finding of the present study is in line with the findings and assumptions of previous research, as explained below.

Prior studies tested the effects of transformational leadership, which were measured as an overall construct, on the satisfaction of the followers' basic psychological need for autonomy. Firstly, Hetland, Hetland et al. (2011) found that transformational leadership, as a construct, has a positive impact on the satisfaction of the followers' basic psychological need for autonomy. Similarly, the finding of the present study regarding this connection is in line with the findings of the research undertaken by (Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013) in which it was identified that transformational leadership, as an overall construct, has a positive influence on the followers' basic psychological need for autonomy. Accordingly, this finding, in relation to autonomy, confirms the general findings of previous studies, which illustrated that transformational leadership satisfies the followers' basic psychological need for autonomy. In addition, this particular finding of the present research shows that idealised influence (attributes) has a critical function in transformational leadership in allowing followers to satisfy their basic psychological need for autonomy.

In addition, this finding supports some assumptions and findings of previous research. For instance, Wright and Pandey (2009) point out that it is anticipated that leaders showing idealised influence will enable and empower their followers. This is consistent with the finding of the present study. When followers are enabled and empowered by their transformational leaders, they can express their opinion and could influence different tasks such as decision making. By doing so they will value themselves as being empowered and

important part of the processes of work which, in turn, will satisfy their basic psychological need for autonomy. However, the findings of the present study, from first impression, might seem to be at odds with the outcome of Eisenbeiß and Boerner (2013) in which they find that transformational leadership, as an overall construct, raises the followers' dependency on their direct leaders. However, it can be argued that this connection between transformational leadership and the followers' dependency on their direct leaders might not be brought about by idealised influence. In addition, Kark, Shamir et al. (2003, p. 253) suggest that “follower empowerment and follower dependence are not opposite to each other” and they also add “the same type of leadership may be associated simultaneously with both empowerment and dependence”. Thus, it can be suggested that the finding of the current study regarding the positive influence of idealised influence (behaviours) on the need for autonomy is at nuance with the results of Eisenbeiß and Boerner (2013).

The findings of the qualitative data emphasise various factors that contribute to an understanding of the significant and positive connection between idealised influence (attributes) and the need for autonomy, one of which is that leaders are seen as trustful. Trustful leaders, indeed people in general, believe in the honesty of others, especially of their followers. Trustful leaders will not think that their followers will abuse the trust bestowed on them. They, in turn, give the authority to their followers and enable them. The qualitative data suggest that trust is more likely to be exchanged between the leaders and their followers. It also suggests that followers will feel they are trusted when their leaders trust them which will lead them, the followers, to complete their tasks perfectly with free will. This will be, in turn, reflected in satisfying their need for autonomy. Another finding from the qualitative data in respect to this connection is that the fair treatment from the leaders is a key element in the issue of autonomy. When followers are treated with respect by their leaders, such followers will undertake their tasks at hands with no worries about failing in completing their tasks and achieving the desired mission. This, in turn, will support their free will in a way that satisfies their need for autonomy.

6.3.1.3. II (Attributes) and the Satisfaction of the Followers' BPN for Relatedness:

The present research has found that idealised influence (attributes) does not have a clear effect on the satisfaction of the followers' basic psychological need for relatedness. This

finding will be compared to the findings of previous research as well as with some assumptions in the literature, as explained below.

This finding differs from the findings of prior studies that tested the associations between transformational leadership, which was measured as an overall construct, and the satisfaction of the followers' basic psychological need for relatedness. It has been found that transformational leadership, as a whole, has a positive impact on the satisfaction of the followers' basic psychological need for relatedness (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). The result of the present study, as shown at the top of this subsection, is in contrast to the findings of these previous studies as idealised influence (attributes) has no effect on this need.

Moreover, the findings of the qualitative data can explain why there is no significant relationship between idealised influence (attributes) and the satisfaction of the followers' basic psychological need for relatedness especially as it was expected to have a positive connection between them. This finding, however, can be understood by taking into consideration the relevant findings from the qualitative data as well as other explanations from the literature. First of all, one of the interviewees (10) emphasises the importance of respecting some red lines between him and his followers as relatedness should not be taken as given. In fact, this suggestion is consistent with how Antonakis and Atwater (2002, p. 699) who point out that “the distance that a leader maintains from followers appears to be a defining element of the leadership influencing process”. So the relatedness itself is not an objective that leaders are seeking, yet it may or may not, assist them to have more influence. Moreover, it has previously been found that followers with a lower sense of belongingness contribute to increasing the influence of charismatic leadership, which is considered to have common notions with transformational leadership, on some outcomes (Den Hartog, De Hoogh et al. 2007). These findings support the earlier statement that strong relatedness may not assist transformational leaders to have greater influence and better outcomes. In addition, it is suggested that “an external threat seems to increase the tendency to form strong bonds” (Baumeister and Leary 1995, p. 502). As transformational leaders are seen by their followers as admirable leaders whose activities gain the followers' respect, such leaders cannot be seen as an external threat. Therefore, it can be argued that forming a stronger relationship and interpersonal attachments are not likely to be psychologically requirements when followers feel safe under the supervisions of their transformational leaders.

Moreover, the findings of the qualitative data suggest that the basic psychological need for relatedness is influenced by various factors rather than the leadership style that are held by leaders. Contextual factors, for example, may influence whether idealised influence (attributes) has a positive or negative effect on satisfying the followers' basic psychological need for relatedness. The qualitative data provide some explanations of some factors that might determine the connection between idealised influence (attributes) and the need for relatedness. One such factor is the age gap as an interviewee (18) points out that a significant gap is difficult to handle and confirms that the closer you are to the age of your boss, the closer and more connected they both are to one another. Another factor is the number of direct reports for the leaders. The lower the number of direct reports for the leader is, the closer they are to their followers. Another factor that determines the connection between leaders who show idealised influence (attributes) and their followers is how similar or different their interests, backgrounds or specialities are. The more similar their interests, backgrounds or specialities, the closer they should be.

6.3.2. II (Behaviours) and the Satisfaction of the Followers' BPNs:

6.3.2.1. II (Behaviours) and the Satisfaction of the Followers' BPN for Competence:

The current study finds that idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological need for competence. This finding is consistent with the findings of prior research and some general assumptions of previous studies. This finding furthers the understanding of the underlying process of transformational leadership.

Firstly, this finding is consistent with the findings of previous research that tested the effect of transformational leadership, which was measured as a whole, on the satisfaction of the followers' basic psychological need for competence. Prior research has found that transformational leadership, measured as a single scale score, has a significant and positive impact on satisfying the followers' basic psychological need for competence (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). The finding of this present study, in respect of the impact of idealised influence (behaviours) on satisfying this need for competence, is in line with the findings of these prior studies mentioned above. Moreover, it also explains previous research as this finding of the present study suggests that idealised influence (behaviours) is one of the sub-dimensions of

transformational leadership that boosts and satisfies the followers' basic psychological need for competence.

In addition, this finding of the present study is also consistent with the general assumptions and finding of previous research. For instance, Eisenbeiß and Boerner (2013) found that transformational leadership as a whole has a positive influence on advancing followers' creativity, which could imply that promoting followers' creativity is more likely to act as a precursor to boosting their mental power and skills. In turn, this assists followers in completing their tasks at hands perfectly in a way that eventually satisfies their basic psychological need for competence. Moreover, Wright and Pandey (2009) point out that idealised influence might contribute to making followers more confident. This is consistent with the finding of this research. Self-confidence can enable followers to be satisfied with their abilities and competence, which, in turn, will lead them to be content with their basic psychological need for competence.

Moreover, further findings from the qualitative data provide a greater understanding of the positive association between idealised influence (behaviours) and the need for competence. One of the findings from the qualitative data that is related to this aspect is that the leaders talk and behave with a positive view in a way that shows their possession of an optimistic attitude. This, in turn, is more likely to build and boost employee morale. This suggestion is generally consistent with some previous literature. For instance, it has been suggested that employee morale "psychological state" has a crucial role in bringing about desired outcomes such as job satisfaction (Organ and Ryan 1995, p. 794, Koning and Van Kleef 2015, p. 490). Boosting the psychological state will strengthen the confidence of all members of the teams, leading them to satisfy their basic psychological need for competence.

6.3.2.2. II (Behaviours) and the Satisfaction of the Followers' BPN for Autonomy:

One of the findings of the present study is that idealised influence (behaviours) has a significant and positive effect on the satisfaction of the followers' basic psychological need for autonomy. Generally, this finding is consistent with what previous studies have found as well as with some general assumptions of others' prior research, details of which will be provided below.

This finding of the present study is consistent with the findings of prior studies that examined the impact of transformational leadership, which was measured as an overall construct, on the satisfaction of the followers' basic psychological need for autonomy. For instance, it has been reported and identified that transformational leadership, as a whole, has a significant and positive impact on the satisfaction of the followers' basic psychological need for autonomy (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). The finding of the current study is in line with the findings of these studies. Moreover, it provides an insight into those findings as it has identified idealised influence (behaviours) as a key element that contributes to satisfying and yielding the followers' basic psychological need for autonomy. This finding suggests that satisfying this need for autonomy by transformational leadership in the prior research can be attributed to the impact of idealised influence (behaviours).

