

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME**

**EFFECT OF LEADER BEHAVIOUR ON EMPLOYEE
ATTITUDE AND BEHAVIOUR IN UNIQUE
COMMERCIAL COMPANY LIMITED**

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EMBA - 46

EMBA 16th BATCH

DECEMBER, 2019

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ACADEMIC YEAR (2017-2019)

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A Thesis submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA)

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ACCEPTANCE

This is to certify that the thesis entitled “**Effect of Leader Behavior on Employee Attitude and Behavior in Unique Commercial Company Limited**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

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DECEMBER, 2019

ABSTRACT

The aims of this paper are to examine the effect of leader behavior on attitude and behavior of subordinate and moderating effect of subordinate characteristics on relationship between leader behavior and subordinate attitude and behavior in the organization. To perform the analysis, 240 employees are randomly selected as simple random sampling method. From analysis, it is indicated that supportive and achievement oriented leader behavior affect all dimensions of subordinate attitude and behavior: job satisfaction, acceptance of leader, and motivational behavior while directive behavior affect acceptance of leader and motivational behavior. Moreover, it is observed that there is moderating effect of autonomy on relationship between achievement oriented and participative behavior and job satisfaction and acceptance of leader. In addition, there is moderating effect of ability on relationship between achievement oriented behavior and job satisfaction. Additionally, moderating effect of ability on relationship between directive, achievement oriented and participative behavior and acceptance of leader. Furthermore, there is moderating effect of locus of control on relationship between achievement oriented behavior and job satisfaction, acceptance of leader and motivational behavior. This suggests that subordinate characteristics have important role on relationship between leader behavior and attitude and behavior of subordinate in the organization.

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CHAPTER 1

INTRODUCTION

Having a right leader is important in the organization. Every leader has their behavior when managing the organization. For the today content, leader behavior is one of most important topic in every industry and it is also known as leadership style. In other words, one secret for success in organization is leader behavior or leadership style (Daft, 20014). Impact of leader behavior or leadership style could lead to organization success or failure. Leader is that the one who knows the way, goes the way and shows the way (Dr.John C. Maxwell, Leadership Guru). Throughout the history, the difference between accomplishment and failure has been ascribed to leader behavior or leadership (Kakabadse & Kakabadse, 2009). A Gallup survey suggests that most employees believe it is not the organization, which guides the culture and creates the situations where workers are happy and successful. Leader behavior enhance employee in performance, satisfaction and motivation. This effect organization efficiency and effectiveness.

To succeed the business, employee performance and motivation is playing a vital role for business productivity which would be generated from employee satisfaction and acceptance of their leader. Leader need to engage with their team for productivity. The more leader can engage and influence their team the better their team grow personally and professionally.

This study to find out effect of leader behavior on employee attitude and behavior in unique commercial company limited. It also gives an insight on the analysis of leader behavior on attitude and behavior of employee. Furthermore, employee have their characteristics that how the behave on leader and their job in particular situation with their emotion, feeling and ability. Thus, leader must aware of employee characteristic to drive on what they want to achieve maximum performance for organization productivity. Therefore, this study analyzes that how the effect of employee characteristics is impact on leader behavior and attitude and behavior of employee. The findings and recommendations from the study are a tremendous input for unique commercial company limited for enhancing effectiveness of their leader behavior to get organizational performance.

1.1 Rationale of the Study

Leader is a crucial factor for creating an organization successful. Leader has greatest influence on their organization. The more influence with their employee the more engaged with them. Welbourne (2007) stated that the word engagement is associated with one of the hottest topics in management. Welbourne also claimed that engagement is needed for higher level of performance. Vance (2006) presented that an engaged employee is conscious of business context and works with colleagues to enhance performance within the work for the advantage of the organization.

Firstly, leader in the organization provide a shared vision of where the organization is heading and what its purpose is (the mission). The secondly, leader set objectives, that is, to convert the strategic vision and directional course into performance outcomes for every key area which leaders deem important for fulfillment. Thirdly, leader challenge in providing strategic direction is to generate and develop a strategy that will determine how to achieve the objectives. Furthermore, an effective leader has clarity of vision and stays focused the goal. A great leader is an excellent communicator to share the vision. Leader need to understands team situations and strengths. Leader offer challenges and opportunities to grow their team. Leader can be supervisor, coach, trainer and mentor to encourage, cajole, correct and proud the employee to reach their goal by passing their obstacles. Thus, leader behavior is important for the leader which impact on organizational productivity.

Additionally, leader is an important function of management which helps to maximize efficiency and to achieve organizational goals. In fact, leader is an essential part and a crucial component of effective management. A remarkable leader behavior stresses upon building an environment in which each and every employee develops and excels. It is a potential inspiration and ambition the group efforts towards the achievement of goals. In retail sector, line managers must have traits of a leader. They must possess quality leader. With quality leader, line managers can develop and begin strategies that build and sustain competitive advantage.

1.2 Objectives of the Study

There are two main objectives for this study. They are:

- (1) To examine the effect of leader behavior on attitude and behavior of subordinates
- (2) To examine the moderating effect of subordinate characteristics on relationship between leader behavior and attitude & behavior of subordinates

1.3 Scope and Method of the Study

This study applies data from both the primary and secondary sources. The leader behavior on attitude and behavior of employee, and effect of employee characteristics between leader behavior and attitude and behavior of employee were measured with the use of structured questionnaires. The secondary data from the records of unique commercial company limited were also used for better understanding of HR practices, employee motivational activities, job improvement trainings, employee engagement and retention of the organization. Analytical method is applied in this study and primary data are collected by using simple random sampling method to select 240 respondents from 500 employees. Secondary data is obtained from the records of Human Resources Department of unique commercial company limited.

This study focuses mainly on the effect of leader behavior on subordinate attitude and behavior in unique commercial company limited. Therefore, this study may not be applicable for other companies even within similar industry. This study is focus on subordinate characteristics although there are two factors influencing for the effect of leader behavior on subordinate attitude behavior which are subordinate characteristics and environmental factors at work.

1.4 Organization of the Study

The paper is organized into five different Chapters. Chapter One starts with an introduction section, which includes the rationale of this study, objectives of this study, scope, methodology, limitation of the study and organization of the study. Chapter Two includes theoretical background concerning with leader behavior, subordinate attitude and behavior, subordinate characteristics and provides a conceptual framework of the study with a diagram. Chapter Three consists of the profile of unique commercial company limited and exploring leader behavior of the organization. Structure questionnaires for the survey are also prepared for employee who are working in unique commercial company limited. Chapter Four discusses the subordinate attitude and behavior, and subordinate characteristics of unique commercial company limited. And then, examine the effect of leader behavior on attitude and behavior of employee and moderating effect of subordinate characteristics on relationship between leader behavior and subordinate attitude and behavior. The last chapter, chapter Five is the conclusion section including representation of finding, recommendation, suggestion and needs for further research.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter consists of three parts; concepts or definitions of key variables, empirical study and conceptual framework of the study. In every successful organization need effective leader because strong leader can help an organization to maximize productivity and achieve business goals. Therefore, complex and variable nature of leader behavior, many researchers have studies different leader behavior to identify impact on organization efficiency and effectiveness. Cojocar (2009) defined leader behavior as “the attitude of a person to influence and ensure other members to contribute towards the effectiveness and success of their organizations”. Igbaekemen (2014) outlined the meaning of leader behavior as “the art of influencing people so that they will strive willingly towards the achievement of goals”. Leader behavior, defined by Gharibvand (2012) is “how the leader communicates generally and relates to individuals, how the leader motivates and trains the subordinates and how the leader provides direction to his/her team to execute their tasks”.

2.1 Leader Behavior

Behavior is the actions and mannerisms made by individuals, (Lynn R. Khale 2014). Behavior of leader is ability of performance in a particular situation and its impact on the employees’ performance and their satisfaction. Thus, behavior theories of leadership are based on the premise that leadership behavior can be determined by studying what leaders do in relation to accomplishing tasks and efforts put by employees in performing the task. Leadership style is the combination of traits, skills and behavior leaders’ use as they interact with followers (Lussier & Achu, 2007). A though a leader behavior is based on traits and skills but behavior is that the important component because it’s relatively consistent pattern of behavior that characterizes a leader. Leadership is the process of influencing others in order to achieve organizational goals and objectives. Further, level of relationship between the manager and employees is a good predictor of employee retention. Employees having good relationship with their bosses are more likely to be more motivated and satisfied then those having poor relationship with their managers. The relationship between the employee and manager is based on manager’s leadership personality traits and attitudes with directly affect the behavior of employee (Bartton, Grint and Nelson, 2005).

2.1.1 Directive Leader Behavior

Directive leader behavior is the behavior; a leader exhibits in order to give specific guidance to subordinates by letting subordinates know as what is expected of them. Further schedules work to be done; maintains definite standards of performance and directs subordinates to follow standard rules and regulations (House and Mitchell, 1974). Directive leader tells subordinates as what is expected of them by clarifying performance goals, the means to reach those goals, and the standards against which performance will be judged (McShane & Glinow, 2006).

Directive leader behavior is positively correlated with the approval and expectations of the followers when they are performing unclear jobs and is negatively correlated when engaged in clear tasks. In other words, a leader directive behavior compliments the tasks by providing the necessary guidance and psychological structure for subordinates and when tasks are clear to subordinates, leader directiveness become counterproductive.

2.1.2 Supportive Leader Behavior

Supportive leader behavior is the behavior; a leader uses to show “concern for the status, well-being, and needs of subordinates and such a leader does little things to make the work more present and treats all employees as equals” (House and Mitchell, 1974). Supportive leader treats subordinates as equals. The leader has friendly relationships and show concern for the well-being and need of subordinates. He is approachable and exhibits trust, consults subordinates and considers their views in decision making. He creates a friendly climate in the work unit. Supportive leader will offer a wide range of rewards to subordinates, not limiting to pay increase and or promotion, but also encouragement, pats on the back, and respect.

Schriesheim, (1997), Supportive leaders can affect the behavior of subordinates in two ways: making the job more enjoyable by creating a friendly, open work environment, which leads to the intrinsic reward; and reducing stress and boosting their belief that work is lead to performance. Supportive leadership is the most effective when the task is relatively routine and simple. Supportive leader behavior will positively affect subordinate satisfaction, performing stressful and frustrating or dissatisfying tasks.

2.1.3 Achievement Oriented Leader Behavior

Achievement-oriented leader behavior is the behavior; a leader uses to set challenging goals for subordinates and expects subordinates to perform at their highest level. Further, leader seeks continuous improvement in subordinate performance, and demonstrates a high level of confidence that subordinates assume responsibility, put full efforts and accomplish the challenging goals. The leader not only expects high levels of productivity from subordinates but also displays confidence that subordinates can achieve these high levels. It's all about setting goals, pursuing performance, and showing confidence that subordinates attain high standards. Achievement-oriented leader behavior cause subordinates to strive for higher standards of performance and to possess more confidence in their ability to satisfy challenging goals.

2.1.4 Participative Leader Behavior

Participative leader behavior is the behavior; which involves “consulting with subordinates, soliciting their suggesting and taking these suggestions into serious consideration before making a decision” (House ad Mitchell, 1974). Participative leader consults subordinates on work related matters and uses their suggestions, opinions and ideas in reaching a decision. Participative leader behavior is positively affect the subordinates' motivation and satisfaction, regardless of the fact whether the follower is predisposed toward self-discipline, totalitarianism or need for independence; and similarly, when followers are not ego-centric and demand of the tasks is unambiguous, the subordinate that are lenient and independent and are self-controlled have a favorable response to the participation of the leaders whereas those that have a contradictory personality will respond in a less favorable manner.

2.2 Subordinate Characteristics

Subordinate interpret their leader behavior base on their needs, such as anatomy, perceived level of ability and locus of control. Subordinate characteristics include factors such as autonomy, locus of control, experience, perceived ability, satisfaction, willingness to leave the organization, and anxiety. For example, if followers are high inability, a directive leader behavior could also be unnecessary; instead a supportive approach could also be preferable. Important personal characteristics include the subordinates' perception of their abilities and their locus of control. If people think that they lack ability; directive leader behavior is that the preferable method to steer them. If a person has the focus of

control, then the participative leadership is preferable. Managers won't be ready to change the characteristics of personnel but can shape his approach of leading and managing by understanding them. Thus, subordinate characteristics can moderate the relationship between leader behavior and attitude and behavior of subordinate.

2.2.1 Autonomy

Autonomy is the degree to which the job provides substantial freedom, independence, and discretion in scheduling the work and in determining the procedures to carry it out. Autonomy refers to a cluster of leader behaviors that collectively promote a climate of support and understanding within leader-worker relationships. An autonomy supportive leader behavior generally involves leaders acknowledging worker perspectives, encourage self-initiation, offer opportunities for choice and input communicating in an informational rather than a control manner, and avoiding the use of rewards or sanctions to motivate behavior (Baard et al. 2004; Su and Reeve 2011). It is thought to foster more agentic and self-determined pursuits, as recipients perceive themselves to be the regulators of their own actions, fostering a heightened sense that behavior is internally directed instead of externally controlled (Deci et al.2017). A controlling leader behavior involves leader imposing external constraints on behavior with the intention of compelling individuals to provide specific outcome (Ryan et al. 1983). A controlling style is usually interpreted as prescriptive, inflexible and rigid, pressuring the worker to think, feel, or behave especially ways (Ryan and Deci 2017). Deviations from leader demands are often met with corrective or other punitive actions intended to revive behavior back to its desired course. Hence, the design signals to employees that the leader is that the initiator of action, shifting the perceived explanation for one's behavior to an external source (Deci et al. 2004; Deci and Ryan 1987).

2.2.2 Ability

It is the perception of subordinate of his or her own ability to accomplish an assigned task, which is a vital influence on his or her behavior and performance at work. Ability further comprises of the experience or practice gained from prior task performance. Ability is defined as an outcome of aptitude and learning. It reflects person's potential for performance. The perception of the subordinate's ability to accomplish an assigned task is very important. Subordinate with high perception ability prefer participative and

achievement oriented leader, on contrary with subordinate with low perception about his abilities feel more satisfied under the supervision of directive leader behavior.

2.2.3 Locus of Control

Locus of control refers to the perceived location or source of influence over our behavior. This factor represents beliefs about causes and effects in one's life. When the locus (location) of influence (control) over outcomes is within one's own behaviors such as person is termed an internal (McShane & Glinow, 2005), on contrary person who believes that the locus of influence over outcomes is outside one's control or that events are incapable of being affected by one's behavior, such person is classified as having an external locus of control and it termed as external.

