Faculty of Cognitive Sciences and Human Development

RELATIONSHIP BETWEEN SELECTED LEADERSHIP STYLES AND TRUST IN LEADERS : THE MEDIATING ROLE OF JUSTICE PERCEPTIONS

Karen Woon Pei Zhen

Bachelor of Science with Honours
(Human Resource Development)
2008

BORANG PENGESAHAN STATUS TESIS

Gred: A -

JUDUL : RELATIONSHIP BETWEEN SELECTED LEADERSHIP STYLES AND TRUST IN LEADERS : THE MEDIATING ROLE OF JUSTICE PERCEPTIONS

SESI PENGAJIAN : 2005/2008

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RELATIONSHIP BETWEEN SELECTED LEADERSHIP STYLES AND TRUST IN LEADERS: THE MEDIATING ROLE OF JUSTICE PERCEPTIONS

KAREN WOON PEI ZHEN

This project is submitted in partial fulfillment of the requirements for a
Bachelor of Science with Honours
(Human Resource Development)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
2008

The project entitled 'Relationship between Selected Leadership Styles and Trust in the Leaders: The Mediating Role of Justice Perceptions' was prepared by *Karen Woon Pei Zhen* and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Science with Honours (*Human Resource Development*)

Received for examination by:

(Dr. Azman Ismail)

Date:

717108

Grade
A-

ACKNOWLEDGEMENT

First of all, I would like to thank God for His blessings and strengths that were granted to me to be able to pull through and complete this dissertation finally.

Of course, I would like to acknowledge the invaluable assistance of my supervisor, Dr. Azman Ismail, for his time and energy spared in helping and guiding me towards the completion of this project. His advices and supports are the most important stimulation that encourage and motivate me to work hard for this project.

Special thanks also go to all the staff of FCSHD in UNIMAS for their assistance in producing application letters to organizations, HR Executive of Western Digital, Ms. Zaza, and all the employees who have contributed valuable information during the in-depth interview and filling in of questionnaires.

Not to forget, I would also like to thank my fellow course mates and friends who have helped me in completing this project.

Last but not least, I would like to give my heartiest gratitude to my beloved parents for their endless support and care, and also to all the people who have helped me directly or indirectly that I did not express my thankfulness here.

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ABSTRACT

RELATIONSHIP BETWEEN SELECTED LEADERSHIP STYLES AND TRUST IN LEADERS: THE MEDIATING ROLE OF JUSTICE PERCEPTIONS

Karen Woon Pei Zhen

This study was conducted to measure the mediating effect of justice perceptions in the relationship between selected leadership styles and employees' trust in the leaders. A survey research method was used to gather 118 usable questionnaires from individual employees of middle- and lower-level managements who have worked in Western Digital (formerly known as Komag). The outcomes of stepwise regression analysis demonstrated that both procedural and distributive justices were mediating variables for the transformational and transactional leadership with trust in leaders' relationship. This result shows that justice perceptions are acting as full mediating variables in the leadership models of the organization sample. In addition, the implications of this study to leadership theory and practice, conceptual and methodological limitations, and directions for future research are discussed.

ABSTRAK

PERHUBUNGAN ANTARA GAYA KEPIMPINAN TERPILIH DENGAN KEPERCAYAAN TERHADAP KETUA: PERANAN TANGGAPAN ADIL SEBAGAI PENGANTARA

Karen Woon Pei Zhen

Kajian ini dijalankan untuk mengukur kesan tanggapan adil sebagai pengantara dalam perhubungan antara gaya kepimpinan terpilih dengan kepercayaan terhadap ketua. Kaedah kajian tinjauan telah digunakan untuk mengumpul 118 set borang soal selidik yang boleh diguna, daripada pekerja-pekerja pengurusan pertengahan dan bawahan yang bekerja di Western Digital (dahulunya dikenali sebagai Komag). Hasil daripada analisis regresi stepwise menunjukkan bahawa keadilan prosedur dan pengagihan adalah pemboleh ubah pengantara bagi perhubungan antara kepimpinan transformasi dan transaksi dengan kepercayaan terhadap ketua. Keputusan ini menunjukkan bahawa tanggapan adil bertindak sebagai pemboleh ubah pengantara sepenuh dalam model kepimpinan sampel organisasi. Tambahan pula, implikasi kajian ini terhadap teori dan amalan kepimpinan, pembatasan konsep dan metodologi, serta hala tuju untuk kajian pada masa hadapan juga dibincangkan.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter includes nine sections. The first section explains the background of the study. The second section shows the background of selected leadership styles in the studied organization, Western Digital. The third section identifies the problem statement. The fourth section states the research objectives which consist of general and specific objectives. The research conceptual framework will be shown in the fifth section. The sixth section states the research hypotheses. The operational definitions of terms are defined in the seventh section. The eighth section discusses the significances of the study to theory, research methodology and practitioners. The conclusion is mentioned in the last section.

1.1 Background of the Study

Transformational and transactional leaderships were the two main aspects first developed by Burns (1978) and were improved by Bass and Avolio (1991) to become the 'Full Range Model of Leadership' (Bass, 1985; Bass & Avolio, 1991; Bass & Avolio, 1993). According to Burns (1978), there were two basic levels of influence evident in the interaction between the leader and the led. One influence of the leader, which was called transformational or charismatic leadership by Burns (1978), was based on a relationship between the leader and his followers that was inspirational and broke the cycle of subordinates' basic expectations. This type of leadership style can enchant employees and push them on to new and challenging goals. The second influence, known as transactional leadership, came from the understanding that the leader creates a cost-benefit concept in his constituency. It means that the employees will perform in accordance with the leader's wishes as they believe that they will be granted by such actions.

Transformational leadership is a leadership style which changes the personality or character of someone's or something's rules of conduct (Kanungo & Mendonca, 1996). Leaders who apply such leadership style raise the employees' awareness of their needs to grow, prove their self-expression, and encourage them to perform at new and higher levels. They also influence the expectations of their subordinates, change their values and beliefs, and raise them in the hierarchy of needs. According to Burns (1978), the hierarchy of needs is the basis of the transformational process. Transformational leadership is a result of a leader's characters, his strong belief, as well as his ability to express a compelling vision.

Transactional leadership, on the other hand, is expressed in the leaders' ability to make their people aware of a link between effort and reward. It emphasizes task structure and its accomplishment, and also focuses on the exchanges that take place between a leader and his or her followers (Bass, 1996). Bass (1985) identified contingent reward, management-by-exception, and *laissez-faire* as the key types of transactional leadership.

The behavioral descriptions, derived from Burns's theory of leadership, had urged Bass (1985) to establish a research tool, called the MLQ – The Multifactor Leadership Questionnaire. A high correlation was found between leaders' transformational style and the organizational performance level in the studies that utilized this tool. This correlation was consistently higher than the positive correlation between transactional leadership and the organizational performance. However, a negative correlation was usually found between the absent or passive style of leadership and the organizational performance (Gaspar, 1992; Lowe, Kroeck, & Sivasubramaniam, 1996; Geyer & Steyrer, 1998; MacKenzie, Podsakoff, & Rich, 2001).

Bass and Avolio (1991) expanded the leadership model to include eight styles of leadership behavior whereby the outcome was gained from their research with 78 managers who were asked in an open-ended questionnaire to describe the most remarkable characteristics of leaders who have influenced them personally. After analyzing the results, Bass's original model was expanded to what they called the contemporary 'Full Range of Leadership Model' which includes (1) transformational leadership which is based on idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, (2) transactional leadership which is based on contingent rewards, active and passive aspects of management by exception, and (3) *laissez-faire* or no leadership.

In this model, the most effective style is demonstrated by transformational leadership, followed by transactional leadership and then the *laissez-faire* style. Most conceptualizations of transactional leadership, however, exclude *laissez-faire* because it represents the absence of leadership. Lewin, Lippitt and White (1939) studied boys' clubs whereby adults were taught to lead each group as either a *laissez-faire* leader or a democratic leader. *Laissez-faire* leaders offered little guidance and gave their groups complete freedom. As a result, the groups led by *laissez-faire* leaders proved to be disorganized and confused, and their work was less efficient with poorer quality than the work of groups led by leaders who exhibited different behaviors. Therefore, only the two more effective leadership styles, namely transformational and transactional leaderships were selected and studied in this research.

1.2 Background of Selected Leadership Styles in Western Digital

Today, the starting point of most studies is the notion that organizational leadership is first and foremost an influence on employees' motivation to perform tasks throughout time while utilizing motivation methods and little use of force (Kotter, 1996). In addition, it connects leadership with the political environment in organizations which consist of the processes of influence, authority, power, and strength.

The studied organization, Western Digital, is a private organization which manufactures electronic devices such as microchips and discs. It was formerly known as Komag. It is situated at Sama Jaya Free Industrial Zone, Muara Tabuan, in Kuching. There are about 2660 employees working in the organization.

From the in-depth interview, the practices of transformational and transactional leadership styles by leaders (supervisors and managers) do exist but not quite obvious for some of them. The supervisors who portray transformational leadership style always communicate with their subordinates in giving them advices or information regarding their work. They give encouragement to their subordinates to perform beyond the set expectations. Besides, the employees are encouraged to talk optimistically about their future of what they are going to be or achieve. Those leaders who are capable in leading and are willing to listen to subordinates' concern instill pride and gain respect from their subordinates. The leaders also encourage their subordinates to look from different angles to solve problems. If the leaders have time, they will spare some to coach and motivate their employees.

As for the leaders who practise transactional leadership look at small problems seriously and take action to tackle before the problems become chronic. They supervise their subordinates' work and keep track of their performance from time to time. They will provide rewards for those who perform outstandingly in their job. Apart from that, agreements are also worked out with their subordinates on what they will receive if they accomplish the required jobs.

1.3 Problem Statement

Early studies focused more on different leadership styles and their characteristics. The characteristics of transformational leadership include charisma or idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Contingent rewards, management-by-exception, and *laissez-faire* are characteristics under transactional leadership (Bass, 1998). Antecedents of transformational behavior have been sparsely examined since the

first research and articulation of the concept (Burns, 1978; Bass, 1985). They described mostly on the roles of these leadership styles and slightly ignored the important perceptions and feelings of the employees towards the leaders.

Recent studies show that the ability of leaders to use good practices may increase trust in the leaders (Arnold, Barling, & Kelloway, 2001; Gillespie & Mann, 2004). For example, leaders who are able to practice such leadership styles, namely transformational and transactional leaderships, may lead to increased employees' trust to leaders (Bennis & Nanus, 1985; Bass, 1985; Podsakoff, MacKenzie, Moorman, & Fetter, 1990).