Moreover, the finding of the present study is also consistent with the findings and assumptions of prior studies. For example, it has been suggested that idealised influence behaviour is a critical aspect of transformational leadership for enabling followers (Wright and Pandey 2009). By being enabled, followers act naturally in a way that they can recognize and feel their abilities to make the right choice. This, in turn, ultimately leads them to satisfy their need for autonomy. Despite the similarities to other studies, the current study would appear to contradict the findings of (Eisenbeiß and Boerner 2013) in which they find that transformational leadership, as an overall construct, increases the dependency of followers on their direct leaders. However, it can be argued that the connection between transformational leadership and the dependency of followers on their direct leaders might not be attributed to idealised influence. Moreover, Kark, Shamir et al. (2003, p. 253) point out that “follower empowerment and follower dependence are not opposite to each other” and also affirm that “the same type of leadership may be associated simultaneously with both empowerment and dependence”. Therefore, despite the previously mentioned potential contradiction, it can be argued that the finding of the present study regarding the positive impact of idealised influence (behaviours) on the satisfaction of the followers' basic psychological need for autonomy is not in conflict with the findings of (Eisenbeiß and Boerner 2013).

Moreover, The findings of the qualitative data emphasise a factor that contributes to an understanding of the significant and positive association between idealised influence (behaviours) and the need for autonomy. This factor relates to the criticality of showing a

sense of purpose by the leaders. This will pave the way for the followers to be in tune with the meaning, objective and idea of their work. This, in turn, will support the power of followers to (1) select between different choices and (2) influence decisions. Subsequently, increasing such power acts as a catalyst for satisfying the followers' basic psychological need for autonomy.

6.3.2.3. II (Behaviours) and the Satisfaction of the Followers' BPN for Relatedness:

As reported earlier, the present research found that idealised influence (behaviours) does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness. This finding will be compared to the findings of previous research as well as with some assumptions in the literature.

This finding differs slightly to the findings of prior studies that examined the impact of transformational leadership, which were measured as an overall construct, on the satisfaction of the followers' basic psychological need for relatedness. Prior research showed that transformational leadership, as a whole, has a positive impact on the followers' basic psychological need for relatedness (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). The findings of the current study do not contradict the finding of prior research, yet the former contributes to and explain the findings of the latter. The explanation will be based on the notion, pointed out by Bass and Riggio (2006) which asserts that transformational leadership can occur by using one of its core components. It can be suggested that the source of the positive impact of transformational leadership in these mentioned studies might not be the idealised influence (behaviours), rather it might be attributed by another core component.

This raises the question as to why idealised influence (behaviours) has a positive impact on satisfying the followers' basic psychological needs for competence and autonomy, but not on the need for relatedness. This question can be addressed by considering some findings from previous research as well as the finding of the qualitative data. Firstly, it has been reported that charismatic leadership, which in some ways is analogous to transformational leadership, especially idealised influence, has more impact on outcomes with followers who have a lower sense of belongingness (Den Hartog, De Hoogh et al. 2007). This indicates that leaders with this style of leadership, which shares several features with idealised influence, do not focus on or aim to build a stronger relationship with their

followers. This can be the case for the transformational leaders who show idealised influence (behaviours). Secondly, building on the statement by Baumeister and Leary (1995, p. 502) that suggests that “external threats seem to increase the tendency to form strong bonds”, it can be argued that followers cannot consider their leaders as “external threat” and see them as a role model at the same time. Therefore, followers feel safe with their role model leaders which, in turn, decreases the tendency to make a stronger relationship with them. Moreover, the finding of the qualitative data suggests that the basic psychological need for relatedness is influenced by various factors rather than the leadership style that is held by leaders. Such factors include the number of direct reports to or from the leader as well as the age gap. In addition, the finding of the qualitative data illustrates that followers tend to feel closer and be connected to their direct leader when followers consider those leaders as good role models. This can be explained from the critical realist perspective as a contingent proposition, which is neither necessarily false nor necessarily true. In other words, the absence of impact from the leadership style may or may not be caused by the above two factors.

6.3.3. IS and the Satisfaction of the Followers' BPNs:

6.3.3.1. IS and the Satisfaction of the Followers' BPN for Competence:

The present study has found that intellectual stimulation does not have a significant effect on the satisfaction of the followers' basic psychological need for competence. This finding will be compared to the findings of previous research as well as with some assumptions in the literature.

This finding differs from the findings of previous research that tested the effect of transformational leadership, which was measured as a whole, on the satisfaction of the followers' basic psychological need for competence. A significant and positive effect of transformational leadership, measured as a single scale score, on the followers' basic psychological need for competence has been reported by prior studies (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). These findings cannot be simply seen as being in conflict with the findings of the present study, yet the latter contributes to explaining the previous findings. Transformational leadership can happen by using any one of its core components (Bass and Riggio 2006) which indicates that the outcomes of this style of leadership can be caused by just one of these components. In

other words, the positive impact of transformational leadership can take place with no need to apply all of the core components. It can thus be suggested that the positive impact of transformational leadership on the satisfaction of the followers' basic psychological need for competence, identified in the prior research might not be brought about by intellectual stimulation. Therefore, the findings of the present study cannot be seen in conflict with the general results that show transformational leadership boosts the followers' basic psychological need for competence. In addition, the finding of this research shows that intellectual stimulation does not have a clear role in transformational leadership in paving the way for satisfying the followers' basic psychological need for competence.

Moreover, the finding of the present study is also consistent with the findings and assumptions of other previous studies. Firstly, previous research has found no significant effect in respect to intellectual stimulation. For instance, Jin, Seo et al. (2016) found that intellectual stimulation has no significant association with the leaders' pleasantness through effective organisational commitment. Moreover, it has been reported that intellectual stimulation has no significant effect on organisational commitment through anxiety (Parr, Hunter et al. 2013). Secondly, it has been anticipated that intellectual stimulation is crucial to boosting creativity (Herrmann and Felfe 2014) and innovation (Elkins and Keller 2003). These expectations hinge on the idea that transformational leaders who show intellectual stimulation behaviour will encourage their followers to find new and creative ways to solve any delicate matters that face the followers. This, in turn, is assumed to boost their abilities and competence and satisfy their basic psychological need for competence. However, the finding of the present study in respect to this issue is not in line with such assumptions.

In addition, the finding of qualitative data emphasises the importance of supporting the idea generation amongst followers. However, the purpose of such support might be toward the benefits of the work and not for the benefits of the individuals, the followers. Therefore, this might explain why such behaviour does not satisfy the followers' basic psychological need for competence.

6.3.3.2. IS and the Satisfaction of the Followers' BPN for Autonomy:

The present study has found that intellectual stimulation does not have a significant effect on the satisfaction of the followers' basic psychological need for autonomy. This finding

will be compared to the findings of previous research and with some assumptions in the literature.

This finding of the current study differs to the findings of prior studies that examined the effect of transformational leadership, which was measured as a whole, on the satisfaction of the followers' basic psychological need for autonomy. For instance, it has been found in the prior studies that transformational leadership has a significant and positive influence on the satisfaction of the followers' basic psychological need for autonomy (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). These findings cannot be seen as to be in conflict with the finding of the present study. However, the finding of the current study in respect of this matter will contribute to explaining the findings of these previous studies. As pointed out earlier in this thesis, the outcomes of the transformational leadership cannot be attributed to all of the components of transformational leadership. This is especially true as this style of leadership can happen by employing just one of its core components (Bass and Riggio 2006). Therefore, the positive impact of transformational leadership on the satisfaction of the followers' basic psychological need for autonomy in the prior research might not be caused by intellectual stimulation. So, the current study is not in odds with the general results that show transformational leadership satisfies the followers' basic psychological need for autonomy. Moreover, the finding of this research illustrates that intellectual stimulation does not have an obvious role within transformational leadership in the need for autonomy. In addition, the absence of significant effects of intellectual stimulation on the need for autonomy can be caused by the role of context. The Saudi Arabian cultural influences, for example the research was undertaken in a male dominated organisation, could also affect some of the results of the current study.

In addition, previous research has found some results regarding intellectual stimulation behaviour that will be shown below. It has been found that intellectual stimulation does not have a significant impact on (1) the leaders' pleasantness through affective organisational commitment and (2) organisational commitment through anxiety (Parr, Hunter et al. 2013, Jin, Seo et al. 2016). Such findings are in line with the finding of the current study in respect to this component.

Moreover, it has been anticipated that intellectual stimulation acts as a catalyst for supporting the empowerment of followers (Wright and Pandey 2009). This assumption

seems to be based on the notion that intellectual stimulation behaviour that is undertaken by leaders will raise the readiness of followers to deal with any situation as such behaviour fosters the ability to find and try new means to deal with difficulties. Raising the readiness of followers should support their abilities to express their opinions and support their free will, and in turn, satisfy their basic psychological need for autonomy. However, the finding of this study is in conflict with this as intellectual stimulation does not have a significant effect on the satisfaction of the need for autonomy.

In addition, the finding of the qualitative data provide some suggestions in respect to this relationship. One such suggestion is that it indicates that intellectual stimulation can boost the followers' basic psychological need for autonomy when leaders provide what is needed in respect of the sufficient information. Moreover, transforming the leaders' experience will contribute to strengthening the impact of intellectual stimulation on this need for autonomy. Statements such as "suggest new ways of looking at how to complete assignments" and "get others to look at problems from many different angles" (Avolio and Bass 2004, p. 104) that represent the behaviours of transformational leaders who show intellectual stimulation, indicate the importance of providing sufficient information and transforming leaders' experience. When leaders provide sufficient information and transform their experience, their followers will be more able to use properly the power and authority that they were given. This, in turn, will boost their basic psychological need for autonomy.

6.3.3.3. IS and the Satisfaction of the Followers' BPN for Relatedness:

As was shown earlier, intellectual stimulation does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness. This finding will be compared to the findings of previous research and with some assumptions of the prior studies.