Thus, internal locus of control is the degree to which individuals are controlled by their internal motives, habits, and values, rather than by external forces and believe that individual effort and competence are the major factors leading to promotion in an organization and thus inclined to work harder. Further, internal believe that they can affect events and outcomes while, externals feel powerless and unable to influence events no matter what they do and believe that outside forces such as fate, luck, or chance exert a very strong influence on their fortunes. An external views the world as unpredictable and believes destiny is determined by circumstances beyond direct personal control.

2.3 Subordinate Attitude and Behavior

Subordinate are considered as the most valuable capital for effective and good organizational performance because the improved performance of the organization can be only achieved through effectiveness on attitude and behavior of subordinate. Although several theorists have been studied regarding attitude and behavior of subordinate, the most common and relevant with this study are job satisfaction, acceptance of leader, and motivational behavior.

2.3.1 Job Satisfaction

Job satisfaction is an attitude of an employee towards the working conditions, general atmosphere of the organization, interaction with superiors and colleagues. It is the feeling, and employee has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives. Job satisfaction is a topic that is of interest for both the researchers and the people who work in organizations. This topic

has been associated with several organizational aspects of leadership, performance, attitude and moral. Job satisfaction refers to the general behavior shown by a person about her or his job that reflects the appropriateness of what is earned and what is believed to be earned. It has been an important factor to be taken into account seriously for organizational and industrial psychology. Porter Steers, Mowday, & Boulian (1974) defined job satisfaction as the feeling an employee about his or her job regarding pay, promotion, supervision, and the work itself. Job satisfaction can be seen as three components: an affective component (a feeling about the job), a cognitive component (a belief in regard to a job) and a behavioral component (behavioral intentions towards a job such as getting to work in time, working hard etc.

Job satisfaction, the degree to which employees like their work, has remained a crucial concept in the organizational study of the responses employees have to their job satisfaction. The recent interest in job satisfaction is focused principally on its impact of employee commitment to the organization, absenteeism, and turnover (Brooke & Price, 1989; Michaels & Spector, 1982; Steers & Rhodes, 1978). Job satisfaction is associated with essential job attitudes, practices, meaningful outcomes, and organizational effectiveness including organizational commitment, turnover, performance, and organizational behaviour (Sinclair, 2011). Satisfied employees tend to be dedicated, productive, and settled in their jobs. The job satisfaction construct has been studied broadly because of its importance and its relationship with other organizational outcomes as well as organizational success (Gu, Wang, Sun, & Xu, 2010).

2.3.2 Acceptance of Leader

This concept refers to the state where subordinate complies with the directives and orders of his leader and is always ready to accept the decisions made by the leader. Subordinates are expected to comply with the directives and orders of the leader and to be comfortable while working with him. Contribution in decision-making continuously rises acceptance of leader' though connecting entire group requires lot of efforts and time but guarantee high level of acceptance of selections and leader also, resulting in efficient execution.

The acceptance of orders by subordinates depends upon the surrounding/situational conditions. Further, the compliance of orders is linked the extent such orders are understood; consistent with the mission of the organization; compatible with the personal interests of the subordinates and to the extent to which subordinate is physically and mentally able to comply with them.

2.3.3 Motivational Behavior

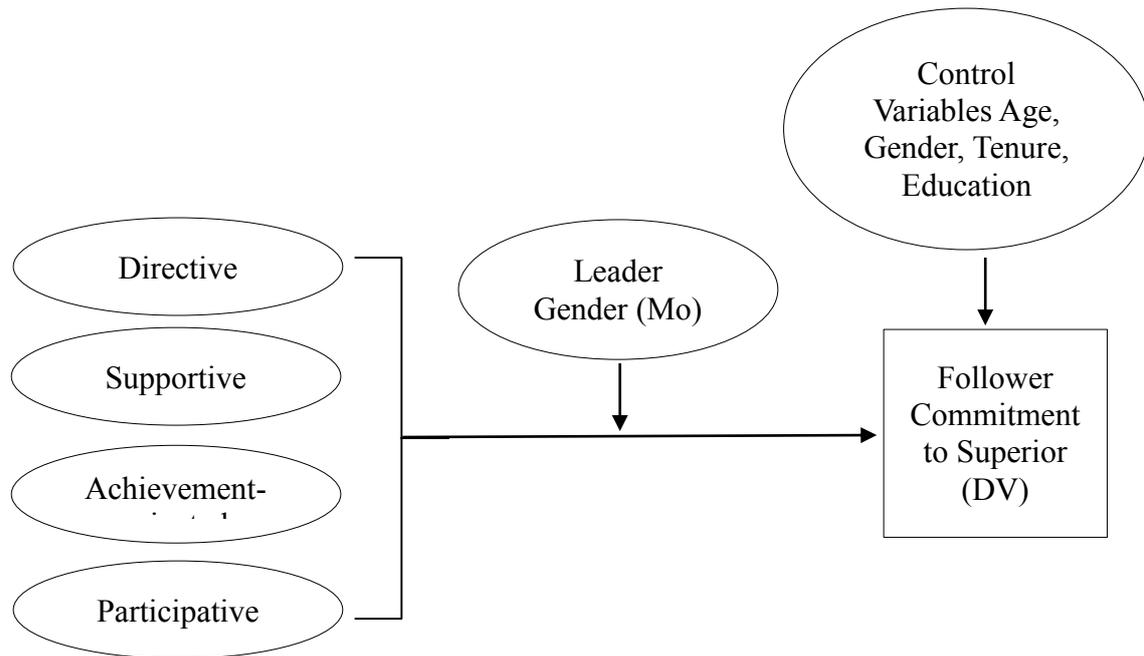
Motivation is a basic psychological process. It concerns the conditions responsible for a variation in intensity, quality and direction of ongoing behavior (Landy & Conte, 2005). According to Howieson (2008) most theories of motivation are developed from the ‘need-drive-incentive sequence’: the basic process involved need, which set drives in motion to accomplish them. Drives, or motives, may be classified into primary, general and secondary categories: The primary motives are unlearned and physiologically based such as thirst, hunger, avoidance of pain, gender and material concerns. The general (or stimulus) motives are also unlearned but are not physiologically based such as curiosity, manipulating, activity and affection. Secondary motives are learned such as the needs for power, for achievement, affiliation, security and status.

Motivation is of two kinds based on source i.e. extrinsic and intrinsic. Extrinsic motives are the visible consequences and external to the individual (e.g. money) while, intrinsic motives are internal to the individual, and are self-induced to learn, achieve or on some ways to ‘better oneself’.

2.4 Empirical Studies

To develop the conceptual framework for this study, some relating papers are reviewed. The second review paper is by Leana Polston-Murdoch (2013) that entitled “An Investigation of Path-Goal Theory, Relationship of Leadership Style, Supervisor-Related Commitment, and Gender”. This study research, it had been intended to achieve a dual purpose: (a) to work out if there’s a relationship between subordinate’s perception of leadership style and subordinate commitment to their leader and (b) to determine if supervisor’s gender moderates the relationship between the perceived leadership style and subordinate commitment to their leader. Answers were received from a total of 117 participants through social networking.

Figure (2.1) A Proposed Path-Moal Model by Polston-Murdoch

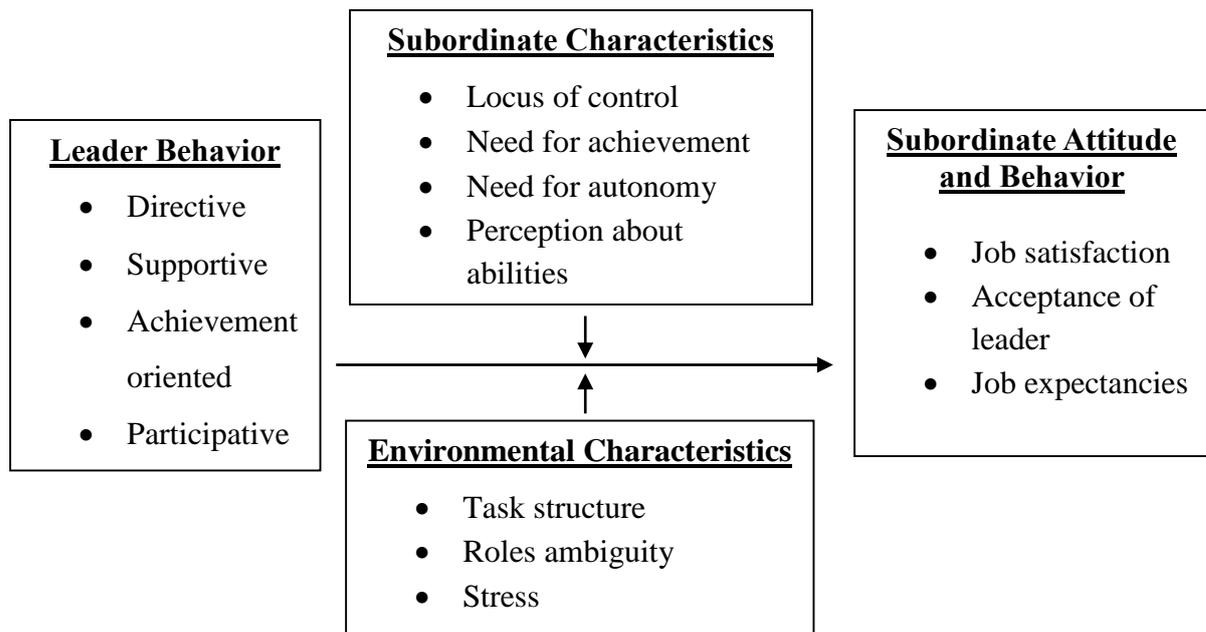


Source : Polston-Murdoch, 2013

Analysis presents, leadership styles can predict according to subordinate' commitment, however, subordinate' gender can predict subordinates' commitment for achievement-oriented and directive styles. In Addition, assessment of regression coefficients showed no statistically significant difference between male and female leadership styles and subordinate's commitment to the superior.

The second paper reviewed is "Leadership Behavior and Employee Job satisfaction: A Study of Path Goal Theory in Telecom Sector" by Sikandar Hayyat Malik (2003). In this paper, the researcher studied the path-goal theory of leadership in Pakistan telecom (mobile) industry. The study explored relationship between leadership behaviors (directive, supportive, participative and achievement-oriented) of middle managers and job satisfaction of subordinates. Path-goal leadership model attempts to explain the impact of leader behavior on the subordinate motivation, satisfaction and performance.

Figure (2.2) Theoretical Framework by Malik



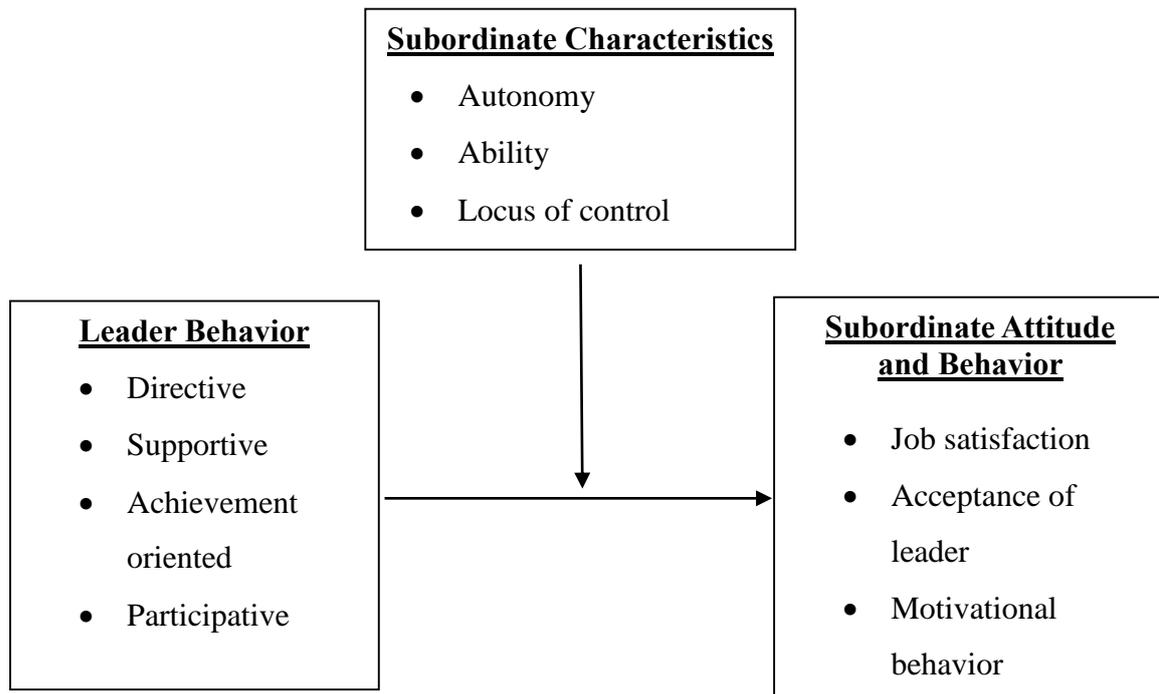
Source : Malik, 2003

Leadership behaviors (directive, supportive, participative and achievement-oriented) of managers were measured through leader behavior items. Subordinates' satisfaction was measured by the job descriptive index. While job expectancy I and job expectancy II were measured through job expectancy scale. The four path-goal leader behaviors, seven moderating variables and nine subordinates' outcomes were measured through the instrument comprising of 189 items. From this paper, it is found that the moderating variable influence preference for a particular type of leadership behavior (by the subordinate) and leader behavior has an impact on subordinate satisfaction, job expectancy (I&II) and acceptance of leader. Leader behavior affects satisfaction directly. Moreover, subordinate satisfaction has direct affect the subordinate between male and female respondents regarding any dependent measure.

2.5 Conceptual Framework of the Study

Nowadays, leader has responsibility to create an environment which makes employees' job satisfaction, motivation and acceptance of leader that lead to get profitable assets and the organization's growth. In a wider context, there is an increased emphasis on people as a key source of competitive advantages, often being regarded as the key differentiator between organizations. The conceptual frame work of study is show in Figure (2.3).

Figure (2.3) The Conceptual Framework of the Study



Source : Own Compilation, 2019

Therefore, the conceptual framework of this study examines the relationship between leader behavior and subordinate attitude and behavior, and to explore subordinate attitudes of job satisfaction, acceptance of leader and motivational behavior, and to examine moderating effects of employee characteristics on the relationship between leader behavior and attitude and behavior of employee.