A thorough review of such relationship found that characteristics of transformational and transactional leadership have indirectly affected trust in the leaders via justice perceptions (Pillai, Schriesheim, & Williams, 1999). This relationship explains that if an employee perceives that his or her leader properly implements the leadership styles, this will involve employees' perceptions of procedural and distributive justices. As a result, it may lead to increased trust within the employees toward their leaders (Korsgaard, Schweiger, & Sapienza, 1995). Specifically, for instance, the procedures used properly in determining pay raises may heighten employees' judgments of procedural justice which uniquely contribute to trust in the leaders (Folger & Konovsky, 1989). Along the same lines, it was suggested that the impact of transactional leadership on trust may be mediated by distributive justice (Pillai *et al.*, 1999).

Although many studies have been done, little is known about the mediating role of justice perceptions in the leadership models (Pillai *et al.* 1999). While leaders play the primary role in establishing and developing trust, little research has examined the specific leadership practices which engender trust toward

leaders (Gillespie & Mann, 2004). The relationship of transformational and transactional leadership to procedural and distributive justice has been slightly left unexamined as well. There is also a relative scarcity of literature that examines the relationship between leadership styles and trust in the leaders via justice perceptions in the private sectors, focusing specifically on Western Digital, Sarawak. Therefore, the need for further research in this issue is imperative.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to investigate the mediating role of justice perceptions in the relationship between leadership styles and trust in leaders.

1.4.2 Specific Objectives

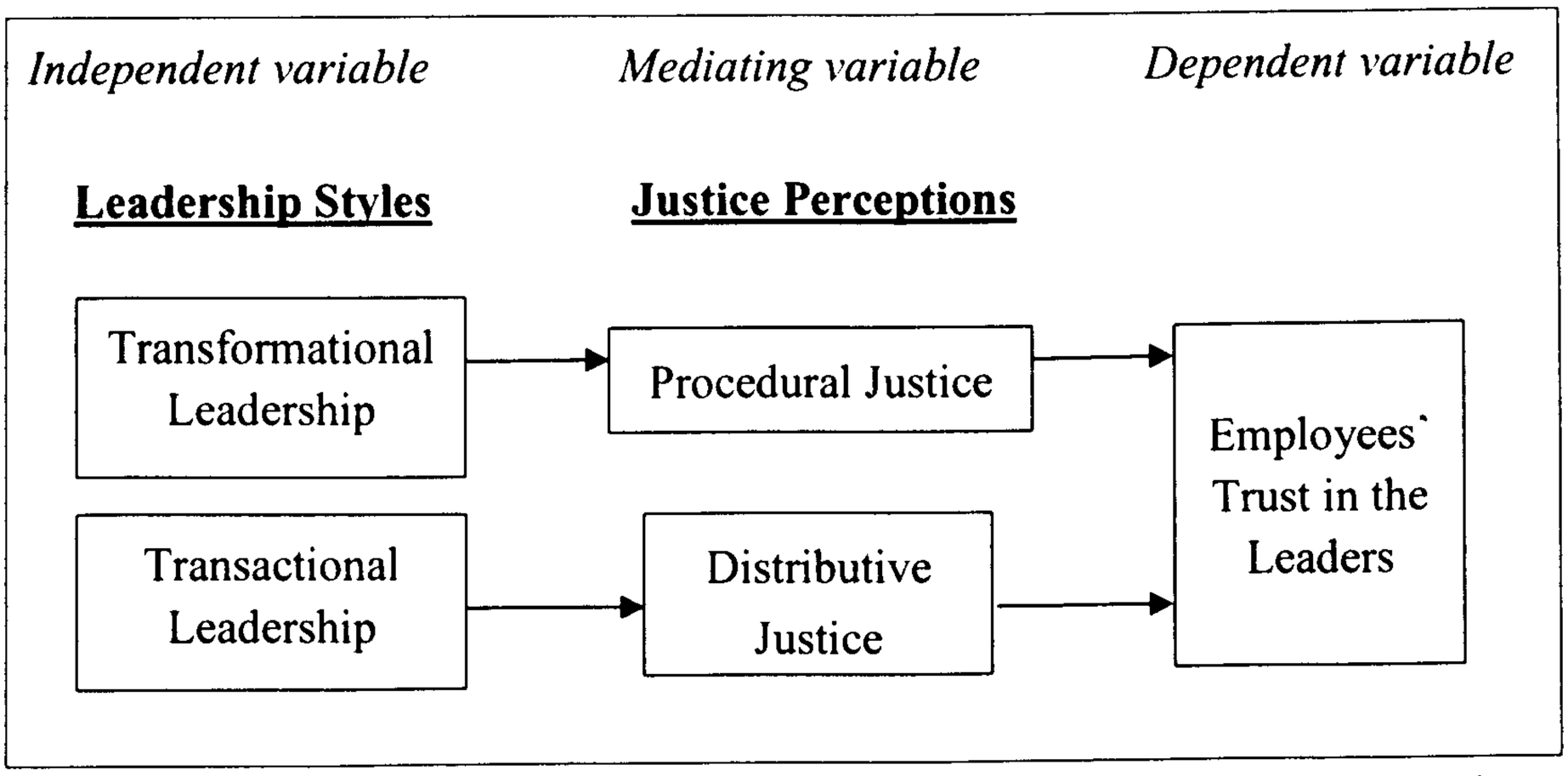
(i) To examine the mediating role of procedural justice in the relationship between transformational leadership and trust in leaders.

(ii) To identify the mediating role of distributive justice in the relationship between transactional leadership and trust in leaders.

1.5 Conceptual Framework

Figure 1 highlights that the effect of the independent variables (transformational and transactional leadership) is indirectly influenced by the mediating variables (procedural and distributive justice) on the dependent variable (employees' trust in the leaders).

Figure 1: Justice perceptions mediate the relationship between selected leadership styles and trust in the leaders.



Source: Adapted and modified from R. Pillai, C. A. Schriesheim, and E. S. Williams, "Fairness perceptions and trust as mediators for transformational and transactional leadership: A two-sample study," *Journal of Management* 25, no. 6 (1999): 900.

1.6 Research Hypotheses

H1: Procedural justice mediates the effect of transformational leadership on trust in leaders.

H2: Distributive justice mediates the effect of transactional leadership on trust in leaders.

1.7 Operational Definitions of Terms

(a) Leadership Style

It refers to the practice of the type of leadership by the supervisors or managers in influencing, motivating, leading, and controlling the attitudes and thoughts of their subordinates, with the hope to enable them to contribute to the effectiveness and success of the organization.

(b) Transformational Leadership

Leaders who practise transformational leadership spend time teaching and coaching and encourage subordinates to perform beyond their expectations. They consider each subordinate as having different needs, abilities, and aspirations from others. Besides, such leaders also encourage employees to be more innovative and think more creatively and get them to rethink ideas that they had never questioned before. They set challenging standards for the tasks given to the employees and help to increase their motivation to achieve individual and organizational goals. Transformational leaders will also instill pride in their subordinates as well as consider the moral and ethical consequences of decisions. Furthermore, they listen to employees' concerns and help them to develop their strengths.

(c) Transactional Leadership

It is a leadership style whereby the supervisors or managers work out agreements with their subordinates on what they will receive if they do what needs to be done. They make clear of their expectations to the employees and tell them the standards that they have to know to carry out their work. This type of leaders monitors closely employees' performance and keep track of mistakes. They will take action before the problems are chronic.

(d) Justice Perception

It refers to the employees' perception of fairness towards the actions of their supervisors or managers in dealing with the workers' welfare, compensation and benefits, attitudes and behaviors.

(e) Procedural Justice

Employees with such feeling of justice feel that their leaders have tried to treat all of them fairly without bias. Employees can participate in decision-making after they have worked in the organization for a year. They also perceive fairness in terms of the pay and benefits which are allocated according to proper procedures.

(f) Distributive Justice

It measures the employees' perception of fairness in terms of pay and benefits which are given fairly according to their efforts and needs and as promised by their leaders. Their pays are fair compared to the pays of their colleagues. Besides, they also perceive fairness when they receive fair punishment because of frequent mistakes made in their work.

(g) Employees' Trust in the Leaders

It refers to the feelings or beliefs of the employees toward their supervisors or managers who can make good decisions and judgments and can be counted on to overcome any obstacle. The employees feel that their leaders are good in leading them when doing organizational projects and believe that their leaders will provide correct information about the tasks for them ideas or opinions are useful for them in doing their job. Therefore, they will give full commitment to work with their leaders.

1.8 Significance of the Study

1.8.1 Significant to Theories

Leadership research literature shows that transformational and transactional leadership styles have an indirect effect towards the outcomes of employees' trust in the leaders (Pillai *et al.*, 1999). This study is carried out to recognize the roles of procedural and distributive justice as mediators that affect the relationship between selected leadership styles and trust in the leaders. The outcomes from the research is hoped to enrich the existing theories to support the indirect relationship of the variables in studies for future references.

1.8.2 Significant to Research Methodology

This study was meant to help in supporting past studies or even shed some unclear issues regarding the roles of justices in mediating the relationship between selected leadership styles and trust in the leaders. The data and information collected from leadership literatures, in-depth interview, and survey questionnaire will help to accomplish a minimum standard of validity and reliability and this will lead to a finding of more accurate results and outcomes as well as providing suggestions to reduce the limitations of this study.

1.8.3 Significant to Practitioners

This study is hoped to contribute in terms of practising more effective leadership styles for HR practitioners specifically, so that the goals of the individual employees and organization could be better achieved. Organizations and managers might use this finding to manage their employees in a more proper way and enhance their positive attitudes and behaviors at work. Moreover, since there is a lack of research in this region, data collected in Malaysia where social and cultural differences are different from those in earlier studies may produce new findings, enabling supervisors or managers as leaders to become more alert, innovative, experimental, and communicative with employees.

1.9 Conclusion

This chapter has discussed about the background of study, background of selected leadership styles in the studied organization, problem statement, research objectives, conceptual framework, research hypotheses, operational definitions of terms, as well as the significance of the study to theories, research methodology, and HR practitioners. The objective of this research is to study the relationship between transformational and transactional leadership styles and employees' trust in the leaders through procedural and distributive justice. The result of the study will reveal whether it accepts or rejects the findings of past researches. Apart from that, the conceptual framework shows procedural justice mediates the relationship between transformational leadership and trust in leaders, and distributive justice mediates the relationship between transactional leadership and trust in leaders. The next chapter will discuss about the important concepts, as well as theoretical and empirical evidences regarding the relationship between the variables based on literature findings.