This finding differs to the findings of previous research that tested the effect of transformational leadership, which was measured as an overall construct, on the satisfaction of the followers' basic psychological need for relatedness. Transformational leadership, as a whole, has a significant and positive impact on the satisfaction of the followers' basic psychological need for relatedness (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). These findings cannot be considered as

being in conflict with the finding of the current study, but the finding of the current study in respect of this matter will contribute to explaining the findings of these previous studies. The outcomes of transformational leadership may be caused by at least one of its core components. This is especially true as transformational leadership can occur by the use of one of its core components (Bass and Riggio 2006). So it can be suggested that the positive influence of transformational leadership on the satisfaction of the followers' basic psychological need for relatedness in the previous studies may not be attributed to intellectual stimulation. Therefore, the current study is in line with the general results that show transformational leadership satisfies the followers' basic psychological need for relatedness. In addition, the finding of this research shows that intellectual stimulation does not have an obvious role in transformational leadership in such need for relatedness.

Prior studies found some results regarding intellectual stimulation behaviour that will be shown as follow. Various empirical evidence suggests that intellectual stimulation does not have a significant influence on (1) the leaders' pleasantness through affective organisational commitment and (2) organisational commitment through anxiety (Parr, Hunter et al. 2013, Jin, Seo et al. 2016). Such findings are in line with the finding of the current study with respect to this aspect.

Moreover, the findings of the qualitative data provide an explanation of this relationship. These findings suggest that a good connection between the leaders and their followers is more likely to provides fertile ground for the leaders' characteristic of intellectual stimulation. So, the qualitative data suggest that the closer the leaders and their followers are, the better the outcomes form intellectual stimulation are.

6.3.4. IM and the Satisfaction of the Followers' BPNs:

6.3.4.1. IM and the Satisfaction of the Followers' BPN for Competence:

An unanticipated finding of the present study is that inspirational motivation has a significant and negative effect on the satisfaction of the followers' basic psychological need for competence, which does not reflect the findings of previous studies that test the impact of transformational leadership as a whole on the need for competence. Such a finding may be attributed to various factors, such as the context of the research. For instance, Saudi Arabia is considered, as stated earlier, to have a very high power distance,

which implies that followers have greater dependence needs, potentially leading to the results in the current study. However, this finding is in line with the findings of previous studies which identify a negative impact of inspirational motivation behaviour on various outcomes. Moreover, the qualitative data contributes to understanding why a negative association is found through detailed views and explanations which are provided below.

With regards to the effect of transformational leadership, which was measured as a single scale score, on the satisfaction of the followers' basic psychological need for competence, it has been found that transformational leadership, which was considered as an overall construct, is positively related to the satisfaction of the followers' basic psychological need for competence (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). The result of the present study regarding the negative influence of inspirational motivation behaviour on the need for competence indicates that it is at odds with these results from the three studies mentioned above. It could be suggested, however, the positive impact of transformational leadership, in the prior studies, on the followers' basic psychological need for competence might not have been caused by all of the components of transformational leadership, in particular, inspirational motivation in these studies. As mentioned in the literature review, Bass and Riggio (2006) confirm that transformational leadership can take place by employing one of the core components. Such a statement is supported by this current study. Therefore, this implies that the source of the positive impacts of transformational leadership in the studies of (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013) is not necessarily to be inspirational motivation. This is especially true as the finding of the present study corroborates the findings of previous research, which will be shown in the coming paragraph, where a negative impact from this component was found on different outcomes.

Secondly, this finding of the present study is in line with previous research that links inspirational motivation and some negative influence. For instance, Parr, Hunter et al. (2013), in their article published in *The Leadership Quarterly*, find that inspirational motivation has an indirect and negative influence on organisational commitment through anxiety. Moreover, further empirical research supports the findings as Densten (2005) find that inspirational motivation, particularly behaviour providing meaning and standards, has a direct negative influence on emotional exhaustion. The negative cost of inspirational motivation can be understood by considering the findings of the qualitative data that will be shown in the next paragraph.

Thirdly, the findings of the qualitative data will assist in understanding the reasons for the negative effect of inspirational motivation on the need for competence, such findings will be shown and connected to the relevant literature. One such finding from the qualitative data is that by challenging followers' work, leaders who show inspirational motivation behaviour have a negative impact on followers. In fact, as stated in the literature review chapter, leaders who try to inspirationally motivate their followers to heighten their performance standards, can be perceived as being challenging (e.g. Cho and Dansereau 2010, Bacha 2014, Bottomley, Mostafa et al. 2016). Therefore, it can be confirmed that challenging the followers and the status quo is a feature of inspirational leaders. This feature is found throughout the qualitative data to be a source of the negative impact of inspirational motivation. A possible explanation for this might be that the continuous effort of leaders to challenge their followers will lead the latter to be faced with mounting tasks and growing responsibility, which, in turn, will lead the followers to feel they are not able to handle the new delicate situations and eventually decrease their satisfaction of the basic psychological need for competence. In other words, the more challenging the leaders are, the more responsibility and tasks at followers' hand are, then, in turn, the less satisfied their basic psychological need for competence is.

Another finding from the qualitative data which is somehow related to the challenge issue is that inspirational leaders might be seen and considered by some of their followers as pushy or strong-willed leaders. This occurs when leaders propel their followers into bigger and more challenging tasks. Such a manner will have a negative impact on both the skilful followers (those who are strong in many areas and weak in few) and the less skilful followers in different ways. On the one hand, when skilful followers face more challenging tasks, they have to try and strive to complete these tasks, which may be beyond their abilities, properly. They may struggle and doubt their abilities. In turn, their basic psychological need for competence is negatively influenced. On the other hand, less skilful followers are more likely to be diminished, as a result of the focus of their (pushy) leaders on the more skilful followers. This might lead less skilful followers to question their abilities and competence. This finding of the qualitative data can be understood when considering a finding of a laboratory study by (Ehrhart and Klein 2001). This laboratory study, published in *The Leadership Quarterly*, points out that "followers may differ in their perceptions and interpretations of identical sets of leader behaviour. The charismatic leader who is "encouraging and energized" to one follower, for example, may be "arrogant and overbearing" to another" (Ehrhart and Klein 2001, p. 173). The same argument can be

applied and used here, transformational leaders who are (inspirationally motivating) to a follower might be seen as (pushy or strong-willed) by another follower. It can thus be suggested that inspirational motivation behaviour cannot be considered as a negative behaviour even though it might have a possible cost and might lead to some negative outcomes in some occasions. This is confirmed by (Parr, Hunter et al. 2013, p. 618) who conclude their findings with “transformational leadership behaviours may not be universally effective for all employees”.

Another finding from the qualitative data that might assist in explaining the negative impact of inspirational motivation behaviour on the satisfaction of the followers' basic psychological need for competence is that the skills and capacities of followers might be less than the necessary skills and capacities needed to accomplish the desired vision that is articulated by the leader. This, in turn, leads such followers to doubt their abilities and competence.

6.3.4.2. IM and the Satisfaction of the Followers' BPN for Autonomy:

Another finding of the current study is that inspirational motivation has a significant negative effect on the satisfaction of the followers' basic psychological need for autonomy. On the one hand, this unanticipated finding is in conflict with the findings of some previous studies that test the effect of transformational leadership, as a whole, on the need for competence. On the other hand, such finding is in line with the findings of previous studies where these studies find that inspirational motivation behaviour has a negative influence on various outcomes. In addition, the findings of the qualitative data assist in understanding why such a negative impact is found by providing views and explanations. All of which will be shown as follows.

A positive impact of transformational leadership, which was measured as an overall construct, on satisfying the followers' basic psychological need for autonomy was found and reported (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). The results of such studies differ to the findings of the present study regarding the negative impact of inspirational motivation on the satisfaction of the need for autonomy. However, the positive impact of transformational leadership on the followers' basic psychological need for autonomy might not stem from all of the components of transformational leadership in particular inspirational motivation. As above mentioned,

leaders can be transformational by using and showing just one of the core components of transformational leadership (Bass and Riggio 2006). For that reason, the origin of the positive impacts of transformational leadership in these prior studies might not be inspirational motivation. This might probably be the case since the finding of the present study corroborates the findings of previous research in which a negative impact caused by inspirational motivation were found and reported.

Secondly, this finding of the current study is consistent with the results of previous research that finds inspirational motivation act as a catalyst for causing a negative impact on various outcomes. For example, inspirational motivation influence indirectly and negatively the organisational commitment through anxiety (Parr, Hunter et al. 2013). Moreover, Densten (2005), in their article published in British Journal of Management, find that inspirational motivation, especially behaviours the provide meaning and standards, has a negative relationship with emotional exhaustion. Such negative impact of inspirational motivation can be understood by considering the findings of the qualitative data that will be shown in the coming paragraph.

Thirdly, the findings of the qualitative data will help to understand why there is a negative association between inspirational motivation and the need for autonomy, these findings will be shown below. One of the qualitative findings regarding this aspect is concerned about how clear the vision is. When leaders articulate an appealing vision to their followers who have the authority to implement such a vision, they can struggle to do so as a result of the fact that such a vision is unclear. In turn, such an unclear vision is more likely to influence in a negative way the followers regarding their power to (1) select the best choice as well as (2) make the best decision. This is basically because their selection and decisions are hinged on limited perceptives. Consequently, it is anticipated that they will fail to choose the best option and make the best decision which is more likely to lead to negatively impact and displease their basic psychological need for autonomy.