According to the conceptual framework in Figure (2.3), this study mainly focused to explore leader behavior – directive, supportive, achievement oriented, and participative and their impact on job satisfaction, acceptance of leader and motivational behavior of attitude and behavior of unique commercial company limited for productivity, efficiency and effectiveness. Subordinate characteristics such as autonomy, ability, locus of control is used as a moderator to research the influencing factors that impact on leader behavior and attitude and behavior of unique commercial company limited. All objectives would be tested and proved on the chapter four in this study.

CHAPTER (3)

PROFILE AND LEADER BEHAVIOR IN UNIQUE COMMERCIAL COMPANY LIMITED

This chapter is organized into three sections. The Profile of unique commercial company limited is composed in the first part and demographic data of respondents is presented in the second part. The third part is leader behavior in unique commercial company limited.

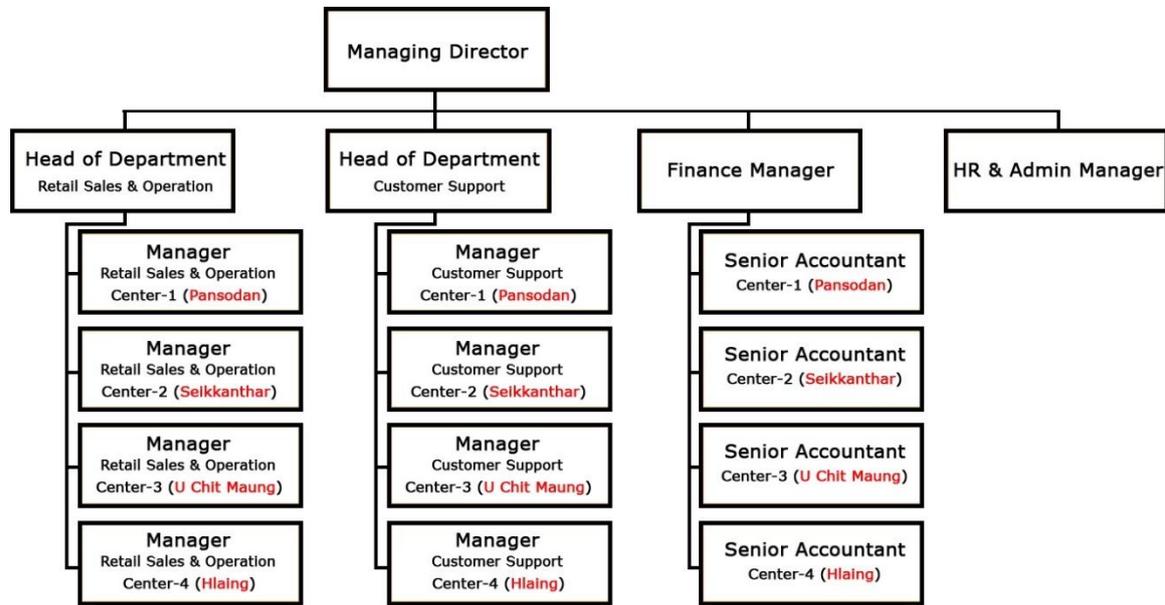
3.1 Profile of Unique Commercial Company Limited

Unique commercial company limited is founded in June, 2004 as the first outlet of computers and accessories retail shop at the heart of IT market in Yangon. In 2011, company opened the second outlet at Pansodan Road (upper block) which later become the head office of the company too. Soon after operation of the second outlet, the company entered into mobile phones and accessories market. The third outlet is opened in Tamwe Township in 2013 which becomes the outlet that can generate the highest revenue. The fourth outlet is opened in Hlaing Township by February 2016 and followed by the fifth outlets in North Okkalapa Township in 2017. Within the same year, the company also opened the sixth outlets in Thingangyuan Townshp by entering into consumer electronic market. The seventh and biggest outlet opened on Kabaraye Pagoda Road in 2018. Lately eighth outlet opened in Mandalay.

In 2012, the company also setup a sister company called Green Technology Engineering Co., Ltd. to focus on distribution of IT accessories, mobile phones accessories, electronic and security products. Since 2010, the company is recognized as the best after sales service provider among retail computer shops. As of now, the company is recognized as one of the biggest IT and mobile phone retail chain stores in Myanmar and giving jobs to around 500 employees.

The company is operating with four main departments: retail sales and operation, customer support, finance and hr & administration. The following figure shows the organization structure of unique commercial company limited.

Figure (3.1) Organization Structure of Unique Commercial Company Limited



Source: Unique Commercial Company Limited, 2019

As shown in figure above, the first department is Retail Sales and Operation which mainly focuses on retail selling and serving new and recurring customers for new businesses. Customer support department is responsible for after sales services such as repairing and fixing errors and replacing part or whole systems in case beyond the condition for repairs. Finance department is for accounting and financing functions. The HR & Administration department is simply for general administration works as well as human resources management functions.

3.2 Profile of Respondents

A set of demographic data of respondents have been examined and presented in this section. The study is made on 240 respondents who are full-time employees working for company by randomly selected. The demographic factors on the employees corresponded to gender, age, marital status, education, service year in unique, service year in under current supervisor and position. The profile of 240 randomly selected respondents for this study are shown in Table (3.1).

Table (3.1) Demographic Profile of Respondents

No.	Demographic factors	Number of respondents	Percentage (%)
2.	Gender		
	Male	94	39.2
	Female	146	60.8
1.	Age		
	18-24	127	52.9
	25 – 34 years	110	45.8
	35 – 44 years	3	1.3
3.	Marital status		
	Single	198	82.5
	Married	42	17.5
4.	Education		
	High school	18	7.5
	Undergraduate	50	20.8
	Bachelor degree	170	70.8
	Master degree and more	2	0.9
5.	Service years in unique		
	Less than 1 year	81	33.8
	1 – 3 year	108	45
	4 – 6 year	40	16.6
	7 – 10 year	9	3.7
	More than 10 year	2	0.9
6.	Service years in current supervisor		
	Less than 1 year	112	46.7
	1 – 3 year	100	41.7
	4 – 6 year	22	9.2
	7 – 10 year	5	2
	More than 10 year	1	0.4
7.	Position		
	S1 (OJT)	42	17.5
	S2 (Assistant/Junior)	66	27.5
	S3 (Executive)	67	27.9
	S4 (Senior executive)	40	16.7
	M1 (In-charge)	8	3.3
	M2 (Assistant Supervisor/Supervisor)	6	2.5
	M3 (Assistant Manager/Manager)	10	4.2
	M4 (Head of department)	1	0.4
	Total	240	100

Source: Survey Data, 2019

The survey used in this study had (7) questions that addressed demographics of the respondents. With relation to the gender of respondents, participation of male was slightly lower than their female counterparts and major participation of respondents are female as shown in Table (3.1). In the company, the ratio of female employees working in various departments is higher than the ratio of male employees. Hence, participation of female was higher than the participation of male in the survey. In the Table (3.1), it is clearly shows the age groups of respondents, the major age group of respondents were between 18 and 24 years old and it represents 52.9% of total respondents. The second largest age group is between 25 years to 34 years old and it represents 45.8. There was three people in 35 and 44 age group its represents 1.3% and no people 45 and above age group in the survey.

Moreover, there is 198 single with 82.5% and 42 married with 17.5% in the company. Regarding to the level of education of employees in the company, most of the respondents are holding a Bachelor Degree (70.8%) as presented in Table (3.1) and follow by 20.8% are undergraduate. It was also noted that almost a quarter of total respondents were still under graduate. There are few respondents who had with high school and two respondents who had the master degree. According to the findings, 46.7 of the respondents are found servicing their leader for less than 1 and 41.7% of respondents are serving their leader for 1 to 3 years. 9.2% are servicing their leader for 4 to 6 years. Moreover 2% are 7 to 10 years and 4% are more than 10 years servicing their leader constantly. Therefore, it can be seen that most of the total respondents have 1 to 3 year of service with their leaders and the perception, opinions and judgments of the respondents on their leaders are likely to be accurate.

Table (3.1) also shows the respondents by the years of service in unique commercial company limited. The study groups the respondents into five with 2 years' interval starting from less than one years to more than 10 years. The majority of employees serving for company between 1 to 3 years is the highest ratio with 45% to total respondents. Those in range of serving for company less than 1 years are the second highest ratio with 33.8% of total respondents. Furthermore, 16.6% are servicing 4 to 6 years in the company. There are 9 respondents with 3.7% serving 7 to 10 years and 2 respondents with 0.9% serving more than 10 years in the study.

3.3 Leader Behavior in Unique Commercial Company Limited

In this study, a combination of 20 questions is used to explore the Job Characteristics. The main aim to measure different type of leader behavior such as directive, supportive, participative, achievement oriented that effect on employee. Following tables illustrates the leader behavior from survey analysis.

3.3.1 Directive Leader Behavior

Descriptive analysis is conducted to explore directive leader behavior in unique commercial company limited. The results are show in Table (3.2).

Table (3.2) Directive Leader Behavior

No.	Items	Mean
	Directive	
1	Informing the group member of their expectation.	3.89
2	Deciding what shall be done and how shall be done.	4.24
3	Scheduling the work.	4.05
4	Maintaining standard of performance.	4.35
5	Directing to follow the standard, rule and procedure.	4.64
	Overall Mean	4.24

Source: Survey Data, 2019

As the results of Table (3.2), highest mean 4.64 presents that subordinates in organization are obey leader instruction and follow standard, rule and procedure. The mean score 4.35 meaning that leaders in organization are consistently improve their standard for performance. Most of the tasks are define and schedule by leader with the mean score of 4.24 and 4.05 respectively. Lastly, there is weakness of informing leader' expectation to the group member with the mean score of 3.89.

3.3.2 Supportive Leader Behavior

Descriptive analysis is conducted to explore supportive leader behavior in unique commercial company limited. The results are show in Table (3.3). According to Table (3.3), highest mean 4.33 shows that leader treat equality to all subordinate in the organization.

Table (3.3) Supportive Leader Behavior

No.	Items	Mean
	Supportive	
6	Friendliness and easy to access.	3.85
7	Suggestion the group for operation.	4.23
8	Treating equality to all group members.	4.33
9	Helping overcome problem which stop from carrying out of the task.	4.28
10	Helping the tasks for pleasure.	4.20
	Overall Mean	4.18

Source: Survey Data, 2019

Moreover, leader helps the subordinate tasks to overcome their problems and difficulties and give suggestions to get the pleasure of their tasks with the mean score of 4.28, 4.23 and 4.20 respectively. However, leader help on subordinate task, subordinate think that leader is need to be more friendly and easy to access with the mean score of 3.85.

3.3.3 Achievement Oriented Leader Behavior

Descriptive analysis is conducted to explore achievement oriented leader behavior in unique commercial company limited. According to Table (3.4).

Table (3.4) Achievement Oriented Leader behavior

No.	Items	Mean
	Achievement Oriented	
11	Promoting continuity improvement of performance.	4.20
12	Expectation of highest performance from the team.	4.10
13	Presenting ability to meet the objective.	3.68
14	Challenge the goal for the team to attain.	3.71
15	Expectation to success in competitive situation.	4.45
	Overall Mean	4.03

Source: Survey Data, 2019

According to Table (3.4), highest mean 4.45 shows that leader have set high expectation to success in competitive situation. Moreover, leader encourage continuous improvement of subordinate with the mean score of 4.20 and aiming to achieve high level of subordinate performance with the mean score 4.10. Leaders are demanding achievement of subordinate by setting the goals and challenging them to attain with the mean score of 3.71. However, subordinate think that leaders are weak in demonstrate of abilities to meet the goals.

3.3.4 Participative Leader Behavior

Descriptive analysis is conducted to explore participative leader behavior in unique commercial company limited. According to Table (3.5), highest mean 4.05 shows that leader initiate the job and offering autonomy with the mean score of 4.01.

Table (3.5) Participative Leader Behavior

No.	Items	Mean
	Participative	
16	Seeking the idea and suggesting before making final decision.	3.73
17	Helping and participation in the planning when assigning responsibilities.	3.97
18	Setting individual and group goals that value in line with the organization's goals.	3.70
19	Initiation the work from the team.	4.05
20	Offering autonomy in the work	4.01
	Overall Mean	3.89

Source: Survey Data, 2019

Additionally, Results found that leader participate and plan the tasks and give idea and suggestion with the mean score of 3.97. The mean score 3.73 shows that leader take suggestion from subordinate to make final decision. Lastly, leader set individual, team and department goal to get their subordinate with the mean score of 3.70.

Table (3.6) Overall Mean of Leader Behavior

No.	Items	Mean
	Leader Behavior	
1	Directive	4.24
2	Supportive	4.18
3	Achievement oriented	4.03
4	Participative	3.89
	Overall Mean	4.09

Source: Survey Data, 2019

According to the mean scores based on the analytical result of leader behavior on 240 respondents of unique commercial company limited, Directive mean highest score of is 4.24 means most respondents in organization feel that leader in company give specific order and instruction to do the job. Supportive mean which is second highest mean 4.18

meaning that respondents also feel leaders are friendly and support to finish their task, nevertheless leader give instruction and order to do so. Achievement oriented mean 4.03 shows that leader in organization focus on achievement, rewards, compensation, and benefit of the employee's well-being. The mean score of Participate which is 3.89 also represents the respondents believes that their leader is helpful, initiate the task and get suggestions from them.

CHAPTER 4

EFFECT OF LEADER BEHAVIOR ON EMPLOYEE ATTITUDE AND BEHAVIOR IN UNIQUE COMMERCIAL COMPANY LIMITED

In this chapter, four main parts are presented to study the effect of leader behavior on employee attitude and behavior is described. Firstly, exploring of subordinate characteristics in the organization. Secondly, subordinate attitude and behavior outcome in the organization. Thirdly, effect of leader behavior on attitude and behavior of subordinate. Fourthly, moderating effect of subordinate characteristics of relationship between leader behavior and attitude and behavior of subordinate. This study is presented based on the linear regression results from SPSS. Before these, the reliability analysis on the questionnaire used in this research done and the data are presented with the results of Cronbach's Alpha analysis.

4.1 Subordinate Characteristics

In this section, employee characteristics are collected, summarized and defined as structure that involves subordinate characteristics of path goal theory. Questionnaires are designed to measure autonomy, ability, locus of control of employee characteristics in unique commercial company limited.

4.1.1 Autonomy

Descriptive analysis is conducted to explore autonomy characteristics of subordinate in unique commercial company limited. The results are show in Table (4.1). Highest mean 4.03 presents that independent at work is important in the organization. Second highest mean 3.93 show that subordinates in the organization have self-controlled when they are in difficult situation.