CHAPTER 2

LITERATURE REVIEW

1.0 Introduction

The purpose of this study is to examine the relationship between leadership styles of selected managers/supervisors, justice perceptions, and trust in the leaders of selected employees surveyed in a private organization, namely Western Digital in Kuching. The review of related literature will briefly discuss early studies of the concept of leadership styles and the transactional and transformational paradigms, which are the most recent recommended leadership styles. It will also look at the concept of trust in the leaders as well as the two-component conceptualization of justice perceptions, which include: (a) procedural justice and (b) distributive justice. Finally, a discussion about the indirect relationship between leadership styles, justice perceptions, and trust in the leaders will conclude this review.

2.1 Leadership style

1.1.1 Definition

Leadership style is defined as the way of how the leaders relate and influence their subordinates towards the achievement of the organizational goals and objectives. According to Hersey and Balanchard (1972), two dimensions of leader behavior are defined as follows: task dimensions include goal setting, organizing, setting time lines, directing, and controlling; relationship dimensions include giving support, facilitating interactions, communicating, active listening, and providing feedback.

2.1.2 The Role of Leadership Style

Leadership style can be viewed as a series of managerial skills, characteristics, behaviors, and attitudes based on leadership interests, reliability of employees in different situations, and individual as well as organizational values (Mosadeghrad, 2003b). Kouzes and Posner (1987) cited several studies that demonstrate the important role played by leader integrity in affecting followers' perceptions of effective leadership. It is the role and ability of a leader to influence subordinates to perform at their maximum capabilities. The influence of leadership styles on job performance, satisfaction, stress, and turnover intention has been well established (Jui & Silverthorne, 2005). While leadership style has a significant impact on teams, departments, and organizations, as well as organizational climate and atmosphere, leaders who want the best results should not rely merely on a single leadership style (Goleman, 2000).

2.1.3 Elements of Selected Leadership Styles

Selected leadership styles consist of two major types: transformational and transactional leaderships (Bass and Avolio, 1993).

(a) Transformational Leadership

Transformational leaders motivate their followers to perform beyond expectations by activating and fulfilling followers' higher-order needs, fostering a climate of trust, and inducing followers to transcend their self-interests for the sake of the organization. Such leaders are able to define the leader-subordinate relationship as being the relational contract instead of economic contract. Relational contract takes the form of social exchange, covenantal, and psychological contract. Social exchange explains the reason of subordinates becoming obligated to their supervisors and contribute in ways that transcend the requirements of the formal employment contract (Settoon, Bennett, & Liden, 1996); a covenantal contract is based on commitment to the welfare of both parties to the exchange; psychological contract involves a set of beliefs held by a person regarding the terms of the exchange agreement to which that person is a party. However, economic contract is the economic exchange that is based on transactions and is short-term in nature (Konovsky & Pugh, 1994). In other words, such leader-subordinate relationship does not tie to the money (salary) only. The four common primary factors of the transformational leadership model conceptualized by Bass and Avolio (1993) consist of **charisma/idealized influence** (followers trust in and emotionally identify with the leader), **inspirational motivation** (followers are provided with symbols and emotional appeals directed at goal achievement), **intellectual stimulation** (followers are encouraged to question their own way of doing things or to break with the past), and **individualized consideration** (assignments are delegated to the followers to provide learning opportunities).

(b) Transactional Leadership

Blanchard and Johnson (1985) described transactional management as a simple process of creating strong expectations with employees, along with clear indications of what they will receive in return for meeting those expectations. According to Bass (1985), transactional leaders make obvious to their followers of their responsibilities, leaders' expectations, the tasks that must be accomplished and the benefits to the self-interests of the followers for compliance. They also play roles in making rewards (and punishments) clearly contingent on performance and specifying the outcomes that the individual employee can expect in exchange for good performance. The leader-subordinate relationship is based on an exchange process in which the leaders provide rewards in return for the effort and contributions of their subordinates. More transactional oriented leadership may create an environment in which the subordinates define their relationships with the organizations as economic exchange that emphasizes on providing rewards in exchange for meeting agreed-upon objectives.

The primary factors of the Bass and Avolio (1993) transactional leadership model consist of **contingent reward** (leaders and subordinates have a positively reinforcing interaction), **management-by-exception** (the leaders intervene only when things go wrong), and **laissez-faire** (leadership is absent).

Both leaders and subordinates participate in a contingent reward approach to management because it reflects reciprocal behavior in nature (Howell & Avolio, 1993) whereby each party agrees to a system of works and rewards to meet mutual expectations for certain achievements or behaviors (Bass, 1990; Seltzer & Bass, 1990). This approach results partly from reinforcement theory and has been central to leadership theory which is being practiced for many years. Most research has linked contingent reward to positive organizational outcomes

(Howell & Avolio, 1993; Lowe *et al.*, 1996). Bass (1990) even described examples from early Greek mythology in which contingent rewards were used by the gods.

In a management-by-exception environment, any non-routine circumstances will require leader's intervention since employees have not been given the autonomy to develop confidence or to learn from experiences as well as to solve the problems (Bass, 1985;1990). Transactional leaders may take an active role in continuously monitoring and addressing deviations in employees' performance in order to avoid future occurrences through active management-by-exception. In other words, leaders establish visible mechanisms to ensure rule adherence in the workplace.

2.2 Trust in Leaders

2.2.1 Definition

Trust, in this study, refers to the employees' psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of their leaders. It refers to an employee's belief that the leader will perform actions (including providing information) that will prove helpful and not harmful to him or her, thus, permitting the establishment of a relationship of cooperation (Fine & Holyfield, 1996: 25).

2.2.2 The Role of Trust in Leaders

Several scholars (e.g., Mishra, 1996) have proposed that employees' trust in the leaders plays a central role in enhancing an organization's long-term success and survival, especially in these business environments which have become more

uncertain and competitive. Observations have found that all great organizations have one basic similarity – they are built on trust (Crawford, 1998: p. 24). Hence, employees' trust in the leaders is also a source of competitive advantage as it will increase cooperation between organizational members, which in turn reduces the costs of transaction (Cummings & Bromiley, 1996; Das & Teng, 1998).

The significance of trust in the leaders has been recognized by several researchers for at least four decades, with early exploration in books (e.g., Argyris, 1962; Likert, 1967; McGregor, 1967) and empirical articles (e.g., Mellinger, 1959; Read, 1962). Over this period of time, the trust that individuals have in their leaders has been an important concept in applied psychology and related disciplines. For instance, it is a key concept in several leadership theories: Transformational and charismatic leaders build trust in their followers (Kirkpatrick & Locke, 1996; Podsakoff *et al.*, 1990); employees' perceptions that leaders have attributes that promote trust may be important for leader effectiveness (Bass, 1990; Hogan, Curphy, & Hogan, 1994); and trust is an element of leader-member exchange theory (Schriesheim, Castro, & Cogliser, 1999) and the consideration dimension of leader behavior (Fleishman & Harris, 1962). The importance of trust in leadership has also been emphasized in numerous other literatures across multiple disciplines.

In fact, trust has been shown to have positive impacts on several outcomes such as employees' job satisfaction, group problem-solving and decision-making, as well as organizational commitment and effectiveness. More recently, trust has emerged as a research theme in its own right. Special issues of journals devoted to the topic of trust have shown evidences for the rise of interest in the researchers (Kramer & Isen, 1994; Rousseau, Sitkin, Burt, & Camerer, 1998) and edited

books (Gambetta, 1988; Kramer & Tyler, 1996; Lane & Bachmann, 1998), as well as a growing number of individual articles.

2.3 Justice Perceptions

2.3.1 Definition

The organizational justices which refer to employees' perceptions of fairness toward the actual decisions or the procedures used to reach those decisions. It addresses the issues related to the ways in which employees determine if they have been treated fairly in their jobs and the ways in which those determinations influence other work related variables.

The organizational justice which refers to employees' perceptions of fairness toward the actual decision or the procedures used to reach a decision. It addresses the issues related to the ways in which employees determine if they have been treated fairly in their jobs and the ways in which those determinations influence other work related variables.

2.3.2 Elements of Justice Perceptions

(a) <u>Procedural Justice</u>

Procedural justice often was linked to relational or self-relevant motives. For example, leaders using fair procedures (e.g., giving voice to others) (Folger, 1977) influence significantly commitment to the group and/or organization, and people's self-esteem (e.g., Tyler, 1999), regardless of cultures. Contemporary research on procedural justice generally has its roots in one of three approaches: Thibaut and Walker's theory of procedure, Leventhal's justice judgment theory, or Lind and Tyler's group-value model.

Walker, Lind, and Thibaut (1979:1402) defined procedural justice as the belief that the methods used to settle a dispute are fair and satisfying in them. In Leventhal's theory of justice judgments, he defined procedural justice as an individual's perception of the fairness of the procedural components of the social system that regulate the allocate process. Procedures are deemed to be fair to the extent that they exhibit six characteristics/decision rules: consistency, bias suppression, accuracy, correct ability, ethicality, and representiveness.

The third approach is the Group-Value Model which is subsequently known as the relational model. It is an alternative theoretical approach suggested by Lind and Tyler (1988); Tyler & Lind (1992) to understanding fairness. It suggests that individuals care about fairness because of their relationship with the groups to which they belong. Tyler and Lind (1992) noted that procedural justice theories focus on how decisions are made.

It refers to the fairness perception of the processes in the formal level of the decision making process associated with the allocation and distribution of current pay and benefit levels, as well as related outcomes, including the provision of some systems of employee complaint or appeal regarding the consequences of first-stage decision-making.

(b) <u>Distributive Justice</u>

Distributive justice is defined as the concern with identifying the principles by which anything of value (money, goods, services, privileges, and so on) can be fairly or equitably allocated among persons or groups (Thibaut & Walker, 1975:3). This type of justice exists when there is congruence between expectations for outcomes based on the normative rule and actual outcomes and vice versa (Hegtvedt & Markovsky, 1995: 259). It is concerned with the perceived

fairness of the outcomes and has been understood predominantly via equity in economic exchange, whereby people tend to compare their amount of contributions or work and rewards with their colleagues.

Distributive justice theories concerned primarily with how individuals evaluate and react to reward distributions that they perceive as just or unjust, which, if perceived unjust, will produce emotional distress for the employees and further decrease the feeling of trust to the leaders. The dominant theory of distributive justice is Adam's equity theory (1963; 1965). According to equity theory, people compare the ratio of their inputs and outcomes to the ratio of inputs and outcomes of referent to others. According to Leventhal (1976), decisions or outcomes are determined by utilizing three major justice rules: the equity rule, the needs rule, and the equality rule. The equity rule focuses on contributions, the needs rule is applied for personal welfare reasons and the equality rule is used to preserve social harmony.

It is concerned with the perceived fairness of the outcomes and has been understood predominantly through equity in social exchange (Adams, 1965), wherein people compare their contributions and rewards with others. However, it is known as the typical metric for judging the fairness of transactional contracts and economic exchanges by Konovsky and Pugh (1994: 658).