Another finding of the qualitative data in respect of explaining such negative impact of inspirational motivation on the need for autonomy is about the lack of understanding of the duty of every follower to implement the vision. This seems to be relative and similar to the previous point of unclear vision, but this finding emphasises how significant it is to understand what the role of every member of the team is. In this case, the vision is attractive and appealing, it is good and expressed by the leader however, followers are not

in tune with it, especially their role and duty within it. As a consequence, those followers are not altogether sure what they are supposed to do and how they use the power and authority that were given as the lack of understanding of their duty is more likely to impact their possibility of choosing, which in turn, lead them to doubt their ability of autonomy.

Moreover, one of the findings the qualitative data suggests is that the vision that is articulated by some inspirational leaders is an idealistic vision, which can be defined here as a mental image of an ideal future state by leaders. Although someone can argue that plans have to be smart and realistic, vision can be idealistic, by the perception of followers at least. For instance, Lock and Kirkpatrick (1995, p. 119) suggest that the vision can “initially represents only a dream”. However, such an idealistic vision is more likely to confuse followers and negatively influence their abilities to choose and decide which, in turn, dissatisfied their basic psychological need for autonomy.

6.3.4.3. IM and the Satisfaction of the Followers' BPN for Relatedness:

The current research has found that inspirational motivation does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness. This finding will be compared to the findings of previous research and with some assumptions of the prior studies.

This finding of the present study differs to the findings of prior studies that tested the effect of transformational leadership, as a whole, on the satisfaction of the followers' basic psychological need for relatedness. In particular, three prior studies find that transformational leadership, which was measured as an overall construct, has a significant and positive effect on the satisfaction of the followers' basic psychological need for relatedness (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). The finding of the present study is in conflict with the findings of these three studies. However, it can be suggested that the finding of the present study explains them. Since the inspirational motivation behaviour has no significant effect on the satisfaction of the followers' basic psychological need for relatedness, it can be argued that inspirational motivation was not the source of the significant and positive influence in the prior studies.

In addition, although the findings of the qualitative data indicate that contextual factors, apart from the style of leadership that is held by leaders, might influence pleasing the

followers' basic psychological need for relatedness, this finding does not suggest any point of connection between the leaders' characteristic of inspirational motivation and the need for relatedness. Generally, the contextual factors, as mentioned earlier, include (1) the age gap between the leaders and their followers, (2) the number of direct reports for each leader, (3) and how much interest, background or speciality both leaders and their followers share.

6.3.5. IC and the Satisfaction of the Followers' BPNs:

6.3.5.1. IC and the Satisfaction of the Followers' BPN for Competence:

As shown earlier the current study finds that individualised consideration does not have a significant effect on the satisfaction of the followers' basic psychological need for competence. This finding will be compared to the findings of previous research and with some assumptions in the literature.

This finding differs from the findings of previous research that examined the impact of transformational leadership, as a whole, on the satisfaction of the followers' basic psychological need for competence. A significant and positive impact of transformational leadership, which was measured as a single scale score, on the satisfaction of the followers' basic psychological need for competence has been reported by prior studies (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). Such findings cannot be seen as being in conflict with the finding of the current study, but the latter contributes to explaining the previous findings. In fact, transformational leadership can take place by employing one of its core components (Bass and Riggio 2006). This implies that the outcomes of transformational leadership can be caused by just one of them. The existence of the positive impact of transformational leadership does not necessarily mean all of the core components are used. So, it can thus be suggested that the positive impact of transformational leadership on satisfying the followers' basic psychological need for competence in the prior research might not be caused by individualised consideration. So, the present study is in line with the general results that show transformational leadership satisfies the followers' basic psychological need for competence. Furthermore, the finding of this research illustrates that the individualised consideration behaviour does not have a clear role within transformational leadership in satisfying the followers' basic psychological need for competence.

Moreover, the finding of the present study is also consistent with the findings of prior studies. Various findings were reported regarding individualised consideration, for instance, Rowold and Schlotz (2009) find that individualised consideration has a negative relationship with chronic dissatisfaction. In addition, it has been found that there are no significant associations between individualised consideration and leaders' pleasantness through effective organisational commitment (Jin, Seo et al. 2016). Moreover, Parr, Hunter et al. (2013) find that individualised consideration has a positive impact on organisational commitment through anxiety. These findings and the finding of the present study do not suggest a stable pattern regarding the influence of individualised consideration. However, these findings suggest that a negative cost of individualised consideration behaviour cannot be seen, so such behaviour will not harm if it does not advance the outcome.

In addition, the finding of the present study is slightly different from some assumptions of prior studies. It has been anticipated that individualised consideration will support followers to develop, especially in regard to their skills and ways of thinking by the coaching of their leaders (Herrmann and Felfe 2014). It is expected that by advancing the skills of followers, their competence will be boosted in a way that eventually makes them satisfied with their basic psychological need for competence. However, the finding of the current study does not support this assumption as individualised consideration does not have a significant effect on the satisfaction of the need for competence.

Moreover, the findings of the qualitative data emphasise the importance of capturing the needs of followers. Capturing the needs of followers, in fact, is one of the behaviours that is anticipated by leaders who show individualised consideration behaviours. By doing so, leaders can strengthen their weak points and foster their strengths. This, in turn, will promote the abilities of followers to a better level where they can value their competence.

6.3.5.2. IC and the Satisfaction of the Followers' BPN for Autonomy:

The current study finds that individualised consideration does not have a significant effect on the satisfaction of the followers' basic psychological need for autonomy. This finding will be compared to the findings of previous research and with some assumptions in the literature.

This finding is different from the findings of previous research that examined the impacts of transformational leadership, as a whole, on the satisfaction of the followers' basic psychological need for autonomy. Previous studies find that transformational leadership has a significant and positive impact on satisfaction on the followers' basic psychological need for autonomy (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). These findings cannot be seen to be in conflict with the findings of the current study, yet the finding of the current study in respect of this matter will contribute to explaining the findings of these previous studies. As was pointed out earlier, the outcomes of the transformational leadership cannot be attributed to all of the components of transformational leadership. This is especially true since this style of leadership can happen by using at least one of the core components of such style (Bass and Riggio 2006). So, the positive impact of transformational leadership on satisfying the followers' basic psychological need for autonomy found in the prior research might not be caused by individualised consideration. Therefore, the current study is in line with the general results that show the positive impact of transformational leadership on satisfying the followers' basic psychological need for autonomy. The finding of this research also shows that individualised consideration does not have an obvious role within transformational leadership in such a need for autonomy.

Moreover, comparing the findings of previous empirical research with the finding of the present study regarding the impact of individualised consideration does not provide a stable pattern of its impact on the outcomes. For instance, it has negative associations with chronic dissatisfaction (Rowold and Schlotz 2009), it has no significant associations with leaders' pleasantness through effective organisational commitment (Jin, Seo et al. 2016) as well as it has positive influence on organisational commitment through anxiety (Parr, Hunter et al. 2013). However, it can be thus suggested that a negative impact of individualised consideration behaviour cannot be found, so individualised consideration will not harm if it does not benefit.

Moreover, this finding of the present study does not support some assumptions of prior studies. For instance, it had been expected that individualised consideration will help followers to be enabled and empowered (Bass 1990). The best way to understand this assumption is that the abilities of followers will be advanced as a result of the individualised consideration behaviour from their leaders, such behaviours include coaching them, encouraging their strengths, advancing their weaker skills. This, in turn,

should increase their readiness to deal with any task by themselves and then lead them to have a better ability to select the best from various choices in a way that satisfies their need for autonomy. However, the finding of the current study does not support such an assumption since individualised consideration does not have a significant effect on the satisfaction of the need for autonomy.

In addition, the findings of the qualitative data emphasise the importance of two elements that will assist in enhancing their characteristic of individualised consideration. One element of which relates to training and coaching the followers by their leaders. When followers receive, for instance, in-service training from their leaders, the former will gain sufficient experience and knowledge in a way that promotes their abilities. This, in turn, will help followers to act naturally and benefit their basic psychological need for autonomy. The second element is the act of considering and accepting the various abilities of followers. Such action will assist leaders in (1) showing more individualised consideration behaviours (2) empowering followers according to their various abilities with different responsibilities. In other words, this will allow leaders to find the right follower for the right responsibility. Followers, in turn, will have more appropriate responsibilities for their abilities, not less or more than their abilities. By matching followers' responsibilities with their abilities, followers are more likely to act properly in their responsibilities they were given the authority to do. Subsequently, their basic psychological need for autonomy will be satisfied.

6.3.5.3. IC and the Satisfaction of the Followers' BPN for Relatedness:

As shown earlier, individualised consideration does not have a significant effect on the satisfaction of the followers' basic psychological need for relatedness. This finding will be compared to the findings of previous research and with some assumptions of the prior studies.

This finding differs from the findings of prior studies that examined the impact of transformational leadership, as a whole, and the satisfaction of the followers' basic psychological need for relatedness. Previous research find that transformational leadership, measured as an overall construct, has a significant and positive influence on the satisfaction of the followers' basic psychological need for relatedness (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). These findings cannot

be seen as being in conflict with the finding of the current study, but the finding of the current study in respect of this matter will contribute to explaining the findings of these previous studies. The outcomes of transformational leadership may be caused by one at least of its core components. Transformational leadership can appear by the use of one of its core components (Bass and Riggio 2006). Therefore, it can be suggested that the positive influence of transformational leadership on satisfying the followers' basic psychological need for relatedness in the previous studies might not be caused by individualised consideration. So, the current study is in line with the general results that show the positive impact of transformational leadership on satisfying the followers' basic psychological need for relatedness. In addition, the finding of this research shows that individualised consideration does not have an obvious role within transformational leadership in such need for relatedness.