Table (4.1) Autonomy

No.	Items	Mean
	Autonomy	
1	Following the directions of others	3.51
2	Working independently at work without of help	3.60
3	Important of independent at work.	4.03
4	At the comfort of when self-controlled	3.93
	Overall Mean	3.77

Source: Survey Data, 2019

Moreover, Subordinates in the organization are obeying the instruction from leader and work independently as show in Table (4.1) with 3.60 mean and 3.51 mean.

4.1.2 Ability

Descriptive analysis is conducted to explore ability characteristics of subordinate in unique commercial company limited. The results are show in Table (4.2).

Table (4.2) Ability

No.	Items	Mean
	Ability	
6	Knowing about the job	4.45
7	Competence and up to date knowledge in particular subject	3.94
8	Working high quality of work	4.26
9	High skill than majority of colleagues.	3.42
	Overall Mean	4.02

Source: Survey Data, 2019

As the results of Table (4.2), highest mean 4.45 presents that subordinates in organization are well known in their job knowledge and preform quality output with job, mean score 4.26, with their competencies and up to date knowledge with the mean score is 3.94. Result the mean of 3.42 show that skills of subordinate are competitive in the organization.

4.1.3 Locus of Control

Descriptive analysis is conducted to explore locus of control characteristics of subordinate in unique commercial company limited. The results are show in Table (4.4).

Table (4.3) Locus of Control

No.	Items	Mean
	Locus of Control	
10	Belief in fate	3.42
11	Belief that what is going to happen will happen	3.04
12	Belief that fate can be changed with struggle	4.53
13	Belief that misfortune is the result of mistake	4.38
	Overall Mean	3.84

Source: Survey Data, 2019

As the results of Table (4.4), highest mean scores are 4.53 and 4.38, which means internal locus of control characteristics is strong in organization. In another word, most of the subordinate in the organization are more likely to have positive thinking mindset. However, there is some subordinate are external locus of control with the mean score of 3.42 and 3.04 accordingly.

Table (4.4) Overall Mean of Subordinate Characteristics

No.	Items	Mean
	Subordinate Characteristics	
1	Autonomy	3.77
2	Ability	4.02
3	Locus of control	3.84
	Overall Mean	3.88

Source: Survey Data, 2019

According to the study, most of the respondents believe they have ability to perform the task because the related question has the mean score of the highest of 4.02. They also consider themselves have locus of control with the mean score of 3.88, meaning that employee in unique commercial company limited think positively and take own responsibility to make it happen. According to study, mean score of autonomy is 3.77 and its represents that employee in organization have ability, take responsibility and perform their job independently.

4.2 Subordinate Attitude and Behavior

In order to find out employee attitude and behavior of unique commercial company limited, there important components; job satisfaction, acceptance of leader and motivational behavior are analyzed. A combination of five questionnaires with five point scales for each component is used to investigate employee attitude and behavior.

4.2.1 Job Satisfaction

Descriptive analysis is conducted to explore job satisfaction attitude and behavior in unique commercial company limited. The results are show in Table (4.5).

Table (4.5) Job Satisfaction

No.	Items	Mean
	Job Satisfaction	
1	Pleasure with the persons in my work group.	4.00
2	Pleasure with immediate supervisor.	4.10
3	Pleasure with current job.	4.35
4	Pleasure with working in this organization comparing with other.	4.29
5	Pleasure with pay and benefit that getting with skills and education.	4.23
	Overall Mean	4.19

Source: Survey Data, 2019

As the results of Table (4.5), highest mean 4.35 presents that subordinate are pleased with their job, pay and benefit with the mean score of 4.23, and pleasure in working in the organization with the mean score of 4.29. Results show that subordinate in the organization are satisfied with their immediate supervisor with the mean score of 4.10.

4.2.2 Acceptance of Leader

Descriptive analysis is conducted to explore acceptance of leader attitude and behavior in unique commercial company limited. The results are show in Table (4.6).

Table (4.6) Acceptance of Leader

No.	Items	Mean
	Acceptance of Leader	
6	Accepting the behavior of the supervisor/manger.	4.11
7	Accepting the direction of the supervisor/manager.	4.56
8	Accepting the monitor of the supervisor/manager.	4.47
9	Accepting the order of the supervisor/manager.	4.46
10	Accepting the leader behavior of the supervisor/manager.	4.49
	Overall Mean	4.42

Source: Survey Data, 2019

As the results of Table (4.6), highest mean 4.56, mean score 4.46 presents that most of the subordinate accept their leader and ready to obey any order from their leader. With the mean score of 4.49, subordinates are more likely to accept leader behavior and less likely to accepting behavior of their leader with the mean score of 4.11. subordinates are comfortable with monitoring and control by their leader with the mean score of 4.46. in addition, overall mean score of acceptance of the leader is noble in the organization.

4.2.3 Motivational Behavior

Descriptive analysis is conducted to explore motivational behavior in unique commercial company limited. According to Table (4.7), highest mean 4.53, presents that subordinates are happy and honor to work in the organization. With second highest mean score 4.51 and third highest mean score 4.43 show that subordinates in the organization are learning new skills and improving their skills while working in organization.

Table (4.7) Motivation Behavior

No.	Items	Mean
	Motivational Behavior	
11	Feeling happiness and honor to work for UNIQUE.	4.53
12	Improving experience, skills and performance while working.	4.43
13	Keeping motivating and challenging while working.	4.13
14	Learning new things while working.	4.51
15	Having chance to apply abilities while working.	4.37
	Overall Mean	4.39

Source: Survey Data, 2019

With the mean score of 4.37, subordinates are able to apply their skills and knowledge in the organization and this is keeping them to motivate with the mean score of 4.13.

Table (4.8) Overall Mean of Subordinate Attitude and Behavior

No.	Items	Mean
	Subordinate Attitude and Behavior	
1	Job satisfaction	4.19
2	Acceptance of leader	4.42
3	Motivational behavior	4.39
	Overall Mean	4.33

Source: Survey Data, 2019

In this section, Top two highest are acceptance of leader and motivational behavior with 4.42 and 4.39 respectively. Which mean that leader in unique commercial company limited are strong leadership ability and employee in unique commercial company limited are motivate and proud to work for their organization. Afterwards, most employees are agreed that there is high degree of employee satisfaction, with the mean score of 4.19, in unique commercial company limited. The results then show that employees are happy, proud to work, know what is expected of, receive enough training and satisfy with the amount of feedback they receive.

4.3 Effect of Leader Behavior on Subordinate Attitude and Behavior

In this study, multiple linear regression method is used to find the relationship between leader behavior (directive, supportive, achievement oriented, participate) and attitude and behavior of subordinate (job satisfaction, acceptance of leader, motivational behavior).

4.3.1 Effect of Leader Behavior on Job Satisfaction

Firstly, to analyze the effect of leader behavior on job satisfaction, linear regression model was used to investigate the relationship between leader behavior and job satisfaction attitude and behavior of subordinate in organization. The outcome from running the statistic model is presented in Table (4.9).

Table (4.9) Effect of Leader Behavior on Job Satisfaction

Model	Unstandardized Coefficients		Beta	t	Sig.	VIF
	B	Std. Error				
(Constant)	2.200	.202		10.899	.000	
Directive	.018	.070	.020	.254	.800	2.327
Supportive	.178**	.076	.227	2.334	.020	3.541
Achievement oriented	.240***	.080	.332	2.993	.003	4.598
Participative	.054	.087	.069	.621	.535	4.606
R	.609					
R Square	.371					
Adjusted R Square	.360					
Durbin-Watson	1.925					
F Value	34.608***					

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

Table (4.9) shows that the specified model could explain 37.1% about the relationship between independent variables (directive, supportive, achievement oriented, participative) and dependent variable (job satisfaction) because R square value is 0.371. As the Adjusted R Square is 0.360, it can be said that the model can explain 36% about the variance of the independent variable and dependent variable. The value of F test, the overall significant of the model, is highly significant at 1% level. All VIFs are less than 10 and thus there is no problem about multi-collinearity among independent variables. Durbin Watson value is between 1.5 and 2.5 and thus the sample is enough and not auto correlated.

According to the significant value, there is relationship between supportive and achievement oriented leader behavior on job satisfaction. The significant coefficient values explain that if an increase independent variables, supportive and achievement oriented leader behavior by 1 unit, job satisfaction attitude and behavior of subordinate will also rise by 0.178 unit and 0.240 unit proportionately. The results show that standard coefficient (Beta) of supportive and achievement oriented leader behavior have the great value of 0.227 and 0.332 out of four variables, indicating that achievement oriented leader behavior has the greatest contribution on job satisfaction and supportive leader behavior has the second on it.

This regression results show that the more supportive and achievement are given, the more subordinate enjoy and satisfy with their job. In another word, leaders in organization need to behave not only achievement oriented but also need to support subordinate to get goal and performance. From this suggests, there is no impact of directive and participative leader behavior on job satisfaction. Which mean the most dominating leader behavior, directive behavior, is not effecting on job satisfaction. It means that job satisfaction can be achieved if leader behavior with their organizations in the perspective of supportive and achievement oriented behavior.

4.3.2 Effect of Leader Behavior on Acceptance of Leader

Secondly, multiple regression analysis is conducted to analyze the effect of leader behavior on acceptance of leader in organization. The results are show in Table (4.10). The value of calculated (Durbin-Watson) is 1.951 and all VIFs values are less than 10. It shows that there is no multi-collinearly problem in this case. This mean that there is no correlation among independent variables.

According to Table (4.10), the specified analysis model can explain 39.5% about the relationship between independent variables (directive, supportive, achievement oriented, participative) and dependent variables (acceptance of leader). The value of Adjusted R Square is 0.385. thus it can be said that model can explain 38.5% about variance of the independent variable and dependent variable. The value of F test, the overall significant of model, is highly significant at 1% level.

According to the significant value, there is no relationship between participative leader behavior on acceptance of leader. However, there is positive relationship between directive, supportive and achievement oriented leader behavior on acceptance of leader. These significant coefficient values explain that if an increase independent variables, directive, supportive and achievement oriented leader behavior by 1 unit, acceptance of leader attitude and behavior of subordinate will also rise by 0.128 unit, 0.194 unit and 0.323 unit respectively. The results show that standard coefficient (Beta) of achievement oriented leader behavior has the greatest value of 0.439 out of four explanatory variables indicating that participate leader behavior has the greatest contribution on acceptance of leader. Another contribution is supportive and directive leader behavior on acceptance of leader attitude and behavior has the standard coefficient (Beta) value of 0.243 and 0.139 respectively.

Table (4.10) Effect of Leader Behavior on Acceptance of Leader

Model	Unstandardized Coefficients		Beta	t	Sig.	VIF
	B	Std. Error				
(Constant)	2.251	.202		11.156	.000	
Directive	.125*	.070	.139	1.802	.073	2.327
Supportive	.194**	.076	.243	2.547	.011	3.541
Achievement oriented	.323***	.080	.439	4.035	.000	4.598
Participative	-.123	.087	-.153	-1.405	.161	4.606
R	.629					
R Square	.395					
Adjusted R Square	.385					
Durbin-Watson	1.951					
F Value	38.410***					

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

This regression results show that subordinate accept their leader, if leader have achievement oriented, supportive, and directive behavior. In which, achievement oriented behavior is directly effect on acceptance of leader since subordinate have ability to do so. However, this study show that subordinate is expecting support from leader. This also suggests that the most dominating directive leader behavior has little effect on acceptance of leader. It means, acceptance of leader attitude and behavior of subordinate can be achieved if leader with the behavior of achievement oriented and follow by supportive and directive behavior.

4.3.3 Effect of Leader Behavior on Motivational Behavior

Finally, it was analyzed the effect of leader behavior on motivational behavior of subordinate. For the analysis, multiple linear regression method is use to investigate the relationship between leader behavior and motivational behavior of subordinate. The regression results are presented in Table (4.11)

R Square value is 0.373. Thus, the linear regression model in this case can explain 37.3% relationship between independent variables (directive, supportive, achievement oriented, participate) and dependent variable (motivational behavior). The model can be

explaining 36.2% variance of the independent variable and dependent variable because it can be seen that the value of Adjusted R Square is 0.362. The value of F test, the over significance of the model, is highly significant at 1% level. All VIFs are less than 10 and there is no problem about multi-collinearly among independent variables. Durbin Wasson value is 1.765 which is between 1.5 and 2.5. Thus the sample is enough and not auto correlated. According significant value, there is positive relationship between achievement oriented leader behavior and motivational behavior at 99% significant level. similarly, there is another positive relationship between directive and supportive leader behavior and motivational behavior of subordinate. Another independent variable, participative leader behavior is not significant. These significant coefficient values explain that if an increase in independent variable, achievement oriented, directive and supportive by 1 unit, the dependent variable of motivational behavior of subordinate will increase by 0.378 unit, 0.170 unit and 0.134 unit respectively. The results show that the standard coefficient (Beta) of achievement oriented, directive, supportive have value of 0.439, 0.139 and 0.243 correspondingly. This mean that achievement oriented leader behavior has the greatest contribution on motivational behavior of subordinate and following contribution is by directive and supportive leader behavior.

Table (4.11) Effect of Leader Behavior on Motivational Behavior

Model	Unstandardized Coefficients		Beta	t	Sig.	VIF
	B	Std. Error				
(Constant)	2.527	.195		12.963	.000	
Directive	.170**	.067	.139	2.531	.012	2.327
Supportive	.134*	.074	.243	1.819	.070	3.541
Achievement oriented	.378***	.077	.439	4.884	.000	4.598
Participative	.046	.084	-.153	.549	.583	4.606
R	.611					
R Square	.373					
Adjusted R Square	.362					
Durbin-Watson	1.765					
F Value	34.922***					

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

This regression results show that subordinates are motivated if leader have achievement oriented, directive and supportive leader behavior. In which, subordinate motivation is relying on achievement oriented. This is because, those directive leaders, the most dominating leader behavior, are directing what they want and providing achievement and rewards in the organization to motivate the subordinate. It means, subordinates are motivated if the leader has achievement oriented, directive and supportive behavior.

4.4 Moderating Effect of Subordinate Characteristics on Relationship between Leader Behavior and Subordinate Attitude and Behavior

The hierarchical multiple regression analysis is performed to investigate the moderating effect of subordinate characteristic on the relationship between leader behavior and attitude and behavior of subordinate. subordinate characteristics can be divided into three: autonomy, ability, locus of control.

4.4.1 Moderating Effect of Autonomy on Relationship between Leader Behavior and Job Satisfaction

As results in Table (4.12) the effect of moderating variable (autonomy) on the relationship between independent variable (directive, supportive, achievement oriented, participative) and dependent variable (job satisfaction). According to Table (4.12), the results show the effect of moderating variable (autonomy) on the relationship between independent variables (directive, supportive, achievement oriented, participative) and dependent variable (job satisfaction). The moderation effect is analyzed using hierarchical regression analysis. The process involved nine independent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, job satisfaction denoted by JS, moderating or interaction variable denoted by D * JS, moderating or interaction variable denoted by S * JS, moderating or interaction variable denoted by A * JS and moderating or interaction variable denoted by P * JS.