2.3.3 Significance

The concept of justice has interested scholars over millennia. Dating back to antiquity, Aristotle was among the first to analyze what constitutes fairness in the distribution of resources between individuals (Russ, 1925). In the last decade, considerable evidence has been found that organizational justice is better

understood by integrating the procedural justice and distributive justice domains (Brockner & Wiesenfeld, 1996).

Examining these justice/injustice perceptions is important because an individual's attitudes (e.g., motivation and job satisfaction) and behaviors (e.g., job quitting and union involvement) are affected by their perceptions of the fairness of differences in terms of the treatment from super ordinates or the amount of work and pay delegated and given to them.

Concerns about organizational justice are related in several different facets of employees' working lives. For example, workers are concerned about the fairness of resource distributions, such as pay, rewards, promotions, and the outcome of dispute resolutions. This is known as distributive justice (Homans, 1961; Adams, 1963, 1965; Deutsch, 1975; Leventhal, 1976a). People also perceive the fairness in terms of the decision-making procedures that lead to those outcomes, attempting to understand how and why they came about. This is, on the other hand, referred to as procedural justice (Thibaut & Walkeer, 1975; Leventhal, 1980; Leventhal, Karuza, & Fry, 1980).

2.4 Relationship Between Selected Leadership Styles, Justice Perceptions and Trust in the Leaders

2.4.1 Theoretical Evidence Supporting Selected Leadership Styles, Justice Perceptions and Trust in the Leaders

Transformational leadership theory (Burns, 1978; Bass, 1985) states that the properly practiced leadership characteristics may lead to increased trust of employees toward the leaders. Such leadership also involves empowerment, whereby the leaders allow subordinates a voice in decision-making processes,

support them for thinking on their own, and treat them equitably through individualized consideration (Bass, 1985).

When followers perceive that they can influence the outcomes of decisions that are significant to them and that they are participants in an equitable relationship with their leaders, their perceptions of procedural justice are likely to be enhanced. Hence, the applied of procedurally fair supervisory practices affects outcomes such as employees' trust in the leaders and system because the development and use of fair procedures explicitly demonstrates the importance placed on the rights and duties of individual employees (Pillai *et al.*, 1999).

According to Pillai *et al.* (1999), another sub-domain that justice research has typically focused on in the leadership model is distributive justice, which relates to the fairness of the outcomes an employee receives (Folger & Greenberg, 1985). People consider the nature of their treatment by others as a determinant of fairness (Greenberg, 1996) which in turn affects trust in the supervisors or managers as leaders. Under transactional leaders, employees are more likely to be concerned about the fairness of outcomes they receive in exchange for their effort than the fairness of procedures. Thus, in contrast to procedural justice, distributive justice has become the typical metric for measuring the fairness of transactional contracts and economic exchanges (Konovsky & Pugh, 1994: 658).

2.4.2 Empirical Evidence Supporting Selected Leadership Styles, Justice Perceptions and Trust in the Leaders

Several studies have proved that fairness is considered by people in the nature of how others treat them (Greenberg, 1996). This in turn affects employees' trust in the supervisors and managers, as well as the system as a whole. It follows that in order to gain employees' trust, build commitment to their

goals, and elicit extraordinary levels of performance, a leader must be perceived as providing interpersonally fair treatment to his or her subordinates by applying the appropriate leadership styles. This study specifies that both procedural and distributive justice may be related to trust.

Pillai *et al.* (1999) had conducted a study about leadership styles (transformational and transactional leadership) using 192 and 155 matched leaders and subordinates in US organizations. They found that the employees, who perceived the ability of leaders to implement transformational and transactional leadership according to proper procedures and means of distributions, could increase their trust to the leaders. Therefore, it is suggested that justice perceptions may mediate the relationship between leadership styles and trust in leaders.

In general, however, research has supported the relative importance of procedural justice over distributive justice in work settings (Folger & Konovsky, 1989; Konovsky & Pugh, 1994; Lind & Tyler, 1988). It may well be said that it is procedural justice which mediates the relationship between transformational leadership and trust. Korsgaard *et al.* (1995) showed that procedural justice played an important mediating role in the relationship between leader consideration and trust in the leader. It seems reasonable, on the other hand, by using a similar logic, to suggest that the impact of transactional leadership on trust may be mediated by distributive justice. Thus, both transformational and transactional leaders may be able to build trust in their subordinates but through different means and perceptions.

2.5 Conclusion

This chapter has untied the concepts of leadership styles, justice perceptions, and trust in the leaders. Besides, the theoretical and empirical (past research) evidences have been used to support justice perceptions in mediating the relationship between leadership styles and employees' trust in the leaders. The following chapter will discuss about the methodology that will be used in the process of collecting data, identifying the population and sample of the study.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter is divided into five main sections. The first section will discuss the research design in this study. The second section will discuss the data collection techniques. Followed by are the measures of the items in the survey questionnaire. The fourth section is the identified studied location, its population and sample size. Data analysis techniques will be elaborated in the fifth section. Finally is the conclusion for this chapter.

3.1 Research Design

This study uses a cross-sectional research design in which it allows the researcher to integrate the leadership and justice research literature, in-depth interview, pilot study, as well as the actual survey as the main procedure to gather information and data. The combination of these methods, as advocated by many

researchers, may gather accurate and less bias data (Sekaran, 2000) and it allows the researcher to create differences among variables being studied.

3.2 Data Collection Techniques

A three-phase data collection strategy will be implemented for this qualitative and quantitative research: In-depth interview, pilot study, and actual study.

3.2.1 In-depth Interview

In-depth interview is the initial step of collecting information and data about the leadership styles practiced in the organization. The in-depth interview being done in this study was conducted in a day with 4 experienced workforce who work in Western Digital, namely 2 persons from middle-level management (HR Manager and Supervisor) and 2 persons from lower-level management (Supporting staffs). The in-depth interview was conducted to understand the leadership styles practiced in the organization and how the leaders' leadership styles are perceived by the employees in order to instill trust. Information gathered from these interviews is further be used to develop the relevant content of the survey questionnaires for a pilot study.

3.2.2 Pilot Study

A pilot study was done by meeting with the previous 4 experienced workforce and discussing the statements in the developed survey questionnaires to ensure its validity and reliability. Information gathered via the interview method and pilot study was used to check and verify the suitability and applicability of items and format utilized in the survey questionnaires for an actual survey later.

3.2.3 Actual Survey

After obtaining permission from the studied organization to conduct a survey, 150 questionnaires were being distributed to the middle- and lower-level management employees by the researcher. The survey questionnaires were designed based on the information collected from the in-depth interview and pilot study, as well as modified from previous sample questionnaires used in leadership and justice research literature. All respondents will be given standardized instructions and complete the questionnaire during normal working hours on the organization premise. Participation in the survey is entirely based on voluntarily basis.

3.3 Measures

In this research, all the information and data will be collected by using two types of instrument, namely interview and questionnaire. The entire questions in the questionnaire are kind of closed-ended and are divided into 4 sections. The purpose of the close-ended question is to make respondent easier to answer it. The questionnaire used will be designed based on the past research and result of the interview done. The research questionnaire developed in both English and Bahasa Melayu to aid the understanding of the respondent in completing the questionnaire.

It has been suggested that the questionnaire for this research will be divided into 4 sections. Those sections are:

a) Section A – Demographic Variables

b) Section B – Leadership Styles

(15 items were adapted and modified from Multi-factor Leadership Questionnaire developed by Bass & Avolio, 1991)

c) Section C – Justice Perception

(7 items were adapted and modified from Moorman, 1991)

d) Section D – Trust in the Leaders

(7 items were adapted and modified from Marlowe & Nyhan, 1992)

7-likert scale is used for measuring perceptions of the respondents in each part of the questionnaire whereby respondents will rate a series of statements, typically using a scale ranging from 1 (strongly disagree) to 7 (strongly agree), as shown in the Table 1 below:

Table 1: 7-likert Scale

Mark	Categories
1	Strongly disagree
2	Disagree
3	Slightly disagree
4	Neutral
5	Slightly agree
6	Agree
7	Strongly agree

Back translation technique is used for translating the survey questionnaire in Malay and English. This may increase the validity and reliability of the instrument (Van Maaneen, 1983; Wright, 1996).

3.4 Research Location, Population and Sample

The analysis unit in this study consists of the individual employees in a private organization, namely Western Digital, Sarawak. The population chosen is

composed of all middle- and lower-level management workforces who consist of 2,660 employees. The size of the sample is set at 150 respondents. The sampling method being used was convenience sampling which is a method of choosing respondents according to respondents' convenience.

The minimum sample size for this research is determined through statistical formula suggested by Jaccard and Becker (1997) as shown below:

$$S = \frac{So}{1+So/N}$$

$$\text{Formula So} = \frac{Z^2 \times pq}{e^2}$$

S = sample size

N = population size

p = population ratio estimated 0.5 or 50%

q = (1-p) or 0.5

e = the degree of accuracy of margin error that is accepted in population probability (p), whereby e = 0.1

Z = the standard score corresponding to a given confidence level at 1.625

So, $So = \frac{(Z)^2 \times pq}{(e)^2}$

$= \frac{(1.625)^2 \times (0.5)(0.5)}{(0.1)^2}$

$= 66.02$

Therefore,

$$S = \frac{So}{1 + So / N}$$

$$= \frac{66.02}{1 + (66.02 / 2660)}$$

$$= 64$$

From this calculation, the minimum sample that should be conducted in this research, based on the population of 2,660 employees, is 64 respondents. According to Fraenkel and Wallen (1993), the minimum size of 64 respondents is appropriate for a corelation study.

3.5 Data Analysis Techniques

A Statistical Package for Social Sciences (SPSS) version 11.5 was used to analyze the data in the survey questionnaires. One of the purposes of using SPSS is to analyze the descriptive statistic. Descriptive statistic analysis involves data analysis by using mean value and standard deviation. A clear picture can be made regarding the data collected. Descriptive statistics and Pearson product moment are used to develop a correlational matrix table. The table consists of mean, standard deviation, and correlations between the same and different variables. The correlations provide further evidence of validity and reliability for measurement scales in research (Barclay, Higgins, & Thompson, 1995; Cooper & Schindler, 2003; Hair, Anderson, Tatham, & Black, 1998).

3.5.1 Data Screening

The collected research data was screened using descriptive statistic in order to identify the missing and unclear data that may affect the validity of the results.

In the process, Skewness and Kurtosis tests were used to examine the normality, linearity, and homoscediscity (Hair *et al.*, 1998).