In addition, by comparing the findings of prior studies with the finding of the present study in respect of the influence of individualised consideration, it can be suggested that there is no constant pattern of its influence on various outcomes. For example, individualised consideration has a negative relationship with chronic dissatisfaction (Rowold and Schlotz 2009), it has no significant relationship with leaders' pleasantness through effective organisational commitment (Jin, Seo et al. 2016) as well as it has positive impact on organisational commitment through anxiety (Parr, Hunter et al. 2013). Therefore, it can be thus suggested that a negative influence of individualised consideration behaviour cannot be found, so individualised consideration will not harm if it does not benefit.

In addition, the findings of the qualitative data emphasise the importance of listening to followers by their leaders to satisfy the need for relatedness. Listening to followers, in fact, is one of the behaviours of transformational leaders who show individualised consideration. Listening to the followers will not only help their leaders to identify their needs and understand the problems facing them, but it will also break the barriers between them. This, in turn, will help to satisfy their basic psychological need for relatedness. In addition, one of the interviewees (3) points out that the absence of positive impact of individualised consideration on satisfying such need is surprising. In fact, this result is unexpected. However, various contextual factors might be behind the absence of such an impact. These factors, as mentioned earlier, include the age gap, the number of direct reports for leaders and the absence or presence of common interests, backgrounds or specialities between leaders and their followers.

6.4. General Discussion:

An extensive review of the existing literature related to the field of leadership, in particular, transformational leadership has enabled the researcher to identify the theoretical gap. The review of the literature has uncovered various meta-analysis studies (e.g. Lowe, Kroeck et al. 1996, Bono and Judge 2004, Wang, Oh et al. 2011) which have revealed the positive influence of transformational leadership on various outcomes. The positive influence of this style of leadership acts as a catalyst for fostering researchers in the field to investigate further in order to understand why such influence takes place. In recent years authors have called for further effort to explain the mechanisms of transformational leadership (e.g. Liu, Siu et al. 2010, Yukl 2013). In response to these calls, this dissertation has focused on understanding the underlying process of this style of leadership. One of the types of processes relates to the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness that might assist in explaining the positiveness and effectiveness of transformational leadership. Significant and positive relationships between transformational leadership, as a whole, and the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness have been reported in the literature (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013). The findings from this body of work contribute to further advance the understanding of how transformational leadership phenomenon takes place and sheds more light on the underlying process. In addition, Deinert, Homan et al. (2015) highlight in their meta-analysis study the significance of testing the influence of the sub-dimensions of transformational leadership and confirm that these sub-dimensions ought to be “distinguished”. Therefore, in consideration of these calls to (1) explain the mechanisms of transformational leadership that make it the most effective style of leadership as well as (2) testing the impact of the sub-dimensions of such leadership style, the objective of the current study is to address these needs. The present study, therefore, was designed to determine the effect of sub-dimensions of transformational leadership by focusing on their influence on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness. The findings of this research contribute to further advance the understanding of how transformational leadership occurs and sheds more light on the underlying process. In light of the research questions, the findings of this research suggest that inspirational motivation leads to an unwanted impact on the satisfaction of the followers' basic psychological needs for competence and autonomy. Moreover, idealised influence (attributes and behaviours) were found to have a positive impact on the

satisfaction of the followers' basic psychological needs for competence and autonomy. Therefore, this study is an extension of the previous efforts that have contributed to furthering the understanding of phenomenal transformational leadership.

Saudi Arabian cultural influences might be a key factor that could affect the relationship between transformational leadership and the satisfaction of the followers' basic psychological needs. So, the findings of the current study may be impacted by this. The role of context can be found, as stated above, as the research was undertaken in a male dominated organisation, so this might have an influence. Moreover, the context of Saudi Arabia, for instance as a high power distance country, as stated earlier in the thesis, could also affect some of the results of the current study. So, it is important to point out that the findings of this research are tied to the specific context where the study was undertaken. In general, this study produced results, which corroborate the findings of much of the previous work in this field. However, further explanations have been found which provide a better understanding. These will be discussed in the subsections below.

6.4.1. The Underlying Influence Process for TL regarding Satisfying the Followers' BPN for Competence:

The influence of the core components of transformational leadership varies from positive influence to negative influence on the satisfaction of the followers' basic psychological need for competence. The components of idealised influence (attributes) and (behaviours) were found to have a positive influence on the satisfaction of the followers' basic psychological need for competence, whereas both intellectual stimulation and individualised consideration were found to be neutral. Inspirational motivation, on the other hand, was found to have a negative influence on satisfying this need. The findings of previous studies by (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013) found a positive impact of transformational leadership when considered as a whole, on the satisfaction of the followers' basic psychological need for competence. In light of this, it can be suggested that the current study contributes to the field as it proposes that the source of the positive influence of this style of leadership on the satisfaction of the followers' basic psychological need for competence is two components, namely idealised influence (attributes) and idealised influence (behaviours). The negative impact of inspirational motivation, which emerged from this study, is that it may reduce

the positive influence of transformational leadership. An explanation of these findings from the qualitative data will be discussed below.

The negative impact of inspirational motivation can be attributed to various factors. It may be explained by the fact that inspirational motivation involves behaviours that include challenging the followers' work as well as heightening the standards of performance. Such behaviours will cause more pressure on the followers with regards to what is expected from them either for quantity or quality tasks. This, in turn, results in the followers reaching a point at which they cannot deal with the increased burden of work and responsibilities. In turn, they will question their abilities and doubt their basic psychological need for competence as a result. This is the most relevant and logical explanation, especially taking into consideration that the finding of this study is consistent with previous findings regarding the negativity of inspirational motivation.

The negative impact of inspirational motivation can be seen from different angles as follows. Firstly, previous research has reported the negative impact of inspirational motivation on various outcomes. For instance, a negative impact of inspirational motivation on emotional exhaustion has been found (Densten 2005). Secondly, the features of inspirational motivation can explain these findings. For instance, "high standards of performance" from followers are sought by their inspirational leaders (Bottomley, Mostafa et al. 2016, p. 392). Maintaining such high standards of performance might be (1) beyond the capacities of followers so they doubt their abilities and feel bad about it, leading them, in turn, to dissatisfy their basic psychological need for competence. Alternatively (2) such high standards of practice might be within the capacities of followers, but, in the long term, might lead them to (1) physical exhaustion and (2) emotional exhaustion. In fact, Rowold and Schlotz (2009, p. 38) suggest that "inspirational motivation communicates a sense of purpose and consequently reframes stressful experiences that subordinates face". Thirdly, the quality of the vision that the leaders articulate might have an influence, for instance, Kotter (2008) confirms that vision has to be obtainable. Otherwise, in the probable event of not achieving the unobtainable vision, followers might question their abilities and think they are the cause of not reaching the vision. In turn, they will dissatisfy their need for competence. Fourthly, inspirational motivation "often" can take place "without the need for identification of associates with the leader" (Avolio and Bass 2004, p. 30). This might explain why inspirational motivation can frequently become a double-edged sword. In other words, the undesired influence of inspirational motivation on followers can occur

even when there is no association between leaders and followers being identified. In fact, this is confirmed by the qualitative data where an interviewee (4), who is in a senior position, suggests that inspirational motivation might be perceived differently according to the level of the individual, those who are in the highest level of management are more concerned and interested in strategic visions, whereas the others are less likely to be involved or concerned about such visions. This can provide an explanation of the conclusion of Parr, Hunter et al. (2013, p. 618) which points out that “transformational leadership behaviours may not be universally effective for all employees”.

Moreover, contrary to expectations, this study did not find a significant influence of intellectual stimulation on satisfying the followers' basic psychological need for competence. Intellectual stimulation behaviours foster idea generation and the creative means to deal with any situation in the workplace. Boosting the creativity and innovation of followers by intellectual stimulation should act as a catalyst to satisfy their need for competence. However, the present study did not find such an influence. The reason for this could be attributed to the leaders' purpose when they intellectually stimulate their followers, depending on whether or not their intention is for the benefits of their followers by developing them or for the benefits of the work and organisation.

6.4.2. The Underlying Influence Process for TL regarding Satisfying the Followers' BPN for Autonomy:

Another area in which the influence of the components of transformational leadership varies from positive influence to negative influence on the satisfaction is in relation to the followers' basic psychological need for autonomy. The components of idealised influence (attributes) and (behaviours) were found to have a positive influence on the satisfaction of the followers' basic psychological need for autonomy, whereas both intellectual stimulation and individualised consideration were found to be neutral. On the other hand, inspirational motivation was found to have a negative influence on satisfying this need. The findings of previous studies of (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013) suggested a positive impact of transformational leadership, when considered as a whole, on the satisfaction of the followers' basic psychological need for autonomy. Therefore it can be suggested that this study contributes to the field as it suggests that the source of the positive influence of this style of leadership on the satisfaction of the followers' basic psychological need for autonomy is two components

namely idealised influence (attributes) and idealised influence (behaviours). However, the negative impact of inspirational motivation may lower the positive influence of transformational leadership. The qualitative data assists in providing an explanation of these findings, which will be discussed below.