The results confirm that autonomy factor has a moderating effect on the relationship between leader behavior (directive, supportive, achievement oriented, participative) and job satisfaction attitude and behavior of subordinate. The reason is that the addition of autonomy resulted in Delta R Square value of 0.23. In Model 2, moderating variable (interaction variable) is significant.

Table (4.12) Moderating Effect of Autonomy on Relationship between Leader Behavior and Job Satisfaction

Source	Model 1				Model 2			
	B	SE	T	Sig	B	SE	T	Sig
(Constant)	2.125	.249	8.522	.000	1.256	.833	1.507	.133
Directive	.015	.070	.207	.836	-.009	.351	-.025	.980
Supportive	.180**	.076	2.354	.019	.503	.373	1.349	.179
Achievement oriented	.246**	.081	3.030	.003	.946**	.403	2.347	.020
Participative	.045	.089	.503	.616	-.750*	.417	-1.800	.073
Job satisfaction	.025	.048	.518	.605	.272	.227	1.199	.232
D * JS					-.011	.090	-.120	.905
S * JS					-.083	.100	-.835	.405
A * JS					-.186*	.103	-1.810	.072
P * JS					.222*	.113	1.964	.051
Δ R Square	0.23							
R Square	.371				.394			
F Value	27.654***				16.628***			

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

As mentioned in multiple regression results, it is found that there is a significant in both positive and negative relationship between leader behavior (directive, supportive, achievement oriented, participative) and job satisfaction. A positive moderating effect where autonomy strengthens the relation between participative leader behavior and job satisfaction attitude and behavior of subordinate. In other words, it can be said that autonomy will strengthen 0.222 units on job satisfaction attitude and behavior of subordinate when participative leader behavior increases 1 units. This suggests a negative moderating effect where autonomy weakens the relationship between achievement oriented leader behavior and job satisfaction attitude and behavior of subordinate. In other words, it can be said that autonomy will weaken 0.186 units on job satisfaction attitude and behavior of subordinate when achievement oriented leader behavior increases 1 units.

This regression results show that subordinate expect leader participation although leader provide autonomy for their job. Moreover, subordinates are not satisfaction with

their job, if the leader offer too much on achievement and autonomy without participation. This suggests that leader need to behave more on participative behavior when leader look in consideration about subordinate characteristics to satisfy with their job.

4.4.2 Moderating Effect of Autonomy on Relationship between Leader Behavior and Acceptance of Leader

As results in Table (4.13) the effect of moderating variable (autonomy) on the relationship between independent variable (directive, supportive, achievement oriented, participative) and dependent variable (acceptance of leader). According to Table (4.13), the results show the effect of moderating variable (autonomy) on the relationship between independent variables (directive, supportive, achievement oriented, participative) and dependent variable (acceptance of leader). The moderation effect is analyzed using hierarchical regression analysis. The process involved nine intendent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, acceptance of leader denoted by AL, moderating or interaction variable denoted by $D * AL$, moderating or interaction variable denoted by $S * AL$, moderating or interaction variable denoted by $A * AL$ and moderating or interaction variable denoted by $P * AL$.

The results confirm that autonomy factor has a moderating effect on the relationship between leader behavior (directive, supportive, achievement oriented, participative) and acceptance of leader attitude and behavior of subordinate. The reason is that the addition of autonomy resulted in Delta R Square value of 0.38. In Model 2, moderating variable (interaction variable) is significant.

According to multiple regression results, there is a significant in positive relationship between participative behavior and acceptance of leader attitude and behavior of subordinate. This suggests a positive moderating effect where autonomy strengthens the relationship between participative leader behavior and acceptance of leader attitude and behavior of subordinate. In other words, it can be said that autonomy will strengthen 0.366 units on acceptance of leader attitude and behavior of subordinate when participative leader behavior increases 1 units.

Table (4.13) Moderating Effect of Autonomy on Relationship between Leader Behavior and Acceptance of Leader

Source	Model 1				Model 2			
	B	SE	T	Sig	B	SE	T	Sig
(Constant)	2.087	.249	8.394	.000	1.277	.819	1.558	.121
Directive	.119*	.070	1.698	.091	.418	.345	1.212	.227
Supportive	.198**	.076	2.602	.010	.558	.367	1.522	.129
Achievement oriented	.336***	.081	4.152	.000	1.135**	.396	2.862	.005
Participative	-.143	.089	-1.604	.110	-1.441**	.410	-3.517	.001
Acceptance of leader	.054	.048	1.126	.261	.293	.223	1.316	.189
D * AL					-.099	.089	-1.114	.266
S * AL					-.095	.098	-.970	.333
A * AL					-.219**	.101	-2.171	.031
P * AL					.366***	.111	3.289	.001
Δ R Square	0.38							
R Square	.399				.437			
F Value	31.016***				19.813***			

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

In additional, it is found that there is a significant in negative relationship between achievement oriented leader behavior and acceptance of leader attitude and behavior of subordinate. This suggests a negative moderating effect where autonomy weakens the relationship between achievement oriented leader behavior and acceptance of leader attitude and behavior of subordinate. In other words, it can be said that autonomy will weaken 0.219 units on acceptance of leader attitude and behavior of subordinate when achievement oriented leader behavior increases 1 units.

This regression results show that subordinates are more willing to accept their leader, if leaders participate with them. Further subordinates are not satisfying and accepting their leader, if the leader instruct too much on achievement and autonomy without participation. This suggests that leader need to behave participative behavior when look in consideration about subordinate characteristics to accept their leader.

4.4.3 Moderating Effect of Autonomy on Relationship between Leader Behavior and Motivational Behavior

The hierarchical multiple linear regression analysis is conducted to analyze the moderating effect of autonomy on relationship between leader behavior (directive, supportive, achievement oriented, participative) and motivational behavior. The process involved nine independent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, motivational behavior denoted by MB, moderating or interaction variable denoted by D * MB, moderating or interaction variable denoted by S * MB, moderating or interaction variable denoted by A * MB and moderating or interaction variable denoted by P * MB.

The results confirmed that autonomy has no moderating effect on relationship between leader behavior (directive, supportive, achievement oriented, participative) and motivational behavior of subordinate because moderating effect is not significant in model 2 with significant value of 0.135.

4.4.4 Moderating Effect of Ability on Relationship between Leader Behavior and Job Satisfaction

As results in Table (4.14) the effect of moderating variable (ability) on the relationship between independent variable (directive, supportive, achievement oriented, participative) and dependent variable (job satisfaction). According to Table (4.14), the results show the effect of moderating variable (ability) on the relationship between independent variables (directive, supportive, achievement oriented, participative) and dependent variable (job satisfaction). The moderation effect is analyzed using hierarchical regression analysis. The process involved nine independent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, job satisfaction denoted by JS, moderating or interaction variable denoted by D * JS, moderating or interaction variable denoted by S * JS, moderating or interaction variable denoted by A * JS and moderating or interaction variable denoted by P * JS.

Table (4.14) Moderating Effect of Ability on Relationship between Leader Behavior and Job Satisfaction

Source	Model 1				Model 2			
	B	SE	T	Sig	B	SE	T	Sig
(Constant)	1.604	.255	6.303	.000	2.652	1.048	2.530	.012
Directive	-.032	.069	-.469	.639	-.544	.373	-1.457	.147
Supportive	.192**	.074	2.589	.010	-.625	.525	-1.191	.235
Achievement oriented	.219**	.078	2.799	.006	1.659***	.450	3.690	.000
Participative	.057	.085	.668	.505	-.280	.481	-.582	.561
Job satisfaction	.204***	.055	3.687	.000	-.070	.270	-.260	.795
D * JS					.128	.094	1.359	.175
S * JS					.200	.126	1.584	.115
A * JS					-.355**	.110	-3.240	.001
P * JS					.087	.116	.750	.454
Δ R Square	0.27							
R Square	.405				.433			
F Value	31.890***				19.488***			

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

The results confirm that ability factor has a moderating effect on the relationship between leader behavior (directive, supportive, achievement oriented, participative) and job satisfaction attitude and behavior of subordinate. The reason is that the addition of ability resulted in Delta R Square value of 0.27. In Model 2, moderating variable (interaction variable) is significant. As mentioned in multiple regression results, it is found that there is a significant in negative relationship between achievement oriented leader behavior and job satisfaction. This suggests a negative moderating effect where ability weakens the relationship between achievement oriented leader behavior and job satisfaction attitude and behavior of subordinate. In other words, it can be said that ability will weaken 0.355 units on job satisfaction attitude and behavior of subordinate when achievement oriented leader behavior increases 1 units.

This regression results show that subordinates are not satisfying with their job, if the leader provides more on achievements and rewards system without considering about

subordinate abilities. Base on ability mean table job knowledge and quality of work abilities are most contribution characteristics of subordinate. There are a lot of abilities that subordinate need to learn and practice to get their achievement such as academic knowledge, job domain knowledge, management skill, social skill, communication skill, interpersonal skill, negation skill, problem solving skill, critical thinking skill, creative thinking skill, confit management skill, leadership skill and etc. It means, leader need to aware of subordinate ability to provide achievement system for subordinate job satisfaction.

4.4.5 Moderating Effect of Ability on Relationship between Leader Behavior and Acceptance of Leader

As results in Table (4.15) the effect of moderating variable (ability) on the relationship between independent variable (directive, supportive, achievement oriented, participative) and dependent variable (acceptance of leader). According to Table (4.15), the results show the effect of moderating variable (ability) on the relationship between independent variables (directive, supportive, achievement oriented, participative) and dependent variable (acceptance of leader). The moderation effect is analyzed using hierarchical regression analysis. The process involved nine intendent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, acceptance of leader denoted by AL, moderating or interaction variable denoted by D * AL, moderating or interaction variable denoted by S * AL, moderating or interaction variable denoted by A * AL and moderating or interaction variable denoted by P * AL.

The results confirm that ability factor has a moderating effect on the relationship between leader behavior (directive, supportive, achievement oriented, participative) and acceptance of leader. The reason is that the addition of ability resulted in Delta R Square value of 0.56. In Model 2, moderating variable (interaction variable) is significant.

According to multiple regression results, it is found that there is a significant in positive relationship between directive leader behavior and acceptance of leader. This suggests a positive moderating effect where ability strengthens the relation between directive leader behavior and acceptance of leader. in other words, it can be said that ability will strengthen 0.271 units on acceptance of leader when directive leader behavior increases 1 units.

Table (4.15) Moderating Effect of Ability on Relationship between Leader Behavior and Acceptance of Leader

Source	Model 1				Model 2			
	B	SE	T	Sig	B	SE	T	Sig
(Constant)	1.415	.247	5.725	.000	1.589	.986	1.611	.108
Directive	.055	.067	.819	.413	-1.057**	.351	-3.008	.003
Supportive	.214**	.072	2.972	.003	.556	.494	1.125	.262
Achievement oriented	.294***	.076	3.870	.000	2.115***	.423	4.999	.000
Participative	-.119	.083	-1.441	.151	-1.192**	.453	-2.634	.009
Acceptance of leader	.286***	.054	5.330	.000	.235	.254	.922	.357
D * AL					.271**	.089	3.060	.002
S * AL					-.083	.119	-.696	.487
A * AL					-.450***	.103	-4.361	.000
P * AL					.270**	.109	2.474	.014
Δ R Square	.056							
R Square	.461				.517			
F Value	39.994***				27.321***			

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

Another positive moderating effect suggests where ability strengthens the relation between participative leader behavior and acceptance of leader. In other words, it can be said that ability will strengthen 0.270 units on acceptance of leader when participative leader behavior increases 1 units. A negative moderating effect suggests where ability weakens the relationship between achievement oriented leader behavior and acceptance of leader attitude and behavior of subordinate. In other words, it can be said that ability will weaken 0.450 units on acceptance of leader when achievement oriented leader behavior increases 1 units. This regression results show that subordinates are not accepting their leader, if leader offering too much achievement without considering subordinate abilities. This suggest that subordinates are accepting their leader, if leader consider care about subordinate abilities and participative or direct instruction with them how to get an achievement. It means, leader need to behave more on directive or participative behavior base on ability of subordinate to accept them.

4.4.6 Moderating Effect of Ability on Relationship between Leader Behavior and Motivational Behavior

The hierarchical multiple linear regression analysis is conducted to analyze the moderating effect of ability on relationship between leader behavior (directive, supportive, achievement oriented, participative) and motivational behavior. The process involved nine independent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, motivational behavior denoted by MB, moderating or interaction variable denoted by D * MB, moderating or interaction variable denoted by S * MB, moderating or interaction variable denoted by A * MB and moderating or interaction variable denoted by P * MB. The results confirmed that ability has no moderating effect on relationship between leader behavior (directive, supportive, achievement oriented, participative) and motivational behavior of subordinate because moderating effect is not significant in model 2 with significant value of 0.137.

4.4.7 Moderating Effect of Locus of Control on Relationship between Leader Behavior and Job Satisfaction

As results in Table (4.16) the effect of moderating variable (locus of control) on the relationship between independent variable (directive, supportive, achievement oriented, participative) and dependent variable (job satisfaction). According to Table (4.16), the results show the effect of moderating variable (locus of control) on the relationship between independent variables (directive, supportive, achievement oriented, participative) and dependent variable (job satisfaction). The moderation effect is analyzed using hierarchical regression analysis. The process involved nine independent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, job satisfaction denoted by JS, moderating or interaction variable denoted by D * JS, moderating or interaction variable denoted by S * JS, moderating or interaction variable denoted by A * JS and moderating or interaction variable denoted by P * JS. The results confirm that locus of control has a moderating effect on the relationship between achievement oriented leader behavior and job satisfaction attitude and behavior of subordinate. The reason is that the addition of locus of control resulted in Delta R Square value of 0.24. In Model 2, moderating variable (interaction variable) is significant.