3.5.2 Psychometric Assessments

The psychometric proprieties of the questionnaire data were being assessed of their validity and reliability. Validity refers to the appropriateness and as a perfect representation of the variables the researcher intends to measure (Fraenkel & Wallen, 1993). It is used to determine whether the items used in this research study are valid or not. The validity test can be done by using the factor analysis in the SPSS. If the factor analysis for the validity test has achieved 0.4 or greater, the items used in the research are considered to have reached the validity standard and thus lead to acceptable research findings (Hair *et al.*, 1998).

The Kaiser Meyer-Olkin (KMO) and the Bartlett's test of sphericity were conducted for each variable. The KMO score for transformational leadership was 0.93, transactional leadership was 0.83, procedural justice was 0.67, distributive justice was 0.80, and trust in the leaders was 0.92. These variables were significant in Bartlett's test of sphericity.

On the other hand, the reliability is the degree of consistency in which the measuring instrument measure whatever it is. After the dimensionality of instrument is verified, the internal consistency of the scales in the questionnaire should be checked by using Cronbach Alpha procedure (Fraenkel & Wallen, 1993). The reliability of the instrument is considered to be high if the alpha value is nearer to +1. For research purposes, Fraenkel and Wallen (1993) further explained that the alpha value should be at least 0.64 and preferably higher. This statistical method relates to the degree to which measures are free from random error, thereby yielding consistent results for the analysis.

3.5.3 Pearson Correlation Analysis

The relationship that exists between two variables can be tested by using the Pearson Correlation Analysis. The positive 'r' value refers to the positive relation between two variables, while the negative 'r' value shows that the relation between two variables is negative. According to Mohd. Majid (1993), the 'r' value must be between positive one and negative one ($-1 \leq r \leq 1$). The closer the 'r' values gained from the study towards the fixed value 'r', the stronger the relation between the two variables.

3.5.4 Stepwise Regression Analysis

Pearson correlation analysis was unable to determine the mediating role of justice perceptions in the relationship between selected leadership styles and trust in the leaders. Therefore, Stepwise regression analysis was undertaken to test the mediating hypothesis because it can assess the magnitude of each independent variable, and vary the mediating variable in the relationship between many independent variables and one dependent variable (Baron & Kenny, 1986; Foster, Stine, & Waterman, 1998).

Mediating effects are a type of interaction where the strength of the relationship between an independent variable and a dependent variable is changed when other variables are present (Cohen & Cohen, 1983). According to Baron and Kenny (1986), the mediating variable can be determined when it meets three conditions: First, the predicting variables are significantly correlated with the hypothesized mediator. Second, the predicting and mediating variables are all significantly correlated with the dependent variable. Third, a previously significant effect of predicting variables is reduced to non-significance or reduced in terms of effect size after the inclusion of mediating variables into the analysis (James, Mulaik, & Brett, 1982; Wong, Hui, & Law, 1995). In this regression

analysis, standardized coefficients (standardized beta) was used for all analyses (Jacard, Turrisi, & Wan, 1990).

3.6 Conclusion

Overall, this chapter provides an overview on how the methodology will be used to study the current developed research issue, how the data is collected, and how it is going to measure the result. The research instruments used are the questionnaires and findings from in-depth interview. The questionnaires will be analyzed with SPSS version 11.5.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter contains nine sections. The first section shows the findings from the in-depth interview. The second section discusses about the respondents' demographic characteristics. The third section discusses about the result of data screening test. The fourth section discusses on exploratory factor analysis, while the fifth section discussing the psychometric assessments. The sixth section analyses the descriptive statistics and Pearson Correlation Analysis. The seventh section explains the testing mediating model. The eighth section will be the discussion about the findings of this study. The last section concludes the chapter.

4.1 Findings of Interview

The following interview was conducted with 4 experienced workforce of Western Digital from middle-level and lower-level management. Middle-level

management consists of a HR Manager and a Supervisor; lower-level management consists of 2 supporting staffs from HR Department.

Table 2: Findings of Interview

Western Digital	
Variables	Findings
Transformational Leadership	• The leaders (supervisors) always communicate with their subordinates in order to give advices or information regarding their work. • Those leaders who are capable in leading are willing to listen to subordinates' concerns will instill pride and gain respect from their subordinates. • If the leaders have time, they will spare some to coach and motivate their subordinates. • The leaders have high expectations on their subordinates and therefore set challenging standards for the tasks given to them. • The leaders will encourage employees to perform beyond the set expectations and to be effective in meeting other's job related needs. • The leaders will encourage employees to talk optimistically about their future and increase their willingness to try harder for their future. • The leaders also encourage employees to look at problems from different perspectives and think of ideas and new suggestions to increase their productivities.
Transactional Leadership	• The leaders will work out agreements with their subordinates on what they will receive if they accomplish the required jobs. • The leaders will provide rewards for subordinates who perform their job well. • The leaders clarify roles and task requirements to their subordinates. • The leaders will supervise their subordinates' work and keep track of their performance from time to time.

	• The leaders look at small problems seriously and will take action to tackle before they become chronic.
Procedural Justice	• The employees are being treated moderately fair. • After a year of service, employees are given the opportunity to make their own decisions in their work. • The leaders allocate the pay and benefits for employees according to proper procedures. • The leaders deal with employees' matters seriously and fairly.
Distributive Justice	• The pays are distributed fairly among the employees with similar positions. • The distribution of pay is somehow based on the education level of the employees. • The rewards are distributed as promised by the leaders. • However, some employees perceive that mild discriminations do exist. • Some employees complain that their pays are not compatible with their workload.
Trust in Leaders	• The employees trust in their leaders to overcome problems in their work. • The employees trust that their leaders will provide correct information about the tasks for them. • The employees find the ideas and opinions of their leaders useful in their jobs. • The employees are able to share their ideas and thoughts with their leaders. • Most of the employees will give full commitment to work with their leaders.
Indirect Relationship Between Transformational Leadership, Procedural Justice, and Trust in Leaders	• When the employees perceive fairness in their transformational leaders who lead their subordinates and deal with their matters properly and fairly, this could increase their trust towards their leaders.
Indirect Relationship Between Transactional Leadership,	• The fair distributions of pay or benefits pose much effect to the employees' trust in their leaders. • Employees trust in leaders based on how good they are being treated (without discrimination) and the

Distributive Justice, and Trust in Leaders	ability of leaders in planning, designing, leading, and controlling the work and their subordinates.

4.2 Participant Characteristics

The target sample of respondents was set to be 150 people. However, only 120 questionnaires were returned and 118 can be used. Table 3 shows that most respondent characteristics were male (64.4 percent), age between 26 to 30 years old (33.9 percent), Malay (42.4 percent), Diploma holders (30.5 percent), lower-level management workers (54.0 percent), workers who worked for 10 or more than 10 years (26.3 percent).

Table 3: Participant Characteristics

Participant Characteristics	Sub-Profile	Percentage
Gender	Male	64.4
	Female	35.6
Age	18-20	4.2
	21-25	29.7
	26-30	33.9
	31-35	18.6
	36-40	8.5
	≥ 41	5.1
Race	Malay	42.4
	Chinese	17.8
	Indian	0.8
	Bumiputera	33.9
	Others	5.1
Education level	SPM/MCE/Senior Cambridge	29.7
	STPM/HSC	12.7
	Diploma	30.5
	Degree	16.9
	Others	10.2
Job Category	Middle-level Management	24.6
	Lower-level Management	75.4

Length of Service	<1 year	10.2
	1-3 years	25.4
	4-6 years	21.2
	7-9 years	16.9
	≥ 10 years	26.3

N=118

Note :

SPM/MCE : Sijil Pelajaran Malaysia/ Malaysia Certificate of Education

STPM/HSC : Sijil Tinggi Pelajaran Malaysia/ Higher School Certificate

4.3 Data Screening Test Results

The targeted respondents of this study were 150 people working in Western Digital. After the actual study has been conducted, only 120 (80%) questionnaires were returned from 150. This study consists of 118 respondents with usable questionnaires.

Table 4 shows the data screening results on 29 questions. The result shows that there are six questions with Kurtosis value of more than 2 and Skewness value of less than 1. This shows that the items did not fulfil the requirement of "Univariate normality assumption".

Table 4: Data Screening Test Results

Question	Skewness Value (±1)	Kurtosis Value (±2)	Univariate Normality Assumption
Tf1	-.739	-.554	Normal
Tf2	-.743	-.602	Normal
Tf3	-.894	-.347	Normal
Tf4	-.818	-.278	Normal
Tf5	-.866	-.366	Normal
Tf6	-1.032	.272	**Abnormal**
Tf7	-.965	.061	Normal

Tf8	-.966	-.024	Normal
Tf9	-.975	.229	Normal
Tf10	-.760	-.448	Normal
Ts4	-1.065	.682	**Abnormal**
Ts5	-.940	.424	Normal
Ts6	-1.142	1.121	**Abnormal**
Ts7	-.621	-.142	Normal
Ts8	-.738	-.127	Normal
Pj1	-.524	-.935	Normal
Pj2	-1.085	.301	**Abnormal**
Pj3	-.644	-.541	Normal
Dj1	-.370	-1.036	Normal
Dj4	-.363	-.881	Normal
Dj5	-.259	-.803	Normal
Dj6	-.397	-.599	Normal
T3	-.732	-.175	Normal
T5	-.933	.162	Normal
T6	-.677	-.586	Normal
T7	-1.248	1.958	**Abnormal**
T8	-.840	-.076	Normal
T9	-1.032	.542	**Abnormal**
T10	-.806	-.103	Normal

4.4 Exploratory Factor Analysis

The original survey questionnaires consist of 40 items, which related to five variables: transformational leadership (10 items), transactional leadership (8 items), procedural justice (6 items), distributive justice (6 items), and trust in the leaders (10 items). The factor analysis with the varimax rotation was done for all variables. Table 5 shows the valid items result of factor analysis process which condensed 40 items to 29 items, whereby factor loadings of transformational leadership are in the range of 0.48 to 0.84, transactional leadership are in the range of 0.45 to 0.81, procedural justice in the range of 0.52 to 0.69, distributive justice range from 0.52 to 0.78, and trust in the leaders with factor loadings in the range

of 0.50 to 0.73. The items for each variable had factor loadings of 0.4 and above, indicating it met the acceptable standard of validity analysis (Hair *et al.*, 1998).