The negative impact of inspirational motivation on the satisfaction of the followers' basic psychological need for autonomy can be attributed to various factors. Firstly, this negative impact of inspirational motivation has been previously reported and found, for instance, in relation to emotional exhaustion (Densten 2005). This can lead to the behaviours and features of inspirational motivation being questioned. In fact, the characteristics of inspirational motivation can explain these findings. Leaders who show inspirational motivation behaviour (1) encourage their followers to sustain “high standards of performance” (Bottomley, Mostafa et al. 2016, p. 392) and (2) provide a challenge to followers’ works (Cho and Dansereau 2010). Seeking high standards of performance and challenging the followers’ works which are features of inspirational motivation can lead to a perverse effect. This opposite effect occurs when followers fail completely or partially to achieve the desired goals as a result of such standards of performance and challenge. This might be considered by followers as a failure to use the authority they were given which, in turn, leads to dissatisfying their basic psychological need for autonomy at the end.

Therefore, it is possible that the results of the present study are due to the nature of the features of inspirational motivation that involves seeking a high level of performance which is beyond the abilities of followers, causing in turn, an unwanted outcome in respect of their basic psychological need for autonomy. Secondly, the nature of vision is a crucial element. Leaders who show inspirational motivation behaviour have a “strong” ability to perceive the future (Bono and Judge 2004, p. 901), and express and communicate their vision with their followers (Avolio and Bass 2004). Such a vision needs to be achievable and wanted (Kotter 2008). Therefore, another possible explanation for this result is the nature of the vision that such leaders express, whether it is achievable or not. If it is not, this will cause harmful outcomes as followers might consider their failure to achieve such a vision as a result of their failure to use their power properly which, in turn, will cause dissatisfaction of their basic psychological need for autonomy. Moreover, Avolio and Bass (2004, p. 30) assert that “Often, inspiration can occur without the need for identification of associates with the leader”. Therefore, another possible explanation for this result might be that the lack of “identification of associates with the leader” which in some cases is the source of the unwanted influence of inspirational motivation. This means that in the case of

the possible absence of such identification (Avolio and Bass 2004), inspirational motivation might lose its positive influence and might become harmful. This possible explanation might address the issue that Parr, Hunter et al. (2013, p. 618) conclude their findings with, and assure “transformational leadership behaviours may not be universally effective for all employees”.

Moreover, what is surprising is that this study did not find a significant influence of intellectual stimulation on satisfying the followers' basic psychological need for autonomy. It was anticipated that intellectual stimulation would enhance the preparation of followers. Intellectual stimulation, in fact, acts as a catalyst for making followers more innovative and creative to find the proper solutions to deal with any situation and problem. Boosting the creativity and innovation of followers by intellectual stimulation behaviour should engender and satisfy their need for autonomy. The present study, however, did not find such an influence. This result may be explained by the fact that intellectual stimulation needs to be enhanced by various factors, as the qualitative data suggests. Such factors include providing sufficient information and transforming leaders' experience to their followers. By doing so, the power of followers will be enhanced in a way that enables them to use their creativity and innovation that they gain through the assistance of their leaders who show intellectual stimulation behaviours.

6.4.3. The Underlying Influence Process for TL regarding Satisfying the Followers' BPN for Relatedness:

With regards to relatedness, the components of transformational leadership were found to have no significant effects on the satisfaction of the followers' basic psychological need. Although these results were not expected, the thoughts of Antonakis and Atwater (2002, p. 699) can ease the understanding as they suggest, “The distance that a leader maintains from followers appears to be a defining element of the leadership influencing process”. In fact, relatedness is not the main objective that leaders are looking for, rather it may or may not, assist them to reach the goals of their organisations. This is confirmed by the findings of the qualitative data in which an interviewee (10) asserts the importance of respecting some red lines between him and his followers and confirms that the relatedness should not be taken for granted.

In addition, it has been found that the influence of charismatic leadership, which in some ways is analogous to transformational leadership, enhanced some desired outcomes of

followers with a lower sense of belongingness (Den Hartog, De Hoogh et al. 2007). Their finding supports the suggestion of the present study that strong relatedness may not assist transformational leaders to have greater influence and better outcomes.

Moreover, taking into consideration the statement by Baumeister and Leary (1995, p. 502) in which they point out that “external threat seems to increase the tendency to form strong bonds”, can give a possible explanation for the absence of impact on the followers' basic psychological need for relatedness by the components of transformational leadership. In fact, transformational leaders who are deemed by their followers as admirable, respectful and trustful cannot be seen as an “external threat”. Therefore, the followers, might not need to create or build a connection with their leaders.

Another possible explanation for this absence of impact might be found from the qualitative data. Contextual factors might influence whether transformational leaders have a positive or negative effect on the satisfaction of the followers' basic psychological need for relatedness. Various factors were suggested. One of which is the age gap as such a gap might weaken the connection between leaders and their followers. Another factor is the number of direct reports for the leaders. This number determines the connection as the increasing number of followers will make it difficult for leaders to have sufficient time for all of their followers which in turn, weakens their connection. Another factor that determines the connection between the leaders and their followers is how similar or different their interests, backgrounds or specialities are. The more similar their interests, backgrounds or specialities, the closer they might be.

6.5. Summary:

This chapter interpreted the findings of the quantitative data and the qualitative data, followed by the response to the research questions, through interpretation and explanation of both types of data. Then, this chapter discussed and integrated the findings of the current study with the existing body of literature in the discipline. It is also important to point out that the findings of this research are tied to the specific context where the study was undertaken in the Saudi Arabian public sector. Taken all together, the present study suggests that:

- Idealised influence (attributes) and idealised influence (behaviours) are the main sources for the satisfaction of the followers' basic psychological needs for competence and autonomy.
- Inspirational motivation has a negative impact on the satisfaction of the followers' basic psychological needs for competence and autonomy. This negative impact has been found in previous studies. The current study suggests that such a negative impact is more likely to be caused by either:
 - Unpleasant behaviours, by the perspective of followers, that are associated with inspirational motivation such as challenging the followers and continuously seeking a high level of performance.
 - Some attitude from some followers: such as when they do not have the same worldview as their leaders.
 - External factors: such as the lack of resources needed to reach the desired goals.
 - The role of context
- The absence of significant effects of intellectual stimulation on the three needs was unexpected, especially in relation to the satisfaction of the followers' basic psychological needs for competence and autonomy. Intellectual stimulation was expected to be effective in enhancing creativity and innovation among followers, therefore the absence of its impact was an unlikely outcome. Such an absence of influence is more likely to be caused by either:
 - The lack, or failure to provide what is needed with respect to information and experience. Without these elements, creativity and innovation will not help followers to: (1) perform perfectly and (2) use their power properly. So this, in turn, will not assist in satisfying their basic psychological needs for competence and autonomy.
 - The purpose of intellectual stimulation behaviours might influence how followers perceive such behaviours. In particular, whether they are directed toward the purpose of development of followers or toward the benefits of work and organisation.
 - The distance between leaders and their followers. Intellectual stimulation should work better when leaders are closer to their followers.
- The satisfaction of the followers' basic psychological need for relatedness is not influenced by any component of transformational leadership. Such an absence of influence is more likely to be caused by either:

- Contextual factors: age gap, number of direct reports for leaders and the absence or presence of common interests, backgrounds or specialities between the leaders and their followers. However, this can be explained from the critical realist perspective as a contingent proposition. In other words, the absence of impact on this need may or may not be caused by the these contextual factors.
- The healthy atmosphere that is enhanced by the behaviours of transformational leaders reduces the willingness of followers to form a stronger relationship with their leaders, which is in line with a suggestion of a previous study regarding the influence of external threat in raising such a willingness.
- Some attitude from leaders: as they sometimes prefer to keep a distance from their followers. This is because the strong relationship with followers is not an objective in itself. Moreover, it might bring about the opposite effect.

7. Conclusion Chapter:

7.1. Introduction:

The current study sought to examine the impact of the components of transformational leadership on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness. The current study suggests that this style of leadership is one of the effective styles of leadership but it is not a panacea. It can do harm as well as good for the followers. It also can give the illusion of progress.

Overall, this chapter focuses on summarising the current study by providing readers with the following points:

1. A summary of the findings of the study: such findings will be grouped into categories that represent every component of transformational leadership.
2. A summary of the relationship between the findings of the study and the existing body of literature in the field. This summary aims to:
 - a. Show how the gap was identified through summarising the existing literature that leads to the need for the current research to be conducted
 - b. Show the connections between the main findings and the existing literature.
 - c. Identify what the current study added to the field.
3. Acknowledging the existence of limitations in the study and showing them
4. Providing recommendations for future studies for post-doctoral research.

7.2. Summary of the Findings:

The findings of the current study are summarised as follows:

Firstly, idealised influence (attributes) has a significant positive effect on the satisfaction of the followers' basic psychological needs for competence and autonomy, whereas it does not have a significant effect on the satisfaction on the need for relatedness. Idealised influence (behaviours) has a significant positive effect on the satisfaction of the followers' basic psychological needs for competence and autonomy, whereas it does not have a significant effect on the satisfaction on the need for relatedness.

It was also revealed that intellectual stimulation does not have a significant effect on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness. Such absence of effect could be caused by either (1) the absence or lack of information and experience provided by the leaders to their followers (2) the purpose of intellectual stimulation behaviours, if they are directed mainly toward the followers' development or to the benefit of work (3) and a gap in the connection between the leaders and their followers.

The study also found that inspirational motivation has a significant negative effect on the satisfaction of the followers' basic psychological needs for competence and autonomy, whereas it does not have a significant effect on the satisfaction of the need for relatedness. This negative effect is suggested to be caused by either (1) the behaviour associated with inspirational motivation which is seen by followers as undesirable behaviour such as challenging followers seeking a high level of performance. (2) Followers do not have the same worldview as their leaders in some cases. (3) Various factors apart from the style of leadership that is held by leaders such as the lack of needed resources.