Table (4.16) Moderating Effect of Locus of Control on Relationship between Leader Behavior and Job Satisfaction

Source	Model 1				Model 2			
	B	SE	T	Sig	B	SE	T	Sig
(Constant)	2.006	.256	7.834	.000	.771	.909	.849	.397
Directive	.015	.070	.210	.834	-.184	.332	-.556	.579
Supportive	.185**	.076	2.429	.016	.243	.408	.596	.552
Achievement oriented	.241**	.080	3.006	.003	1.099**	.350	3.137	.002
Participative	.051	.087	.583	.561	-.369	.382	-.965	.336
Job satisfaction	.048	.039	1.228	.221	.365	.229	1.593	.113
D * JS					.039	.082	.474	.636
S * JS					-.012	.104	-.120	.904
A * JS					-.216**	.086	-2.500	.013
P * JS					.113	.100	1.133	.258
Δ R Square	.024							
R Square	.375				.399			
F Value	28.048***				16.938***			

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

As mentioned in multiple regression results, it is found that there is a significant in negative relationship between achievement oriented leader behavior and job satisfaction attitude and behavior of subordinate. This suggests a negative moderating effect where locus of control weakens the relationship between achievement oriented leader behavior and job satisfaction attitude and behavior of subordinate. In other words, it can be said that locus of control will weaken 0.216 units on job satisfaction attitude and behavior of subordinate when achievement oriented leader behavior increases 1 units.

This regression results show that leader have to aware the locus of control of subordinate. There are two type in locus of control such as internal and external locus of control. subordinates are not satisfying with their job, if they have more on external locus of control when leader pushing on achievement and rewards system. It means, organization need to provide more on interpersonal and soft skills development to improve subordinate characteristics.

4.4.8 Moderating Effect of Locus of Control on Relationship between Leader Behavior and Acceptance of Leader

As results in Table (4.17) the effect of moderating variable (locus of control) on the relationship between independent variable (directive, supportive, achievement oriented, participative) and dependent variable (acceptance of leader). According to Table (4.17), the results show the effect of moderating variable (locus of control) on the relationship between independent variables (directive, supportive, achievement oriented, participative) and dependent variable (acceptance of leader). The moderation effect is analyzed using hierarchical regression analysis. The process involved nine independent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, acceptance of leader denoted by AL, moderating or interaction variable denoted by D * AL, moderating or interaction variable denoted by S * AL, moderating or interaction variable denoted by A * AL and moderating or interaction variable denoted by P * AL.

The results confirm that locus of control factor has a moderating effect on the relationship between leader behavior (directive, supportive, achievement oriented, participative) and acceptance of leader attitude and behavior of subordinate. The reason is that the addition of locus of control resulted in Delta R Square value of 0.41. In Model 2, moderating variable (interaction variable) is significant. According to in multiple regression results, it is found that there is a significant in negative relationship between achievement oriented leader behavior and acceptance of leader attitude and behavior of subordinate. This suggests a negative moderating effect where locus of control weakens the relationship between achievement oriented leader behavior and acceptance of leader attitude and behavior of subordinate. In other words, it can be said that locus of control will weaken 0.264 units on acceptance of leader attitude and behavior of subordinate when achievement oriented leader behavior increases 1 units.

Table (4.17) Moderating Effect of Locus of Control of Relationship between Leader Behavior and Acceptance of Leader

Source	Model 1				Model 2			
	B	SE	T	Sig	B	SE	T	Sig
(Constant)	1.864	.253	7.352	.000	-.107	.884	-.121	.904
Directive	.119*	.069	1.732	.085	-.123	.323	-.380	.705
Supportive	.209**	.076	2.767	.006	.257	.397	.647	.518
Achievement oriented	.325***	.079	4.100	.000	1.378***	.341	4.044	.000
Participative	-.129	.086	-1.498	.136	-.505	.372	-1.358	.176
Acceptance of leader	.096**	.039	2.478	.014	.600**	.223	2.688	.008
D * AL					.046	.080	.579	.563
S * AL					-.008	.101	-.082	.934
A * AL					-.264**	.084	-3.143	.002
P * AL					.103	.097	1.055	.293
Δ R Square	0.41							
R Square	.411				.452			
F Value	32.628***				21.080***			

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

This regression results show that subordinates are not accepting with their leader, if when leader offering more on achievement and rewards system without consideration of subordinate mindset and attitude. It means, leader must know situation of subordinate to assign the tasks for achievement.

4.4.9 Moderating Effect of Locus of Control on Relationship between Leader Behavior and Motivational Behavior

As results in Table (4.18) the effect of moderating variable (locus of control) on the relationship between independent variable (directive, supportive, achievement oriented, participative) and dependent variable (motivational behavior). According to Table (4.18), the results show the effect of moderating variable (locus of control) on the relationship between independent variables (directive, supportive, achievement oriented, participative)

and dependent variable (motivational behavior). The moderation effect is analyzed using hierarchical regression analysis. The process involved nine independent variables, directive behavior denoted by D, supportive behavior denoted by S, achievement oriented behavior denoted by A, participative behavior denoted by P, motivational behavior denoted by MB, moderating or interaction variable denoted by D * MB, moderating or interaction variable denoted by S * MB, moderating or interaction variable denoted by A * MB and moderating or interaction variable denoted by P * MB.

The results confirm that locus of control factor has a moderating effect on the relationship between leader behavior (directive, supportive, achievement oriented, participative) and motivational behavior of subordinate. The reason is that the addition of locus of control resulted in Delta R Square value of 0.25. In Model 2, moderating variable (interaction variable) is significant.

As mentioned in multiple regression results, it is found that there is a significant negative relationship between achievement oriented leader behavior and motivational behavior. This suggests a negative moderating effect where locus of control weakens the relationship between achievement oriented leader behavior and motivational behavior of subordinate. In other words, it can be said that locus of control will weaken 0.237 units on motivational behavior of subordinate when achievement oriented leader behavior increases 1 units.

Table (4.18) Moderating Effect of Locus of Control on Relationship between Leader Behavior and Motivational Behavior

Source	Model 1				Model 2			
	B	SE	T	Sig	B	SE	T	Sig
(Constant)	2.318	.247	9.383	.000	1.795	.876	2.050	.042
Directive	.167**	.067	2.485	.014	.259	.320	.809	.419
Supportive	-.126*	.074	-1.705	.089	-.691*	.393	-1.755	.081
Achievement oriented	.379***	.077	4.905	.000	1.308***	.337	3.875	.000
Participative	.043	.084	.507	.612	-.286	.369	-.775	.439
Motivational behavior	.052	.038	1.367	.173	.191	.221	.866	.388
D * MB					-.030	.079	-.381	.704
S * MB					.147	.100	1.467	.144
A * MB					-.237**	.083	-2.850	.005
P * MB					.087	.096	.899	.369
Δ R Square	.025							
R Square	.378				.403			
F Value	28.415***				17.249***			

Source: Survey Data, 2019

Note: ***=Significant at 1% level, **= Significant at 5% level, *= Significant at 10% level

This regression results show that subordinates are not motivate when leader pushing on achievement without considering their feeling and emotion. This suggests that leader have aware of subordinate feeling, emotion, attitude and mindset to push them or provide them achievement and rewards. It means, organization need to do more training to improve subordinate feeling, emotion, attitude, mindset and behavior.

CHAPTER 5

CONCLUSION

This chapter presents the findings and discussions based on moderating effect of subordinate characteristics of relationship between leader behavior and attitude and behavior of subordinate in unique commercial company limited. Based on these findings and discussions, the suggestions and recommendations are made. In the last section, the limitations and needs for further research are discussed.

5.1 Findings and Discussions

In this study, the sample is made by surveyed of two hundred and forty employees who are working at unique commercial company limited the following results and findings are achieved. In order to achieve this paper, primary data are used by means of interview method. The findings indicate that the majority of employees in the company is relatively young. As the main business of the company is a retail chain stores which selling electronic and computers, gadgets and accessories, the company tends to recruit toward more educated workers. It is found that the nearly equal proportion of male and female employees reflects the company's no gender discrimination policy. Moreover, most employees are one to three years of service in the organization.

From the observation on leader behavior in organization, it is found that organization is dominating by directive leader behavior who set the standard, rule and procedure to follow their subordinate. This is because of the nature of computer and mobile phone retails stores which the rate of technology changes is rapid and continuous. To be more precise, subordinate perceive that their directive leader maintains standard of performance and encourage the use of uniform procedures which could promote the subordinate' performance and productivity. Regarding subordinate characteristics, respondents have high ability in knowledge of their job. This is good for organization that subordinates are ready to take duty and responsibility to work in the organization. In another words, subordinate do understand about their work flow, rule and procedure. They are ready to go ahead with goals which set by their leader.

Relating to attitude and behavior of subordinate, subordinates accept their leader in organization and standing by following leader' instruction. This moral attitude and behavior is helping to get maximum performance of organizational. As the result Unique

IT & Mobile Retail Store is continuously expanding their business. Just recently, they have successfully opened one branch in Mandalay City. In order to do that organization, need strong directive leader behavior with set a standard to follow their subordinate.

When looking at the effect of leader behavior on attitude and behavior of subordinate, achievement oriented leader behavior is highest contribution on attitude and behavior of subordinate such as job satisfaction, acceptance of leader and motivational attitude and behavior of subordinate in the organization. On the effect of achievement oriented leader behavior on subordinate, goals assigned to the subordinates are in line with the company strategic plan. There is a reward system in place for those who attain the given goals and subordinates design their own strategies for accomplishing the given goals were the highly significant.

Another contribution is effect of supportive leader behavior on job satisfaction, acceptance of leader, and motivational attitude and behavior of subordinate in organization. As the result, leader support on task, role and responsibility for success. Leader set the goals and support the subordinate removing the obstacles that can prevent goal accomplishment and providing psychological support and rewards when appropriate. Therefore, the analysis shows that although, organization is dominating by directive leader behavior, the leaders are taking care of their subordinate with achievement oriented and supportive manner to get the goals and performance that they want. The research also found that leader do not forget to use rewards system to inspire their subordinate to reach their potential effectiveness. As mentioned as above, leaders have achievement oriented and supportive behavior, subordinates are satisfied with their job in organization. As results, subordinates are feel happy and proud to work for their organization, know what is expected of, receive enough training and satisfy with the amount of feedback they receive.

In addition, this study found that there is effect of directive leader behavior on acceptance of leader and motivational attitude and behavior of subordinate in organization. Which mean although organization is strong in directive leader behavior subordinate are accept their leader and obey order and instruction to work on.

By analyzing the hierarchical regression result, it is confirming that there is a moderating effect of subordinate characteristics (autonomy, ability, locus of control) of relationship between leader behavior and attitude and behavior of subordinate. This study found that there is negative moderating effect of autonomy, ability, and locus of control of relationship between achievement oriented leader behavior and job satisfaction, acceptance of leader and motivational behavior of subordinate. Which mean, although leader set goals,

rewards and achievements for their subordinates, they are feeling demotivated and might not like the job and the leader base on their autonomy, ability and locus of control. This show that subordinate characteristics play very important role to reach their goals to get organization' productivity. In another words, leader must know very well of their subordinate characteristics to get what they want.

Moreover, there is moderating effect of autonomy of relationship between participative leader behavior and job satisfaction and acceptance of leader attitude and behavior of subordinate. This mean, although autonomy set by leader, the more leader could participate in subordinate tasks, the better job satisfaction and acceptance of leader attitude and behavior that they get in the organization.

Furthermore, this study shows that there is moderating effect of ability of relationship between directive and participative leader behavior and acceptance of leader attitude and behavior of subordinate. As mentioned as above, this study found, directive leader behavior is dominant in the organization as organizational leader behavior and acceptance of leader attitude and behavior contribute highest contribution of attitude and behavior of subordinate in the organization. Additionally, this study suggests that base on ability of subordinate leader have to change their behavior to either directive or participative behavior to support their subordinate to get the goals and results that they want.

5.2 Suggestions and Recommendations

Based on the findings above, unique commercial company limited should maintain to focus on directive leader behavior mix with achievement oriented and supportive behavior to reach the goals and productivity. Because Unique is consistently growing and IT and Mobile retail industry is hyper competitive competition. The organization should be aware of weakness of directive leader behavior such as leader must be strong in abilities in proving structure to unstructured tasks, restricts the initiative of skills full subordinate, lack of collaboration, reduce the morale of the team, increase the work burden for leader, require leader skills to be higher than subordinate skills, highly dependent upon leader. Organization should more practice in supportive and participative leader behavior which is relatively low effect when study on relationship between leader behavior and attitude and behavior of subordinate.

To improve subordinate characteristics, organization should continue their current exercise of team building activities to maintain the culture. The organization should

analyze the subordinate performance with appraisal form for promotion and training procedures and operates job functions with HR department and tries to support subordinate requirement. It is recommended that the current promotion and training programs should be reviewed to be improvement. People are most important asset in organization. In order to achieve competitive advantage, upgrading the satisfaction and performance of subordinate plays a vital role of the business. Further improvement is setup more sophisticated cooperate governance infrastructure.

As indicated by the findings of the relationship between leader behavior and attitude and behavior of subordinate, achievement oriented and supportive leader behavior contribute the most to get the outcome of subordinate attitude and behavior such as job satisfaction, acceptance of leader and motivational behavior. Thus, organization must train and maintain strong leader to drive on and those leaders would be overload with their work and they should be taking care of work life balancing. Therefore, it is recommended that the company create the workflows in which subordinate can perform from the beginning to an end. There should also have a good KPI system to encourage subordinate how well they have performed. In this way, leader effectiveness could enhance. Finally, leader have to develop succession plan for next generation of leader. Furthermore, leaders should go an extra mile to create working reward systems with clear benefits for the employees who effectively attain the set goals. Companies should also create an environment that supports employees in designing their own strategies for accomplishing the given.

Lastly, this study shows that subordinate characteristic plays an important role of effecting leader behavior and attitude and behavior of subordinate in the organization. For that reason, leader should more understanding about subordinate emotion, feeling and situation. Leader have to manage not only a science of achievement but also the art of fulfillment.

5.3 Needs for Further Research

Further research is needed to collect data from the company to get a larger population and/or a comparative population in order to increase the reliability of survey results if cost and time allows. Moreover, this research utilized self-rating concept that allows an applicant to have personal opinions which are only based on their own experience and knowledge and control variables were not considered. Hence, biases are more likely were included in the results. Because, there were many differences responses between face-to-face interview scripts and survey results.

Additionally, leader behavior and subordinate attitude and behavior are identified as useful indicators for job satisfaction, acceptance of leader and motivational behavior, but there is a necessity to investigate more rigorously for the relationships that may have links to other perception of employees such as performance. This study is only looking for moderating effect of subordinate characteristic on leader behavior and subordinate attitude and behavior where there is lack of considering of the moderating effect of task structure on leader behavior and subordinate attitude and behavior.

As the study was done in the context of unique commercial company limited, it is recommended to do the research based on the data from more than one company, in order to make more generic conclusions concerning the effect of leader behavior and subordinate attitude and behavior.