Table 5: Item Validity

Variable	Item	Component				
		1	2	3	4	5
Transformational Leadership	Instills pride in me	.597				
	Spends time teaching and coaching	.678				
	Considers moral and ethical consequences	.624				
	Views me as having different needs, abilities, and aspirations	.759				
	Listens to my concerns	.844				
	Encourages me to perform	.607				
	Increases my motivation	.794				
	Encourages me to think more creatively	.677				
	Sets challenging standards	.481				
	Gets me to rethink never-questioned ideas	.681				
Transactional Leadership	Makes clear expectation				.445	
	Will take action before problems are chronic				.576	
	Tells us standards to carry out work				.635	
	Works out agreements with me				.484	
	Monitors my performance and keeps track of mistake				.807	
Procedural Justice	Treats subordinates fairly			.691		
	I can participate in decision making			.520		
	Pay and benefits are allocated according to proper procedures			.671		
Distributive Justice	Pay and benefits are given fairly according to my effort and needs					.516
	Receives rewards as promised by leader					.582

	My pay is fair compared to the pays of my colleagues					.777
	My leader will punish me fairly if I often make mistakes in my work					.678
Trust in Leaders	My leader can make good decisions & judgments		.497			
	I am ready to trust my leader to overcome any obstacle		.520			
	My leader is good in leading us when doing organizational projects		.594			
	I give full commitment to work with my leader		.732			
	My leader's ideas/opinions are useful for me in doing my job		.705			
	I believe that my leader will provide correct info bout the tasks for me		.729			
	I can share my ideas & thoughts with my leader		.645			

4.5 Psychometric Assessments

The Kaiser Meyer-Olkin (KMO) and the Bartlett's test of sphericity were conducted for each variable. The KMO score for transformational leadership was 0.93, transactional leadership was 0.83, procedural justice was 0.67, distributive justice was 0.80, and trust in the leaders was 0.92. These variables were significant in Bartlett's test of sphericity.

All variables had eigen values larger than 1, with transformational leadership (6.925), transactional leadership (3.109), procedural justice (2.275), distributive justice (2.752), and trust in the leaders (5.045).

The result of reliability analysis showed that transformational leadership (alpha=0.950), transactional leadership (alpha=0.844), procedural justice (alpha=0.838), distributive justice (alpha=0.848), and trust in the leaders (alpha=0.935) had a value of Cronbach alpha of more than 0.63, indicating the variables met the acceptable standard of reliability analysis (Nunally & Bernstein, 1994). Table 6 presents the results of the analysis done on the goodness of data.

Table 6: Goodness of Data

Measure	Item	Factor Loadings	KMO	Bartlett's Test of Sphericity	Eigenvalue	Variance Explained	Cronbach Alpha
Transformational Leadership	10	0.48 to 0.84	0.93	1024.39, p=.000	6.925	69.26	0.950
Transactional Leadership	5	0.45 to 0.81	0.83	237.22, p=.000	3.109	62.18	0.844
Procedural Justice	3	0.52 to 0.69	0.67	160.87, p=.000	2.275	75.85	0.838
Distributive Justice	4	0.52 to 0.78	0.80	197.50, p=.000	2.752	68.81	0.848
Trust in Leaders	7	0.50 to 0.73	0.92	657.77, p=.000	5.045	72.08	0.935

4.6 Descriptive Statistics and Pearson Correlation Analysis

Table 7 shows the result of Pearson correlation analysis and descriptive statistics. The means for the variables are from 4.1 to 4.9, signifying that the level of transformational leadership, transactional leadership, procedural justice, distributive justice, and trust in the leaders are ranging from moderately high (4.1) to moderately highest (4.9). Selected leadership styles (i.e., transformational leadership and transactional leadership) positively and significantly correlated with trust in the leaders ($r=0.801$, $p<0.01$; $r=0.707$, $p<0.01$, respectively), indicate

that these variables are important antecedents of trust in the leaders. The correlation coefficients for the relationship between the independent variable (i.e., transformational leadership and transactional leadership) and the mediating variables (i.e., procedural justice and distributive justice), and the relationship between the dependent variable (i.e., trust in the leaders) were less than 0.90, indicating the data were not affected by serious collinearity problem (Hair *et al.*, 1998). The measurement scales that had validity and reliability were used to test research hypotheses.

Table 7: Correlation Matrix Table

Variables	Min	Standard Deviation	Pearson Correlation (r)				
			TfL	TsL	PJ	DJ	T
Transformational Leadership (TfL)	4.7	1.48	(1)				
Transactional Leadership (TsL)	4.9	1.26	0.764**	(1)			
Procedural Justice (PJ)	4.6	1.55	0.784**	0.640**	(1)		
Distributive Justice (DJ)	4.1	1.47	0.653**	0.607**	0.721**	(1)	
Trust in Leaders (T)	4.9	1.36	0.801**	0.707**	0.799**	0.689**	(1)

Note: Correlation Value is significant at *p<0.05, **p<0.01, ***p<0.001

Reliability estimation are shown diagonally (value 1)

4.7 Outcomes of Testing Mediating Model

Table 8: Result for Stepwise Regression Analysis with Procedural Justice as the Mediator and Trust in Leaders as the Dependent Variable.

Variables	**Dependent Variable (Trust in Leaders)**		
	Step 1	**Step 2**	**Step3**
Control Variables			
Gender	0.093	0.054	0.050
Age	0.138	0.011	0.028
Race	-0.047	-0.057	-0.066
Education Level	-0.024	-0.123	-0.055
Job Category	-0.160	-0.003	0.035
Length of Service	-0.247	-0.055	-0.073
Independent Variables			
Transformational Leadership		0.818***	0.474***
Mediating Variable			
Procedural Justice			**0.432*** **
R Square	0.062	0.666	0.733
Adjusted R Square	0.012	0.645	0.714
R square change	0.062	0.603	0.067
F	1.232	31.321***	37.422***
F Δ R Square	1.232	198.697***	27.438***

Note: Level of Significance = *p<0.05, **p<0.01, ***p<0.001 Beta=Standardized Beta

Table 9: Result for Stepwise Regression Analysis with Distributive Justice as the Mediator and Trust in Leaders as the Dependent Variable.

Variables	**Dependent Variable (Trust in Leaders)**		
	Step 1	**Step 2**	**Step3**
Control Variables			
Gender	0.093	0.043	0.063
Age	0.138	0.100	0.034
Race	-0.047	-0.022	-0.038
Education Level	-0.024	-0.130	-0.059
Job Category	-0.160	-0.102	-0.054
Length of Service	-0.247	-0.085	-0.048
Independent Variables			
Transactional Leadership		0.706***	0.459***

Mediating Variable **Distributive Justice**			**0.397*****
R Square	0.062	0.525	0.617
Adjusted R Square	0.012	0.495	0.589
R square change	0.062	0.463	0.092
F	1.232	17.387***	21.979***
F Δ R Square	1.232	107.245***	26.219***

Note: Level of Significance = *p<0.05, **p<0.01, ***p<0.001 Beta=Standardized Beta

The results of Stepwise regression analysis were summarised in three steps. In Table 8, Step 1 showed that the respondent characteristics were found not to be a significant predictor of trust in leaders. Step 2 displayed that transformational leadership positively and significantly correlated with trust in leaders (ß=.818, p=0.000). This result demonstrates that the ability of leaders in transforming the characters or conducts of employees to a better stage has been perceived to be a more important determinant of trust in leaders. The inclusion of procedural justice in Step 3 of the process reveals that procedural justice is a mediating variable for the transformational leadership and trust in leaders (ß=.432, p=0.000).

Before the inclusion of procedural justice into the analysis in Step 2, transformational leadership (ß=.818, p=0.000) was found to be significantly correlated with trust in leaders. As shown in Step 3 (after the inclusion of procedural justice into the analysis), the previous significant relationship between transformational leadership and trust in leaders remains significant (Step 3: ß=.474, p=0.000). These results demonstrate that the inclusion of procedural justice into analysis has decreased the strength of the relationships between transformational leadership and trust in leaders, but still maintaining the significance via procedural justice, signaling that procedural justice does mediate between transformational leadership and trust in leaders in the organization.

In Table 9, the respondent characteristics in Step 1 were also found not to be a significant predictor of trust in leaders. Step 2 displayed that transactional leadership positively and significantly correlated with trust in leaders as well (ß=.706, p=0.000). This finding shows that the capability of leaders in creating strong expectations with employees along with clear indications of what they will receive in return for meeting those expectations has been perceived to be another important determinant of trust in leaders. The inclusion of distributive justice in Step 3 of the process reveals that distributive justice is a mediating variable for the transactional leadership and trust in leaders (ß=.397, p=0.000).

Before the inclusion of distributive justice into the analysis in Step 2, transactional leadership (ß=.706, p=0.000) was found to be significantly correlated with trust in leaders too. As shown in Step 3 (after the inclusion of distributive justice into the analysis), the previous significant relationship between transactional leadership and trust in leaders also remains significant (Step 3: ß=.459, p=0.000). This finding indicates that the inclusion of distributive justice into analysis has decreased the strength of the relationships between transactional leadership and trust in leaders, yet still maintaining its significance via distributive justice as well, showing that distributive justice also mediates between transactional leadership and trust in leaders in the organization.

4.8 Discussion and Research Implications

The primary aim of this study was to develop and empirically test a model linking transformational and transactional leadership with trust in leaders via justice perceptions by integrating several literatures and using a sample of 118 respondents. Drawing from previous research, it was argued that transformational

leadership might be related to procedural justice and transactional leadership might be related to distributive justice (Pillai *et al.*, 1999).

The findings of this research show that procedural justice has acted as mediator in the relationship between transformational leadership and trust in leaders, while distributive justice mediates between transactional leadership and trust in leaders. This finding could be affected by organizational culture and the different employees' perceptions of justice regarding leaders' leadership styles which instil trust in them. Yet, it supports the view that transformational and transactional leadership may have differential impacts on subordinates' perceptions of organizational justice, based on social and economic exchange relationships whereby social exchange emerges from individuals who trust that the parties involve in the exchange will fairly discharge their obligations over the long-term, but economic exchange, on the other hand, is based on short-term transactions. Therefore, the current study can be viewed as a reasonable test of the theoretical model.

4.8.1 Implication to Theories

This study has extended previous research conducted in most Western countries and provided great potential to understand the notion of transformational and transactional leadership, as well as organizational justice models. The findings of this research have shown that procedural and distributive justice did act as a mediating variable in the relationship between transformational and transactional leadership and trust in leaders. This outcome is consistent with the study done by Pillai *et al.* (1999). This could be due to the different organizational culture and the different employees' perceptions of justice regarding leaders' leadership styles which instil trust in them.

4.8.2 Implication to Research Methodology

The combination used of leadership as well as justice perceptions literature, in-depth interview, pilot study, survey questionnaire (which were tested valid and reliable) has proven its ability to provide deeper insight to the research. The methodology also proves that the quantitative and qualitative methods are able to test the hypotheses and achieve the research objectives. Furthermore, the selected questionnaire data exceeded a minimum standard of validity and reliability has led to a production of more accurate findings.