Finally, it emerged that individualised consideration does not have a significant effect on the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness.

7.3. Research Findings and the Existing Literature:

Transformational leadership has been found to be a source of positive influences on various outcomes by an increasing number of studies. A number of meta-analyses research (e.g. Lowe, Kroeck et al. 1996, Bono and Judge 2004, Wang, Oh et al. 2011) confirms this. The positive impacts of this style of leadership provide fertile ground for researchers to study this phenomenal style to understand it. Suggestions and calls have been given to investigate its process by various scholars (e.g. Liu, Siu et al. 2010, Yukl 2013).

Efforts have been made to address this issue to understand the mechanisms of this style of leadership. One of the types of mechanisms relates to the followers' basic psychological needs for competence, autonomy and relatedness. These needs might assist in explaining the effectiveness of transformational leadership. Various studies have been conducted to investigate this issue by (Hetland, Hetland et al. 2011, Kovjanic, Schuh et al. 2012, Kovjanic, Schuh et al. 2013) and significant and positive associations between transformational leadership, as a whole, and the satisfaction of the followers' basic psychological needs for competence, autonomy and relatedness have been found. A recent meta-analysis study conducted by Deinert, Homan et al. (2015) suggests and calls for testing of the impact of the sub-dimensions of transformational leadership and asserts the importance of distinguishing these sub-dimensions.

Therefore, the objective of the current research, to explore the potential relationship between the components of transformational leadership and the satisfaction of the followers' basic psychological needs, sought to address these calls by (1) explaining the mechanisms of transformational leadership that make it enhance the followers' basic psychological needs for competence, autonomy and relatedness (2) testing the distinction of the sub-dimensions of transformational leadership. The findings, as mentioned earlier in this chapter and the thesis, of the current research contribute to the existing body of literature in the discipline, especially the main findings, which suggest that:

1. Idealised influence (attributes) and idealised influence (behaviours) are the sources of the positive influence of transformational leadership on the satisfaction of the followers' basic psychological needs for competence and autonomy.
2. Inspirational motivation is a source of negative influence on the satisfaction of the followers' basic psychological needs for competence and autonomy. Since such a negative impact has been reported in previous research and the current study finds

the same impact, further investigation was directed toward exploring the reason behind such an impact. The current study, by integrating its findings from the quantitative and qualitative data with the existing body of literature in the discipline, found that the negative impact of inspirational motivation is thought to be caused by one of the following reasons:

- a. Inspirational motivation involves behaviours that are deemed by some followers as unpleasant behaviours such as the ongoing challenge to the followers as well as leaders seeking a higher degree of performance from them.
- b. Having different viewpoints between the leaders and their followers is more likely to make the latter negatively perceive the inspirational motivation behaviours of the leader. In fact, it has been reported in the literature that inspirational motivation usually could take place without the leaders and their followers sharing the same point of view.
- c. Different factors other than the style of leadership that are held by leaders. These factors include lack of needed resources which makes followers blame themselves in the case of failure to accomplish the desired goals that they were inspirationally motivated to reach.

7.4. Research Limitation and Recommendations for Future Research:

Although this study has provided an insight into the influence of the components of transformational leadership, there are a number of limitations which will be discussed in this section. Generally, every method has some shortcomings, so there are a number of limitations which can be summarised as follows: Firstly, this research has been conducted in an organisation that is particularly male-orientated. This could impact the generalisability of the findings of the research, as such findings are tied to this specific context. This is as the role of context, the Saudi Arabian cultural influences, might be a factor that could affect the relationship between transformational leadership and the satisfaction of the followers' basic psychological needs. Secondly, there is need for further investigation with respect to the negative impact of inspirational motivation by measuring various constructs, such as some contextual factors that might determine the impact of inspirational motivation. By measuring these aspects by quantitative data, it will be possible to know exactly the reasons for the negative influence of inspirational motivation, whether it is related to the component itself or other contextual factors. Thirdly, another

limitation of the current study is that it does not include a comparison of two different countries from different regions, which could show whether the influence of the components of transformational leadership varies or not as a result of cultural factors. Fourthly, another point of limitation is with respect to the fact that answering the questionnaire was based only on evaluation from followers. However, including the leaders' rate would give more details through comparison with the followers' rate. This, in fact, would provide more detailed explanations of the quantitative data.

Due to the limitations that have been experienced there are various recommendations for future studies for postdoctoral research. This is especially true as the qualitative data provided findings that would be better to be included and measured in a questionnaire. One of which is by determining the influence of the contextual factors in the study. These factors were found through qualitative data. This can be done by adding new constructs to the model. Such constructs should measure for example, how followers perceive the differences between their view and the leaders' views as well as how the needed resources (to accomplish the desired goals) are considered by followers. In addition, conducting a comparison study from different regions would be a better idea for future research. This will assist in comparing the results that would be gained from two different contexts. Or this can be done by having more cases in the study which will provide an opportunity to compare the findings. Finally, future research could include the leaders' rate with the followers' rate. This can be done by adding a special questionnaire for leaders to rate themselves.

7.5. Summary:

This chapter sought to provide a summary of the thesis as a whole. These findings which emerged were sorted into categories with respect to each component of transformational leadership. This was followed by an explanation of how a review of the existing literature led to the identification of the gap and how this led to the objective of this study to address this gap. Then, the connections between the main findings and the existing literature were explained, and details of what the current study added to the field were provided. Finally, this chapter acknowledged the limitations of the study as well as recommendations for future studies were also provided to the reader.

Appendix

Sample Items from the Multifactor Leadership Questionnaire

- 1 My direct leader displays a sense of power and confidence. (II - A)
- 2 My direct leader considers the moral and ethical consequences of decisions. (II - B)
- 3 My direct leader articulates a compelling vision of the future. (IM)
- 4 My direct leader re-examines critical assumptions to question whether they are appropriate. (IS)
- 5 My direct leader considers me as having different needs, abilities, and aspirations from others.
(IC)

Appendix 1 Sample Items from the Multifactor Leadership Questionnaire

Sample Item Letter



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To whom it may concern,

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Instrument:

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The Need Satisfaction Scale

- 1 When I am with my direct leader, I feel free to be who I am.
- 2 When I am with my direct leader, I feel like a competent person.
- 3 When I am with my direct leader, I feel loved and cared about.
- 4 When I am with my direct leader, I often feel inadequate or incompetent. (R)
- 5 When I am with my direct leader, I have a say in what happens and can voice my opinion.
- 6 When I am with my direct leader, I often feel a lot of distance in our relationship. (R)
- 7 When I am with my direct leader, I feel very capable and effective.
- 8 When I am with my direct leader, I feel a lot of closeness and intimacy.
- 9 When I am with my direct leader, I feel controlled and pressured to be certain ways. (R)

Appendix 3 The Need Satisfaction Scale



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Participant Information Sheet

Study title and researcher details

- o **Study title:** Exploring the relationship between transformational leadership and the Satisfaction of followers' psychological needs.
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 - Professor Iain Docherty (email: Iain.Docherty@glasgow.ac.uk)
 - Dr J Ignacio Canales (email: Ignacio.Canales@glasgow.ac.uk)

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

What is this research project about?

The purpose of this research study is to explore the relationship between transformational leadership and the Satisfaction of follower's physiological needs in the public sector in the Saudi Arabian context.

Participation is voluntary:

It is important to know that you do not have to take part in the research study if you do not wish to do so; taking part is entirely voluntary. In addition, if you decide to participate you can withdraw at any point without giving a reason.

What will happen to the results of the research study?

The findings of this research will be presented within a doctoral thesis and they may be published in academic journals and reports, conference proceedings or books. Data collected may be used by the involved researchers for possible future related studies. In any case, your identity will remain anonymous.

If I agree to participate, what I will have to do?

If you agree to participate, you will be asked for at least one face-to-face semi-structured interview that it is expected to last for an average of 45 minutes. It may be possible that a follow-up interview will be requested. The interviews will be recorded (audio only) in order to facilitate and increase the accuracy of data collection and successive data analysis. However, participants have the right to decline the request for recording an interview. Interviews are expected to take place during years 2017.

Will my taking part in this study be kept confidential?

All personal data, as part of the research study, will be used only for research purposes and will be stored in a secure environment and will be destroyed at the end of the research project. The only other people who will have access to the data will be my supervisors: Professor Iain Docherty and Dr J Ignacio Canales. In addition, you will not be mentioned by name and the researcher will ensure that any contributions that you make that are used will be through the use of a pseudonym so that you cannot be recognised. Please note that assurances on confidentiality will be strictly adhered to unless evidence of wrongdoing or potential harm is uncovered. In such cases, the University may be obliged to contact relevant statutory bodies/agencies.

Who has reviewed the study?

This project has been considered and approved by the College Research Ethics Committee at the university of Glasgow. Details for further information and where to pursue any complaint: this should be the College of Social Sciences Ethics Officer, Dr Muir Houston, email: Muir.Houston@glasgow.ac.uk.

Who is funding the research?

The research study is funded by the Saudi Arabian cultural bureau in London.



College of Social Sciences

Consent Form

Title of Project: Exploring the relationship between transformational leadership and the Satisfaction of followers' psychological needs.

Name of Researcher: Abdulaziz Alturiqi (Doctoral researcher) Professor Iain Docherty (Supervisor) and Dr J Ignacio Canales (Supervisor)

Basic consent clauses

I confirm that I have read and understood the Participant Information Sheet for the above study and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

Consent on method clause

I consent to interviews being audio-recorded.