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APPENDIX A

QUESTIONNAIRE

Section (A) Questionnaire for demographic data

1. Age :
 - 18-24
 - 25-35
 - 36-46
 - 47 Year and above

2. Gender :
 - Male
 - Female

3. Marital Status :
 - Single
 - Married
 - Other

4. Number of years of experience :
 - Less than one year
 - 1-3 years
 - 4-6 years
 - More than 7 years

5. Highest education attained :
 - High School
 - Under Graduated
 - Graduated
 - Post Graduated

6. Length of service under current supervisor
 - Less than one year
 - 1-3 years
 - 4-6 years
 - More than 7 years

7. Your Position

- S1 (OJT)
- S2 (Assistant)
- S3 (Executive)
- S4 (Senior Executive)
- M1 (In Charge)
- M2 (Supervisor)
- M3 (Manager)
- M4 (Head of Department)

Section (B) Questionnaire for leader's behavior

Responses : 5) Always 4) Often 3) Occasionally 2) Seldom 1) Never

Directive leadership						
1	My supervisor/manager lets group member know what is expected of them	1	2	3	4	5
2	My supervisor/manager decided what shall be done and how it shall be done	1	2	3	4	5
3	My supervisor/manager schedules the work to be done	1	2	3	4	5
4	My supervisor/manager maintains definite standards of performance	1	2	3	4	5
5	My supervisor/manager asks that group members follow standard rules and regulations	1	2	3	4	5
Supportive leadership						
1	My supervisor/manager is friendly and approachable	1	2	3	4	5
2	My supervisor/supervisor/manager puts suggestions made by the group into operation	1	2	3	4	5
3	My supervisor/manager treats all group members as his equals	1	2	3	4	5
4	My supervisor/manager helps me overcome problems which stop me from carrying out my task	1	2	3	4	5
5	My supervisor/manager helps me working on my tasks more pleasant	1	2	3	4	5
Achievement oriented leadership						
1	My supervisor/manager encourages continual improvement in my performance	1	2	3	4	5
2	My supervisor/manager lets me know what is expected of me to perform at my highest level	1	2	3	4	5
3	My supervisor/manager demonstrates confidence in my ability to meet most objectives	1	2	3	4	5
4	My supervisor/manager consistently sets challenging goals for the team to attain.	1	2	3	4	5
5	My supervisor/manager expects us to be successful in competitive situations.	1	2	3	4	5
Participate leadership						
1	My supervisor/manager seeks for the teams' ideas and suggestions before making final decisions.	1	2	3	4	5
2	My supervisor/manager involves the team in the planning process when assigning responsibilities.	1	2	3	4	5
3	My supervisor/manager encourages us to set individual and group goals that we value in line with the organization's goals.	1	2	3	4	5
4	My supervisor/manager encourages initiatives from the team.	1	2	3	4	5
5	My supervisor/manager gives us autonomy in doing our work.	1	2	3	4	5

Section (C) Questionnaire for subordinate attitudes and behavior

Note : (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree)

Job satisfaction						
1	I am satisfied with the persons in my work group.	1	2	3	4	5
2	I am satisfied with my immediate supervisor.	1	2	3	4	5
3	I am satisfied with my job now.	1	2	3	4	5
4	I am satisfied with this organization, compared to other company.	1	2	3	4	5
5	Considering to my skills and level of education that I have, I am satisfied with my pay and benefit that I get in this organization.	1	2	3	4	5
Acceptance of leader						
1	I accept the behavior of the supervisor/manger	1	2	3	4	5
2	I accept the act of the direction of the supervisor/manager	1	2	3	4	5
3	I accept the supervisory of the supervisor/manager	1	2	3	4	5
4	I accept the order of the supervisor/manager	1	2	3	4	5
5	I accept the leader's behavior of the supervisor/manager	1	2	3	4	5
Motivational behavior						
1	I feel happy and proud to work for UNiQUE	1	2	3	4	5
2	My Job allow me to improve my experience, skills and performance	1	2	3	4	5
3	My job keeps me motivate and it is challenging	1	2	3	4	5
4	My Job allow me to learn new things from work	1	2	3	4	5
5	My Job allow me a chance to apply my abilities in the work	1	2	3	4	5

Section (D) Questionnaire for subordinate characteristics

Kindly rate the extent you feel it is correct for you (minimum 1–2–3–4 --- 5 maximum)

Autonomy						
1	I follow the directions of the others	1	2	3	4	5
2	I work independent at work without help	1	2	3	4	5
3	It is important for me that independent at my work.	1	2	3	4	5
4	I am comfortable when self-controlled	1	2	3	4	5
Ability						
1	I know enough about the job	1	2	3	4	5
2	I am very competent and up to date in my subject	1	2	3	4	5
3	I always produce work of high quality	1	2	3	4	5
4	I think myself better than majority of my colleagues.	1	2	3	4	5
Locus of control						
1	I trust fate	1	2	3	4	5
2	I believe that what is going to happen will happen	1	2	3	4	5
3	I agree that fate can be changed with struggle	1	2	3	4	5
4	I agree that misfortunes result from the mistakes i make	1	2	3	4	5

APPENDIX B

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.609 ^a	.371	.360	.52679	.371	34.608	4	235	.000	1.925

a. Predictors: (Constant), Participative Mean, Directive Mean, Supportive Mean, Achievement oriented Mean

b. Dependent Variable: Job Satisfaction Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.416	4	9.604	34.608	.000 ^b
	Residual	65.215	235	.278		
	Total	103.632	239			

a. Dependent Variable: Job Satisfaction Mean

b. Predictors: (Constant), Participative Mean, Directive Mean, Supportive Mean, Achievement oriented Mean

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	2.200	.202		10.899	.000	1.802	2.598					
	Directive Mean	.018	.070	.020	.254	.800	-.120	.155	.466	.017	.013	.430	2.327
	Supportive Mean	.178	.076	.227	2.334	.020	.028	.328	.564	.151	.121	.282	3.541
	Achievement oriented Mean	.240	.080	.332	2.993	.003	.082	.398	.588	.192	.155	.218	4.598
	Participative Mean	.054	.087	.069	.621	.535	-.118	.226	.552	.040	.032	.217	4.606

a. Dependent Variable: Job Satisfaction Mean

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.629 ^a	.395	.385	.52652	.395	38.410	4	235	.000	1.951

a. Predictors: (Constant), Participative Mean, Directive Mean, Supportive Mean, Achievement oriented Mean

b. Dependent Variable: Acceptance of Leader Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.592	4	10.648	38.410	.000 ^b
	Residual	65.148	235	.277		
	Total	107.740	239			

a. Dependent Variable: Acceptance of Leader Mean

b. Predictors: (Constant), Participative Mean, Directive Mean, Supportive Mean, Achievement oriented Mean

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.251	.202		11.156	.000	1.853	2.648					
	Directive Mean	.125	.070	.139	1.802	.073	-.012	.263	.516	.117	.091	.430	2.327
	Supportive Mean	.194	.076	.243	2.547	.011	.044	.344	.572	.164	.129	.282	3.541
	Achievement oriented Mean	.323	.080	.439	4.035	.000	.165	.481	.601	.255	.205	.218	4.598
	Participative Mean	-.123	.087	-.153	-1.405	.161	-.295	.049	.519	-.091	-.071	.217	4.606

a. Dependent Variable: Acceptance of Leader Mean

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.611 ^a	.373	.362	.50866	.373	34.922	4	235	.000	1.765

a. Predictors: (Constant), Participative Mean, Directive Mean, Supportive Mean, Achievement oriented Mean

b. Dependent Variable: Motivational Behavior Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.142	4	9.035	34.922	.000 ^b
	Residual	60.802	235	.259		
	Total	96.943	239			

a. Dependent Variable: Motivational Behavior Mean

b. Predictors: (Constant), Participative Mean, Directive Mean, Supportive Mean, Achievement oriented Mean

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	2.527	.195		12.963	.000	2.143	2.911					
	Directive Mean	.170	.067	.199	2.531	.012	.038	.303	.499	.163	.131	.430	2.327
	Supportive Mean	.134	.074	.177	1.819	.070	.279	.011	.449	.118	.094	.282	3.541
	Achievement oriented Mean	.378	.077	.541	4.884	.000	.226	.531	.593	.304	.252	.218	4.598
	Participative Mean	.046	.084	.061	.549	.583	-.120	.212	.525	.036	.028	.217	4.606

a. Dependent Variable: Motivational Behavior Mean

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.609 ^a	.371	.358	.52762	.371	27.654	5	234	.000	1.948
2	.628 ^b	.394	.370	.52246	.023	2.160	4	230	.074	

a. Predictors: (Constant), Autonomy Mean, Achievement oriented Mean, Directive Mean, Supportive Mean, Participative Mean

b. Predictors: (Constant), Autonomy Mean, Achievement oriented Mean, Directive Mean, Supportive Mean, Participative Mean, Achievement oriented x Autonomy, Directive x Autonomy, Supportive x Autonomy, Participative x Autonomy

c. Dependent Variable: Job Satisfaction Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.491	5	7.698	27.654	.000 ^b
	Residual	65.141	234	.278		
	Total	103.632	239			
2	Regression	40.850	9	4.539	16.628	.000 ^c
	Residual	62.782	230	.273		
	Total	103.632	239			

a. Dependent Variable: Job Satisfaction Mean

b. Predictors: (Constant), Autonomy Mean, Achievement oriented Mean, Directive Mean, Supportive Mean, Participative Mean

c. Predictors: (Constant), Autonomy Mean, Achievement oriented Mean, Directive Mean, Supportive Mean, Participative Mean, Achievement oriented x Autonomy, Directive x Autonomy, Supportive x Autonomy, Participative x Autonomy

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.125	.249		8.522	.000	1.633	2.616					
	Directive Mean	.015	.070	.016	.207	.836	-.123	.152	.466	.014	.011	.427	2.345
	Supportive Mean	.180	.076	.230	2.354	.019	.029	.330	.564	.152	.122	.282	3.550
	Achievement oriented Mean	.246	.081	.340	3.030	.003	.086	.405	.588	.194	.157	.214	4.681
	Participative Mean	.045	.089	.057	.503	.616	-.131	.221	.552	.033	.026	.208	4.801
	Autonomy Mean	.025	.048	.028	.518	.605	-.070	.121	.107	.034	.027	.932	1.073
2	(Constant)	1.256	.833		1.507	.133	-.386	2.898					
	Directive Mean	-.009	.351	-.010	-.025	.980	-.700	.683	.466	-.002	-.001	.017	60.057
	Supportive Mean	.503	.373	.643	1.349	.179	-.232	1.238	.564	.089	.069	.012	86.361
	Achievement oriented Mean	.946	.403	1.310	2.347	.020	.152	1.741	.588	.153	.120	.008	118.193
	Participative Mean	-.750	.417	-.954	-1.800	.073	-1.572	.071	.552	-.118	-.092	.009	106.668
	Autonomy Mean	.272	.227	.301	1.199	.232	-.175	.718	.107	.079	.062	.042	23.952
	Directive x Autonomy	-.011	.090	-.072	-.120	.905	-.189	.167	.340	-.008	-.006	.007	138.799
	Supportive x Autonomy	-.083	.100	-.581	-.835	.405	-.280	.113	.441	-.055	-.043	.005	183.628
	Achievement oriented x Autonomy	-.186	.103	-1.339	-1.810	.072	-.389	.016	.469	-.119	-.093	.005	207.842
	Participative x Autonomy	.222	.113	1.564	1.964	.051	-.001	.445	.428	.128	.101	.004	240.485

a. Dependent Variable: Job Satisfaction Mean

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.631 ^a	.399	.386	.52622	.399	31.016	5	234	.000	
2	.661 ^b	.437	.415	.51367	.038	3.893	4	230	.004	1.920

a. Predictors: (Constant), Autonomy Mean, Achievement oriented Mean, Directive Mean, Supportive Mean, Participative Mean

b. Predictors: (Constant), Autonomy Mean, Achievement oriented Mean, Directive Mean, Supportive Mean, Participative Mean, Achievement oriented x Autonomy, Directive x Autonomy, Supportive x Autonomy, Participative x Autonomy

c. Dependent Variable: Acceptance of Leader Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.943	5	8.589	31.016	.000 ^b
	Residual	64.797	234	.277		
	Total	107.740	239			
2	Regression	47.052	9	5.228	19.813	.000 ^c
	Residual	60.688	230	.264		
	Total	107.740	239			

a. Dependent Variable: Acceptance of Leader Mean

b. Predictors: (Constant), Autonomy Mean, Achievement oriented Mean, Directive Mean, Supportive Mean, Participative Mean

c. Predictors: (Constant), Autonomy Mean, Achievement oriented Mean, Directive Mean, Supportive Mean, Participative Mean, Achievement oriented x Autonomy, Directive x Autonomy, Supportive x Autonomy, Participative x Autonomy

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.087	.249		8.394	.000	1.597	2.577					
	Directive Mean	.119	.070	.132	1.698	.091	-.019	.256	.516	.110	.086	.427	2.345
	Supportive Mean	.198	.076	.249	2.602	.010	.048	.348	.572	.168	.132	.282	3.550
	Achievement oriented Mean	.336	.081	.455	4.152	.000	.176	.495	.601	.262	.210	.214	4.681
	Participative Mean	-.143	.089	-.178	-1.604	.110	-.318	.033	.519	-.104	-.081	.208	4.801
	Autonomy Mean	.054	.048	.059	1.126	.261	-.041	.150	.124	.073	.057	.932	1.073
2	(Constant)	1.277	.819		1.558	.121	-.337	2.891					
	Directive Mean	.418	.345	.465	1.212	.227	-.262	1.098	.516	.080	.060	.017	60.057
	Supportive Mean	.558	.367	.700	1.522	.129	-.164	1.281	.572	.100	.075	.012	86.361
	Achievement oriented Mean	1.135	.396	1.540	2.862	.005	.354	1.916	.601	.185	.142	.008	118.193
	Participative Mean	-1.441	.410	-1.798	-3.517	.001	-2.249	-.634	.519	-.226	-.174	.009	106.668
	Autonomy Mean	.293	.223	.319	1.316	.189	-.146	.732	.124	.086	.065	.042	23.952
	Directive x Autonomy	-.099	.089	-.650	-1.114	.266	-.274	.076	.378	-.073	-.055	.007	138.799
	Supportive x Autonomy	-.095	.098	-.651	-.970	.333	-.289	.098	.458	-.064	-.048	.005	183.628
	Achievement oriented x Autonomy	-.219	.101	-1.549	-2.171	.031	-.418	-.020	.487	-.142	-.107	.005	207.842
	Participative x Autonomy	.366	.111	2.524	3.289	.001	.147	.585	.421	.212	.163	.004	240.485

a. Dependent Variable: Acceptance of Leader Mean

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.637 ^a	.405	.393	.51322	.405	31.890	5	234	.000	
2	.658 ^b	.433	.410	.50560	.027	2.776	4	230	.028	1.884

a. Predictors: (Constant), Ability Mean, Supportive Mean, Directive Mean, Participative Mean, Achievement oriented Mean

b. Predictors: (Constant), Ability Mean, Supportive Mean, Directive Mean, Participative Mean, Achievement oriented Mean, Directive x Ability, Participative x Ability, Achievement oriented x Ability, Supportive x Ability

c. Dependent Variable: Job Satisfaction Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.998	5	8.400	31.890	.000 ^b
	Residual	61.634	234	.263		
	Total	103.632	239			
2	Regression	44.837	9	4.982	19.488	.000 ^c
	Residual	58.795	230	.256		
	Total	103.632	239			

a. Dependent Variable: Job Satisfaction Mean

b. Predictors: (Constant), Ability Mean, Supportive Mean, Directive Mean, Participative Mean, Achievement oriented Mean

c. Predictors: (Constant), Ability Mean, Supportive Mean, Directive Mean, Participative Mean, Achievement oriented Mean, Directive x Ability, Participative x Ability, Achievement oriented x Ability, Supportive x Ability