4.8.3 Implication to Human Resource Practitioners

This study is also relevant for practitioners, because trust in leadership is a foundation of several practices, such as leadership development programs (Peterson & Hicks, 1996). This research could contribute to HR practitioners by helping them to identify the factors that may affect the feeling of employees' trust in the leaders. This study could also act as one of the guidelines for practitioners to improve their leadership styles in order to gain respects and trusts from subordinates, which has a positive impact on the outcomes such as employees' job performance, loyalty, satisfaction, and commitment. While leadership style has an impact on organizations, departments, and teams, as well as work climate and atmosphere, leaders who want the best results should not rely on a single leadership style (Goleman, 2000).

4.9 Conclusion

This chapter has shown and explained the results of the research and data analysis. It is concluded that perceptions of justice have acted as mediators in the relationship between selected leadership styles and trust in leaders, whereby procedural justice did mediate between transformational leadership and trust in the leaders, and distributive justice did mediate between transactional leadership

and trust in leaders. The next chapter will summarize the whole research and contribute some suggestions.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter will discuss on the overall chapters from chapter 1 to 4. It will show how the results are able to provide a certain degree of implications to the existing theories, robustness of research methodology, and HR practitioners. This chapter will also point out the limitations of this study. The conclusion on the relationship between selected leadership styles and trust in leaders, with justice perceptions acting as mediators, will be stated lastly.

5.1 Summary of study

Chapter 1 had explained about background of the study, problem statement, research objectives, conceptual framework, research hypotheses, definition of terms, and the significance and limitations of the study. The literature review was done by analysing the journals and articles on related research. The main objective of this study is to determine the relationship between the elements of selected

leadership styles (i.e., transformational leadership and transactional leadership) and trust in the leaders, mediated by the perceptions of justice (i.e., procedural justice and distributive justice). The purpose of this research is to provide a guideline for other researchers to test a further research. This study was conducted in Western Digital at Sama Jaya Free Industrial Zone, Muara Tabuan, Kuching. It involved employees from the middle- and lower-level management. A number of 150 respondents were targeted from the overall of 2,660 employees.

Chapter 2, on the other hand, had discussed the literature review which were the studies done by previous researchers in the field of transformational and transactional leaderships with a few of them trying to identify the relationship between the leadership styles and trust in the leaders. This chapter is important because it determined the methods that can be used for data collection and data analysis.

Chapter 3 explained on the research methodology in terms of the methods that were used in the process of collecting data. The tools that involved are research design, population and sampling, instrumentation, pilot test, data collection and data analysis. The main instrument is the questionnaire which consists of two main parts (respondents' demographic characteristics and research statements) as well as from interviews conducted. Convenience Sampling Method was used to select respondents.

Chapter 4 explained on research findings regarding demographic materials and significance of relationship between selected leadership styles and trust in the leaders via justice perceptions. Analysis shows that both procedural and distributive justice, act as mediators, have significant relationships between transformational and transactional leadership with trust in leaders.

5.2 Limitations of the Study

In this research, emphasis was put on the perceptions of justice and feeling of trust of the employees toward their supervisors' leadership styles. Due to the lack of time and resources, the study of the outcomes of the employees' trust towards the leaders, such as job satisfaction and organizational effectiveness, was ignored. The findings of this study may also not be able to be generalized to all the supervisors or managers and employees of all private organizations because of sample size limitations due to time and budgeting concerns. Besides, participants of this study may not have understood the objectives and importance of this research, and may not have responded with accurate and well-thought answers. This will eventually affect the results of this research and make it less accurate and less reliable.

There might also contain potential bias in the Multifactor Leadership Questionnaire (MLQ) for its ratings may be prone to halo effect. When respondents have to identify their leader's strengths and weaknesses, they may have difficulty in differentiating between the various transformational behaviors and make more global ratings. Concerns have also been raised that MLQ scores are biased by social desirability (Avolio, Bass, & Jung, 1995; Yukl & Van Fleet, 1991). It is argued that follower ratings of their respective leaders may not only reflect actual leader behavior, but may also be influenced by social response bias. People's prototypical views of a leader correlate more with ratings on transformational leadership scales than with transactional leadership ratings (Bass & Avolio, 1989b). Avolio and Bass (1995) reported that when people are asked to describe their "ideal" and more socially desirable leader in behavioral terms, their list includes transformational rather than transactional behaviors. If social desirability bias (and not the actual leader behavior) is responsible for high scores

on the "transformational" leadership styles of the MLQ, the survey feedback results might affect the result of this study and further hide important developmental needs.

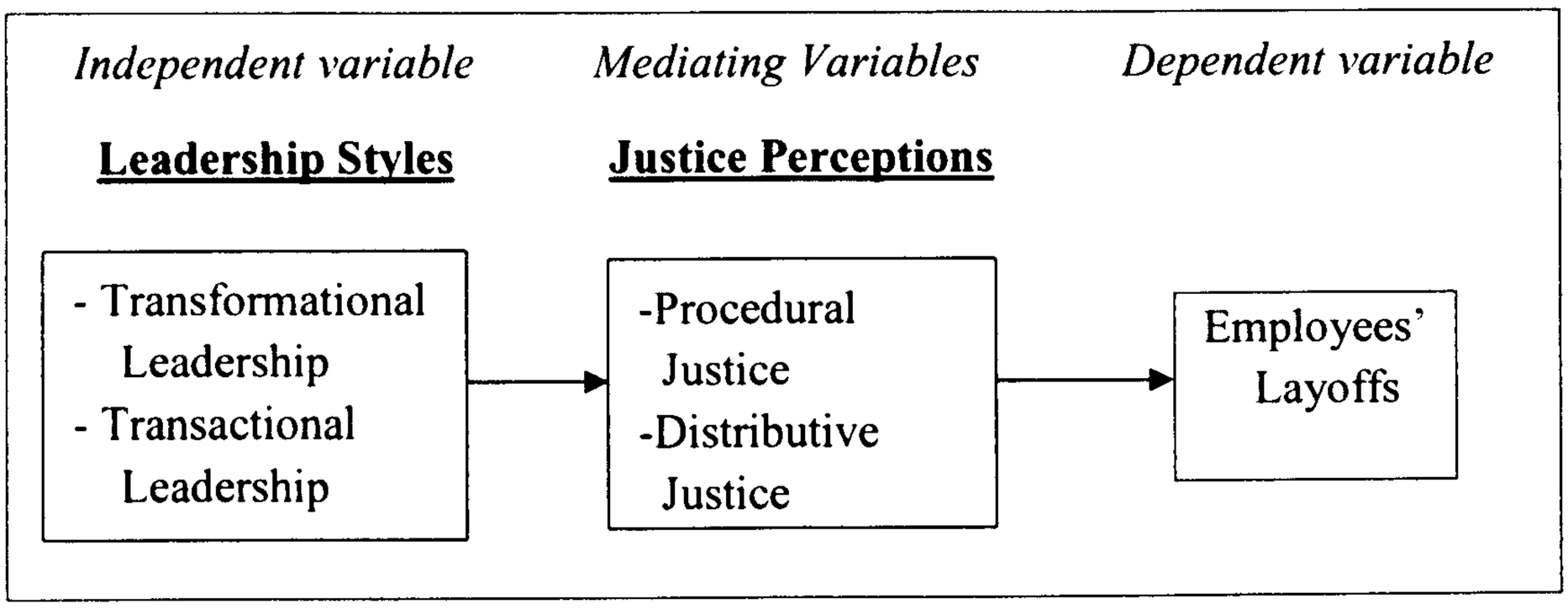
5.3 Recommendations for Future Research

This research can help future researchers to prove the theories of past researchers through research in a new context, environment and culture. The ever-changing organizational culture and environment force the necessity of new research being conducted constantly to obtain newer research findings. The research should look at the big picture, as the factors studied are mediated or moderated by other factors rather than a direct relationship between a factor and an outcome.

This research has a few deficiencies that can be overcome by future researchers. Therefore, for the continuity of future research, there are a few suggestions that can be looked up into:

i) This research used data from 118 questionnaires and it is better if future researchers can conduct a research in the same field with more samples.
ii) The respondents can be taken from two or more different organizations, which consist of the public and private sectors.
iii) Future research could further explore other outcomes of leadership styles and justice perceptions such as employees' layoffs, to assess the applicability of the leadership model in organizational settings.

Figure 2: Recommended Conceptual Framework for Future Research



Source: Supported by J. Brockner, M. Konovsky, R. Cooper-Schneider, R. Folger, C. Martin, and R. Bies, "Interactive effects of procedural justice and outcome negativity on victims and survivors of job loss", *Academy of Management Journal* 37, (1994).

5.4 Conclusion

Leadership is one of the important skills that must be possessed by all leaders in organizations to manage the work and the people. As managers or supervisors, they should treat their subordinates equally and fairly so that the subordinates will be satisfied and ready to trust in their leaders to perform their work properly. Therefore, fairness is perceived by employees towards their leaders to determine their further contributions for the organizations.

The most important ways to ensure fairness in an organization is through the fair implementation of procedures in approving or dealing with employees' matters such as attendances, sick leaves, and needs of training, as well as the fair implementation of distributing pay, benefits or rewards for the employees. By doing so, it would not only be beneficial for both employers and employees, but also for the organization itself. Each leader in each organization should look deep into this matter and decide on the best practice of leadership styles onto their

subordinates. The implication of this research, as well as the recommendations would hopefully help to expand this research in the field of human resource.

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Appendix A

FACULTY OF COGNITIVE SCIENCES AND HUMAN DEVELOPMENT

FAKULTI SAINS KOGNITIF DAN PEMBANGUNAN MANUSIA

***QUESTIONNAIRE FORM* / BORANG SOAL SELIDIK**

Organizational Leadership Styles

Gaya Kepimpinan Organisasi

Instruction: This questionnaire consists of four (4) parts: Part A, B, C, and D. Read each statement carefully and please answer them honestly.

Arahan: Soal selidik ini mengandungi empat (4) bahagian: Bahagian A, B, C, dan D. Baca setiap kenyataan dengan teliti dan sila jawab secara jujur.

All information in this questionnaire will be strictly treated as confidential and will only be used for the purpose of this paper. Your participation and cooperation is highly appreciated.

THANK YOU.

Semua maklumat dalam borang ini akan dianggap sulit dan hanya digunakan untuk tujuan kajian akademik ini sahaja. Penyertaan dan kerjasama anda adalah amat dihargai.

TERIMA KASIH.