Confidentiality/anonymity clauses

I acknowledge that participants will be referred to by pseudonym in any publications arising from the research.

Clauses relating to data usage and storage

- All names and other material likely to identify individuals will be anonymised.
- The material will be treated as confidential and kept in secure storage at all times.
- I agree to waive my copyright to any data collected as part of this project.

Basic consent clause

I agree to take part in this research study

I do not agree to take part in this research study

Name of Participant Signature

Date

Name of Researcher: Abdulaziz Alturiqi Signature

Date

End of consent form

Appendix 5 The Consent Form

Appendix 6 The Approval of the Ethics Application

Correlations

	II (A)	II (B)	IS	IM	IC	C	R	A
II (A) Pearson Correlation	1	.925**	.865**	.895**	.847**	.755**	.814**	.718**
Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
N	180	180	180	180	180	180	180	180
II (B) Pearson Correlation	.925**	1	.893**	.901**	.865**	.752**	.829**	.714**
Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
N	180	180	180	180	180	180	180	180
IS Pearson Correlation	.865**	.893**	1	.873**	.877**	.722**	.796**	.708**
Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
N	180	180	180	180	180	180	180	180
IM Pearson Correlation	.895**	.901**	.873**	1	.868**	.696**	.795**	.655**
Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
N	180	180	180	180	180	180	180	180
IC Pearson Correlation	.847**	.865**	.877**	.868**	1	.707**	.807**	.689**
Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
N	180	180	180	180	180	180	180	180
C Pearson Correlation	.755**	.752**	.722**	.696**	.707**	1	.786**	.821**
Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
N	180	180	180	180	180	180	180	180
R Pearson Correlation	.814**	.829**	.796**	.795**	.807**	.786**	1	.816**
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
N	180	180	180	180	180	180	180	180
A Pearson Correlation	.718**	.714**	.708**	.655**	.689**	.821**	.816**	1
Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
N	180	180	180	180	180	180	180	180

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

Appendix 7 The Correlation Matrix Amongst the Variables of this Research

	Estimate
IIA4 <--- IIA	.636
IIA3 <--- IIA	.871
IIA2 <--- IIA	.802
IIA1 <--- IIA	.862
IIB4 <--- IIB	.869
IIB3 <--- IIB	.811
IIB2 <--- IIB	.835
IIB1 <--- IIB	.331
IS4 <--- IS	.836
IS3 <--- IS	.868
IS2 <--- IS	.798
IS1 <--- IS	.791
IM4 <--- IM	.917
IM3 <--- IM	.877
IM2 <--- IM	.808
IM1 <--- IM	.837
IC4 <--- IC	.884
IC3 <--- IC	.818
IC2 <--- IC	.302
IC1 <--- IC	.750
C1 <--- C	.891
C2 <--- C	.913
C3 <--- C	.523
R1 <--- R	.712
R2 <--- R	.929
R3 <--- R	.922
A1 <--- A	.868
A2 <--- A	.915
A3 <--- A	.561

Appendix 8 The Factor Loading Estimates

	A3	A2	A1	R3	R2	R1	C3	C2	C1	IC1	IC3	IC4	IM1	IM3	IM4	IS1	IS2	IS3	IS4	IIB2	IIB3	IIB4	IIA1	IIA2	IIA3	IIA4	
A3	.000																										
A2	.120	.000																									
A1	-.178	-.002	.000																								
R3	.151	.138	.072	.000																							
R2	.480	-.259	-.396	.022	.000																						
R1	3.130	.465	.659	.267	-.347	.000																					
C3	4.067	-.017	-.213	.028	-.433	1.520	.000																				
C2	-.709	.149	.261	.030	.056	.026	-.336	.000																			
C1	-.517	-.193	-.132	-.041	-.066	.013	.681	-.029	.000																		
IC1	.034	-.330	.096	-.325	-.145	.143	-.744	-.196	.207	.000																	
IC3	-.066	.033	.752	-.139	.278	-.397	-1.035	.105	.034	-.376	.000																
IC4	.820	-.351	.094	-.165	.205	.334	-.219	-.046	.144	.240	-.014	.000															
IM1	-.370	-.228	-.066	-.202	.270	-.147	-.377	.378	.479	-.103	.142	-.035	.000														
IM3	-.196	-.148	-.278	-.191	-.096	-.758	-1.075	-.414	.061	.577	-.102	-.158	.170	.000													
IM4	.584	.128	.231	.049	.201	-.046	-.495	-.068	.162	-.390	-.138	.223	.147	-.172	.000												
IS1	-.048	-.479	.030	-.247	-.217	.233	-.419	-.006	.725	.667	-.507	-.039	.276	-.033	-.262	.000											
IS2	.165	.543	.868	.272	.476	.541	-.902	.489	.709	.189	-.080	-.569	.065	-.199	-.057	1.135	.000										
IS3	.459	-.043	.468	.326	.072	.341	-.082	-.119	.531	-.174	.757	.015	-.525	-.064	.211	-.450	-.267	.000									
IS4	-.421	-.751	-.150	-.700	-.212	-.251	-1.945	-1.037	-.233	-.170	-.068	.078	-.361	.019	.436	.076	-.201	.115	.000								
IIB2	-.902	-.859	-.345	-.498	-.100	-.656	-.690	-.148	.248	.484	-.409	-.247	.720	.325	-.056	.767	.244	-.430	-.197	.000							
IIB3	.083	.395	.571	.227	-.145	-.607	-.853	.095	.287	-.117	.002	-.381	-.473	.120	-.301	-.666	-.140	-.073	-.545	-.001	.000						
IIB4	.363	-.054	.537	.137	.272	.626	-.662	-.143	.121	.086	.189	.349	-.181	-.719	.487	-.082	.165	.151	.563	-.056	.059	.000					
IIA1	.225	-.456	-.539	-.039	.322	-.103	-.187	-.469	-.032	.382	.279	.463	.612	.289	.105	.542	.608	-.291	.092	.013	-.093	-.265	.000				
IIA2	-.349	-.061	.078	-.257	-.453	-.607	-.962	-.358	-.221	.630	-.020	-.273	-.102	.761	-.041	.099	-.247	.183	.457	.352	.209	-.250	.199	.000			
IIA3	.697	.367	.448	.099	.554	-.163	.310	.144	.517	-.178	-.198	-.362	-.527	-.152	-.343	-.819	.038	.057	-.702	-.652	.865	-.063	.087	-.241	.000		
IIA4	-1.710	-.107	.307	-1.108	-.185	-1.216	-1.293	.688	.511	-.058	-.045	-.361	.139	-.125	-.121	1.257	.249	.154	.081	.544	.494	-.166	-.193	.039	.002	.000	

Appendix 9 The Standardised Residuals

	M.I.	Par Change
e24 <--> A	6.062	.099
e24 <--> e29	22.852	.366
e23 <--> e29	36.985	.563
e23 <--> e24	7.146	.222
e22 <--> e29	6.074	-.122
e21 <--> IS	5.798	.053
e21 <--> e23	4.914	.134
e16 <--> C	6.081	.077
e16 <--> IM	4.543	.047
e16 <--> e22	4.679	.074
e15 <--> IIB	9.824	.070
e15 <--> e16	6.448	.115
e14 <--> IIB	6.036	-.043
e14 <--> IIA	10.204	.042
e14 <--> e20	4.763	.086
e13 <--> e20	6.631	-.092
e13 <--> e15	4.442	-.074
e12 <--> e21	5.190	.097
e11 <--> IC	4.328	-.060
e11 <--> e17	7.008	-.101
e11 <--> e12	13.591	.171
e10 <--> e18	11.382	.125
e10 <--> e16	4.977	-.083
e10 <--> e12	4.054	-.082
e9 <--> C	6.081	-.076
e9 <--> e23	5.613	-.151
e9 <--> e22	6.713	-.088
e9 <--> e13	5.328	.073
e7 <--> IM	7.253	.056
e7 <--> e15	37.786	.254
e7 <--> e12	5.282	.095
e7 <--> e10	4.051	-.068
e6 <--> IIA	9.652	.048
e6 <--> e25	4.865	-.071
e5 <--> e24	4.495	.094
e5 <--> e14	20.303	-.133
e5 <--> e13	9.544	.082
e5 <--> e9	7.127	.091
e4 <--> IIB	5.889	-.050
e4 <--> e10	4.249	-.079
e4 <--> e5	5.841	-.085
e3 <--> e14	13.497	.157
e2 <--> e25	6.065	.073
e2 <--> e12	6.808	-.110
e2 <--> e7	4.147	-.071

		M.I.	Par Change
e2	<--> e6	22.840	.185
e1	<--> R	6.272	-.076
e1	<--> C	4.226	.086
e1	<--> e29	8.415	-.232
e1	<--> e26	8.553	-.125
e1	<--> e22	4.666	.100
e1	<--> e12	7.138	.162

Appendix 10 The Modification Indices

The Main Interview Themes

- Providing a description of Transformational Leadership to the interviewee, then asking them about it. Asking the following questions and seeking further details if they answer yes to any question:
 1. Does transformational leadership exist in your work environment or not?
 2. Have you had transformational leaders?
 3. Have you practised the behaviours of transformational leadership?
- Providing a description of each component of TL to the interviewee, then asking them about each component. Asking interviewee if they have ever experienced or practised any components.
- Providing a description of each component of the psychological needs (competence, relatedness and autonomy) to the interviewee, and then asking them about each component.
- Asking other questions to further discuss the findings of the quantitative data.

Appendix 11 The Main Interview Themes

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