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.604	.255		6.303	.000	1.103	2.106					
	Directive Mean	-.032	.069	-.037	-.469	.639	-.169	.104	.466	-.031	-.024	.413	2.420
	Supportive Mean	.192	.074	.246	2.589	.010	.046	.339	.564	.167	.131	.282	3.552
	Achievement oriented Mean	.219	.078	.303	2.799	.006	.065	.374	.588	.180	.141	.216	4.621
	Participative Mean	.057	.085	.072	.668	.505	-.111	.224	.552	.044	.034	.217	4.606
	Ability Mean	.204	.055	.196	3.687	.000	.095	.313	.334	.234	.186	.896	1.116
2	(Constant)	2.652	1.048		2.530	.012	.587	4.717					
	Directive Mean	-.544	.373	-.616	-1.457	.147	-1.279	.192	.466	-.096	-.072	.014	72.577
	Supportive Mean	-.625	.525	-.800	-1.191	.235	-1.660	.409	.564	-.078	-.059	.005	182.773
	Achievement oriented Mean	1.659	.450	2.295	3.690	.000	.773	2.544	.588	.236	.183	.006	156.866
	Participative Mean	-.280	.481	-.356	-.582	.561	-1.228	.668	.552	-.038	-.029	.007	151.719
	Ability Mean	-.070	.270	-.068	-.260	.795	-.603	.462	.334	-.017	-.013	.036	27.444
	Directive x Ability	.128	.094	.854	1.359	.175	-.057	.313	.502	.089	.067	.006	160.215
	Supportive x Ability	.200	.126	1.411	1.584	.115	-.049	.449	.593	.104	.079	.003	321.838
	Achievement oriented x Ability	-.355	.110	-2.661	-3.240	.001	-.571	-.139	.594	-.209	-.161	.004	273.440
	Participative x Ability	.087	.116	.613	.750	.454	-.142	.316	.578	.049	.037	.004	270.948

a. Dependent Variable: Job Satisfaction Mean

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.679 ^a	.461	.449	.49826	.461	39.994	5	234	.000	
2	.719 ^b	.517	.498	.47581	.056	6.651	4	230	.000	1.822

a. Predictors: (Constant), Ability Mean, Supportive Mean, Directive Mean, Participative Mean, Achievement oriented Mean

b. Predictors: (Constant), Ability Mean, Supportive Mean, Directive Mean, Participative Mean, Achievement oriented Mean, Directive x Ability, Participative x Ability, Achievement oriented x Ability, Supportive x Ability

c. Dependent Variable: Acceptance of Leader Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.646	5	9.929	39.994	.000 ^b
	Residual	58.094	234	.248		
	Total	107.740	239			
2	Regression	55.669	9	6.185	27.321	.000 ^c
	Residual	52.071	230	.226		
	Total	107.740	239			

a. Dependent Variable: Acceptance of Leader Mean

b. Predictors: (Constant), Ability Mean, Supportive Mean, Directive Mean, Participative Mean, Achievement oriented Mean

c. Predictors: (Constant), Ability Mean, Supportive Mean, Directive Mean, Participative Mean, Achievement oriented Mean, Directive x Ability, Participative x Ability, Achievement oriented x Ability, Supportive x Ability

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	1.415	.247		5.725	.000	.928	1.902					
	Directive Mean	.055	.067	.061	.819	.413	-.077	.187	.516	.053	.039	.413	2.420
	Supportive Mean	.214	.072	.269	2.972	.003	.072	.356	.572	.191	.143	.282	3.552
	Achievement oriented Mean	.294	.076	.399	3.870	.000	.144	.444	.601	.245	.186	.216	4.621
	Participative Mean	-.119	.083	-.148	-1.441	.151	-.282	-.044	.519	-.094	-.069	.217	4.606
	Ability Mean	.286	.054	.270	5.330	.000	.180	.392	.416	.329	.256	.896	1.116
2	(Constant)	1.589	.986		1.611	.108	-.354	3.532					
	Directive Mean	-1.057	.351	-1.175	-3.008	.003	-1.749	-.365	.516	-.195	-.138	.014	72.577
	Supportive Mean	.556	.494	.697	1.125	.262	-.417	1.530	.572	.074	.052	.005	182.773
	Achievement oriented Mean	2.115	.423	2.870	4.999	.000	1.281	2.948	.601	.313	.229	.006	156.866
	Participative Mean	-1.192	.453	-1.487	-2.634	.009	-2.084	-.300	.519	-.171	-.121	.007	151.719
	Ability Mean	.235	.254	.221	.922	.357	-.267	.736	.416	.061	.042	.036	27.444
	Directive x Ability	.271	.089	1.776	3.060	.002	.096	.445	.573	.198	.140	.006	160.215
	Supportive x Ability	-.083	.119	-.572	-.696	.487	-.317	.152	.627	-.046	-.032	.003	321.838
	Achievement oriented x Ability	-.450	.103	-3.306	-4.361	.000	-.653	-.247	.629	-.276	-.200	.004	273.440
	Participative x Ability	.270	.109	1.867	2.474	.014	.055	.486	.588	.161	.113	.004	270.948

a. Dependent Variable: Acceptance of Leader Mean

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.612 ^a	.375	.361	.52623	.375	28.048	5	234	.000	1.904
2	.631 ^b	.399	.375	.52055	.024	2.282	4	230	.061	

a. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean

b. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean, Achievement oriented x Locus of control, Directive x Locus of control, Participative x Locus of control, Supportive x Locus of control

c. Dependent Variable: Job Satisfaction Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.834	5	7.767	28.048	.000 ^b
	Residual	64.798	234	.277		
	Total	103.632	239			
2	Regression	41.308	9	4.590	16.938	.000 ^c
	Residual	62.324	230	.271		
	Total	103.632	239			

a. Dependent Variable: Job Satisfaction Mean

b. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean

c. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean, Achievement oriented x Locus of control, Directive x Locus of control, Participative x Locus of control, Supportive x Locus of control

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.006	.256		7.834	.000	1.502	2.511					
	Directive Mean	.015	.070	.017	.210	.834	-.123	.152	.466	.014	.011	.429	2.330
	Supportive Mean	.185	.076	.237	2.429	.016	.035	.336	.564	.157	.126	.281	3.565
	Achievement oriented Mean	.241	.080	.333	3.006	.003	.083	.399	.588	.193	.155	.217	4.598
	Participative Mean	.051	.087	.065	.583	.561	-.121	.223	.552	.038	.030	.217	4.610
	Locus of control Mean	.048	.039	.064	1.228	.221	-.029	.125	.029	.080	.063	.991	1.009
2	(Constant)	.771	.909		.849	.397	-1.019	2.561					
	Directive Mean	-.184	.332	-.209	-.556	.579	-.838	.469	.466	-.037	-.028	.019	54.013
	Supportive Mean	.243	.408	.311	.596	.552	-.561	1.048	.564	.039	.030	.010	104.259
	Achievement oriented Mean	1.099	.350	1.520	3.137	.002	.409	1.789	.588	.203	.160	.011	89.808
	Participative Mean	-.369	.382	-.469	-.965	.336	-1.123	.385	.552	-.063	-.049	.011	90.456
	Locus of control Mean	.365	.229	.484	1.593	.113	-.086	.817	.029	.104	.081	.028	35.264
	Directive x Locus of control	.039	.082	.277	.474	.636	-.123	.201	.301	.031	.024	.008	130.839
	Supportive x Locus of control	-.012	.104	-.091	-.120	.904	-.217	.192	.405	-.008	-.006	.005	218.818
	Achievement oriented x Locus of control	-.216	.086	-1.641	-2.500	.013	-.386	-.046	.428	-.163	-.128	.006	164.782
	Participative x Locus of control	.113	.100	.810	1.133	.258	-.084	.310	.404	.074	.058	.005	195.497

a. Dependent Variable: Job Satisfaction Mean

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.641 ^a	.411	.398	.52085	.411	32.628	5	234	.000	
2	.672 ^b	.452	.431	.50665	.041	4.326	4	230	.002	1.918

a. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean

b. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean, Achievement oriented x Locus of control, Directive x Locus of control, Participative x Locus of control, Supportive x Locus of control

c. Dependent Variable: Acceptance of Leader Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.258	5	8.852	32.628	.000 ^b
	Residual	63.481	234	.271		
	Total	107.740	239			
2	Regression	48.701	9	5.411	21.080	.000 ^c
	Residual	59.039	230	.257		
	Total	107.740	239			

a. Dependent Variable: Acceptance of Leader Mean

b. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean

c. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean, Achievement oriented x Locus of control, Directive x Locus of control, Participative x Locus of control, Supportive x Locus of control

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	1.864	.253		7.352	.000	1.364	2.363					
	Directive Mean	.119	.069	.133	1.732	.085	-.016	.255	.516	.112	.087	.429	2.330
	Supportive Mean	.209	.076	.262	2.767	.006	.060	.358	.572	.178	.139	.281	3.565
	Achievement oriented Mean	.325	.079	.441	4.100	.000	.169	.481	.601	.259	.206	.217	4.598
	Participative Mean	-.129	.086	-.161	-1.498	.136	-.300	.041	.519	-.097	-.075	.217	4.610
	Locus of control Mean	.096	.039	.125	2.478	.014	.020	.173	.089	.160	.124	.991	1.009
2	(Constant)	-.107	.884		-.121	.904	-1.850	1.635					
	Directive Mean	-.123	.323	-.136	-.380	.705	-.758	.513	.516	-.025	-.019	.019	54.013
	Supportive Mean	.257	.397	.323	.647	.518	-.526	1.040	.572	.043	.032	.010	104.259
	Achievement oriented Mean	1.378	.341	1.871	4.044	.000	.707	2.050	.601	.258	.197	.011	89.808
	Participative Mean	-.505	.372	-.630	-1.358	.176	-1.239	.228	.519	-.089	-.066	.011	90.456
	Locus of control Mean	.600	.223	.779	2.688	.008	.160	1.039	.089	.175	.131	.028	35.264
	Directive x Locus of control	.046	.080	.323	.579	.563	-.112	.204	.371	.038	.028	.008	130.839
	Supportive x Locus of control	-.008	.101	-.059	-.082	.934	-.208	.191	.446	-.005	-.004	.005	218.818
	Achievement oriented x Locus of control	-.264	.084	-1.970	-3.143	.002	-.429	-.098	.467	-.203	-.153	.006	164.782
	Participative x Locus of control	.103	.097	.720	1.055	.293	-.089	.295	.415	.069	.051	.005	195.497

a. Dependent Variable: Acceptance of Leader Mean

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.615 ^a	.378	.364	.50772	.378	28.415	5	234	.000	
2	.635 ^b	.403	.380	.50164	.025	2.426	4	230	.049	1.768

a. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean

b. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean, Achievement oriented x Locus of control, Directive x Locus of control, Participative x Locus of control, Supportive x Locus of control

c. Dependent Variable: Motivational Behavior Mean

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.624	5	7.325	28.415	.000 ^b
	Residual	60.320	234	.258		
	Total	96.943	239			
2	Regression	39.066	9	4.341	17.249	.000 ^c
	Residual	57.878	230	.252		
	Total	96.943	239			

a. Dependent Variable: Motivational Behavior Mean

b. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean

c. Predictors: (Constant), Locus of control Mean, Directive Mean, Participative Mean, Supportive Mean, Achievement oriented Mean, Achievement oriented x Locus of control, Directive x Locus of control, Participative x Locus of control, Supportive x Locus of control

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	2.318	.247		9.383	.000	1.832	2.805					
	Directive Mean	.167	.067	.196	2.485	.014	.035	.299	.499	.160	.128	.429	2.330
	Supportive Mean	-.126	.074	-.166	-1.705	.089	-.271	.019	.449	-.111	-.088	.281	3.565
	Achievement oriented Mean	.379	.077	.542	4.905	.000	.227	.531	.593	.305	.253	.217	4.598
	Participative Mean	.043	.084	.056	.507	.612	-.123	.209	.525	.033	.026	.217	4.610
	Locus of control Mean	.052	.038	.071	1.367	.173	-.023	.126	.053	.089	.071	.991	1.009
2	(Constant)	1.795	.876		2.050	.042	.069	3.520					
	Directive Mean	.259	.320	.303	.809	.419	-.371	.888	.499	.053	.041	.019	54.013
	Supportive Mean	-.691	.393	-.913	-1.755	.081	-1.466	.085	.449	-.115	-.089	.010	104.259
	Achievement oriented Mean	1.308	.337	1.871	3.875	.000	.643	1.973	.593	.248	.197	.011	89.808
	Participative Mean	-.286	.369	-.375	-.775	.439	-1.012	.441	.525	-.051	-.039	.011	90.456
	Locus of control Mean	.191	.221	.262	.866	.388	-.244	.626	.053	.057	.044	.028	35.264
	Directive x Locus of control	-.030	.079	-.222	-.381	.704	-.187	.126	.342	-.025	-.019	.008	130.839
	Supportive x Locus of control	.147	.100	1.106	1.467	.144	-.050	.345	.353	.096	.075	.005	218.818
	Achievement oriented x Locus of control	-.237	.083	-1.864	-2.850	.005	-.401	-.073	.450	-.185	-.145	.006	164.782
	Participative x Locus of control	.087	.096	.641	.899	.369	-.103	.277	.406	.059	.046	.005	195.497

a. Dependent Variable: Motivational Behavior Mean