SECTION A: DEMOGRAPHY
BAHAGIAN A: DEMOGRAFI

Instruction: Please tick (/) in the relevant boxes about yourself.
***Arahan**: Sila tanda (/) dalam kotak yang berkaitan tentang anda.*

1. Gender / *Jantina*:

Male / *Lelaki* ☐
Female / *Perempuan* ☐

2. Age / *Umur*:

18-20 years old / *tahun* ☐
21-25 years old / *tahun* ☐
26-30 years old / *tahun* ☐
31-35 years old / *tahun* ☐
36-40 years old / *tahun* ☐
Above 40 years old / *40 tahun ke atas* ☐

3. Race / *Bangsa:*

Malay / *Melayu* ☐
Chinese / *Cina* ☐
Indian / *India* ☐
Native/*Bumiputera* ☐ *Sila perincikan*:_____
Others / *Lain-lain* ☐ *Sila nyatakan*:_____

4. Highest Education Level / *Tahap Pendidikan Tertinggi*:

SPM/MCE/*Senior Cambridge* ☐
STPM/*HSC* ☐
Diploma/*Diploma* ☐
Degree / *Ijazah* ☐
Others / *Lain-lain* ☐ *Sila nyatakan*: _____

5. Job Category / *Kategori Jawatan*:

Middle-level Management/ *PengurusanPertengahan* ☐
Lower-level Management/ *Pengurusan Bawahan* ☐

6. Job Position / *Nama Jawatan*: _____

7. Years of Service / *Tempoh Berkhidmat*:

Less than 1 year/*Kurang daripada 1 tahun*	
1-3 years / *tahun*	
4-6 years / *tahun*	
7-9 years / *tahun*	
10 years and above/*10 tahun dan ke atas*	

SECTION B: LEADERSHIP STYLES
Bahagian B: GAYA KEPIMPINAN

Instruction: The following statements are for describing the leadership styles of your leader (Supervisor/Manager/Head of Department) whom you report your work to him/her. Please circle the answer of how far you agree with each statement that fits the leader you are describing. Use the following rating scale:

1	2	3	4	5	6	7
Strongly disagree/ *sangat tidak setuju*	**Disagree/** *tidak setuju*	**Slightly disagree /** *tidak setuju sedikit*	**Neutral/** *tidak pasti*	**Slightly agree/** *setuju sedikit*	**Agree/** *setuju*	**Strongly agree/** *sangat setuju*

THE PERSON I AM RATING... / *ORANG YANG SAYA NILAI...*

1.	**Instills pride in me for being associated with him/her. (Tf1)** *Menyemai harga diri/ kebanggaan dalam diri saya apabila bergaul dengannya.*	1	2	3	4	5	6	7
2.	**Spends time teaching and coaching. (Tf2)** *Meluangkan masa untuk memberi tunjuk ajar dan latihan.*	1	2	3	4	5	6	7
3.	**Considers the moral and ethical consequences of decisions. (Tf3)** *Mempertimbang akibat-akibat moral dan etika atas keputusan yang dibuat.*	1	2	3	4	5	6	7
4.	**Considers me as having different needs, abilities, and aspirations from others. (Tf4)** *Mempertimbangkan saya sebagai orang yang mempunyai keperluan,keupayaan dan*	1	2	3	4	5	6	7

	aspirasi yang berbeza daripada orang lain.							
5.	**Listens to my concerns and helps me to develop my strengths. (Tf5)** *Mendengar kerisauan saya dan membantu saya untuk membangunkan kekuatan diri.*	1	2	3	4	5	6	7
6.	**Encourages me to perform more than they expected me to do. (Tf6)** *Menggalakkan saya untuk mencapai lebih daripada apa yang mereka jangkakan.*	1	2	3	4	5	6	7
7.	**Increases my motivation to achieve individual and organizational goals. (Tf7)** *Meningkatkan motivasi saya untuk mencapai gol individu dan organisasi.*	1	2	3	4	5	6	7
8.	**Encourages me to think more creatively and be more innovative. (Tf8)** *Menggalakkan saya untuk berfikir dengan lebih kreatif dan inovatif (membawa pembaharuan).*	1	2	3	4	5	6	7
9.	**Sets challenging standards for all tasks given to me. (Tf9)** *Menetapkan standard/piawai yang mencabar pada setiap tugasan yang diberikan kepada saya.*	1	2	3	4	5	6	7
10.	**Gets me to rethink ideas that i had never questioned before. (Tf10)** *Mendapatkan saya untuk memikir semula idea-idea yang tidak pernah saya soalkan sebelum ini.*	1	2	3	4	5	6	7
11.	Provides recognition/rewards when we reach our performance goals. (Ts1) *Menyediakan ganjaran dan memberi penghargaan apabila kami mencapai matlamat prestasi kami.*	1	2	3	4	5	6	7
12.	Tells us (me and my colleagues) what to do if we want to be rewarded for our work. (Ts2) *Memberitahu kami (saya dan rakan sekerja saya) apa yang perlu dilakukan sekiranya kami ingin mendapatkan ganjaran untuk hasil kerja kami.*	1	2	3	4	5	6	7

13.	Is satisfied when I meet agreed-upon standards. (Ts3) *Berasa puas hati apabila saya mencapai standard/piawai yang dipersetujui.*	1	2	3	4	5	6	7
14.	**Makes clear of his/her expectation to me. (Ts4)** *Menjelaskan harapannya/jangkaannya kepada saya.*	1	2	3	4	5	6	7
15.	**Will take action before the problems are chronic. (Ts5)** *Akan mengambil tindakan sebelum masalah adalah teruk.*	1	2	3	4	5	6	7
16.	**Tells us the standards that we have to know to carry out our work. (Ts6)** *Memberitahu kami tentang standard/piawai yang perlu kami tahu untuk melakukan kerja kami.*	1	2	3	4	5	6	7
17.	**Works out agreements with us on what we will receive if we do what needs to be done. (Ts7)** *Membuat perjanjian dengan kami mengenai apa yang akan kami terima jika kami melakukan apa yang perlu disiapkan.*	1	2	3	4	5	6	7
18.	**Monitors closely my performance and keeps track of mistakes. (Ts8)** *Mengawasi prestasi saya secara kerap dan mengesan sebarang kesalahan.*	1	2	3	4	5	6	7

SECTION C: JUSTICE PERCEPTION
Bahagian C: TANGGAPAN ADIL

Instruction: Please read the following statements carefully. Then, rate how much you agree with each statement regarding your perception towards the leader you are rating in Part B, by circling your answer at the appropriate number. Use the following rating scale:

1	2	3	4	5	6	7
Strongly disagree/ *sangat tidak setuju*	**Disagree/** *tidak setuju*	**Slightly disagree /** *tidak setuju sedikit*	**Neutral/** *tidak pasti*	**Slightly agree/** *setuju sedikit*	**Agree/** *setuju*	**Strongly agree/** *sangat setuju*

1.	**My leader tries to treat all of his/her subordinates fairly (free from bias). (Pj1)** *Ketua saya cuba untuk melayan semua pekerjanya secara adil.*	1	2	3	4	5	6	7
2.	**I can participate in decision-making. (Pj2)** *Saya boleh mengambil bahagian dalam membuat keputusan.*	1	2	3	4	5	6	7
3.	**Pay and benefits are given fairly according to my effort and needs. (Dj1)** *Gaji dan faedah diberi secara adil mengikut usaha dan keperluan saya.*	1	2	3	4	5	6	7
4.	**Pay and benefits are allocated according to proper procedures. (Pj3)** *Gaji dan faedah diperuntuk mengikut prosedur yang betul.*	1	2	3	4	5	6	7
5.	I will compare my contributions and rewards with my colleagues. (Dj2) *Saya akan membandingkan sumbangan dan ganjaran saya dengan rakan sekerja.*	1	2	3	4	5	6	7
6.	My leader deals with employees' matters (e.g., absenteeism, laziness) seriously and fairly according to	1	2	3	4	5	6	7

	proper procedure. (Pj4) *Ketua saya menguruskan hal-hal pekerja (cth.: ketidakhadiran, kemalasan) secara serius dan adil mengikut prosedur yang betul.*							
7.	My leader provides rewards in return for my effort and performance. (Dj3) *Ketua saya memberi ganjaran sebagai balasan untuk usaha dan prestasi saya.*	1	2	3	4	5	6	7
8.	When I perform poorly, I am given a chance to improve my work. (Pj5) *Apabila saya tidak melakukan tugas dengan baik, saya diberi peluang untuk memperbaik tugas saya.*	1	2	3	4	5	6	7
9.	**I receive the reward as promised by my leader. (Dj4)** *Saya menerima ganjaran seperti yang dijanjikan oleh ketua saya.*	1	2	3	4	5	6	7
10.	My leader evaluates me according to proper evaluation forms. (Pj6) *Ketua saya menilai saya mengikut borang penilaian yang betul dan sesuai.*	1	2	3	4	5	6	7
11.	**My pay is fair compared to the pays of my colleagues. (Dj5)** *Gaji saya diberi secara adil berbanding dengan gaji rakan sekerja saya.*	1	2	3	4	5	6	7
12.	**My leader will punish me fairly if I often make mistakes in my work. (Dj6)** *Ketua saya akan menghukum secara adil jikalau saya selalu melakukan kesalahan dalam kerja.*	1	2	3	4	5	6	7

SECTION D: TRUST IN THE LEADERS
Bahagian D: KEPERCAYAAN TERHADAP KETUA

Instruction: Please read the following statements carefully. Then, rate how much you agree with each statement regarding your feeling of trust towards the leader you are describing in Part B, by circling your answer at the appropriate number. Use the following rating scale:

1	2	3	4	5	6	7
Strongly disagree/ *sangat tidak setuju*	**Disagree/** *tidak setuju*	**Slightly disagree /** *tidak setuju sedikit*	**Neutral/** *tidak pasti*	**Slightly agree/** *setuju sedikit*	**Agree/** *setuju*	**Strongly agree/** *sangat setuju*

1.	I obey all the orders/commands of my leader. (T1) *Saya mematuhi segala arahan/perintah ketua saya.*	1	2	3	4	5	6	7
2.	My leader treats me with respect. (T2) *Ketua saya melayan saya dengan hormatnya.*	1	2	3	4	5	6	7
3.	**My leader can make good decisions and judgments. (T3)** *Ketua saya boleh membuat keputusan dan pertimbangan/penilaian dengan baik.*	1	2	3	4	5	6	7
4.	My leader is honest in his/her interaction with me. (T4) *Ketua saya berinteraksi secara jujur dengan saya.*	1	2	3	4	5	6	7
5.	**I am ready to trust my leader to overcome any obstacle. (T5)** *Saya bersedia untuk mempercayai ketua saya dalam mengatasi sebarang rintangan.*	1	2	3	4	5	6	7
6.	**My leader is good in leading us (me and my colleagues) when doing organizational projects. (T6)** *Ketua saya pandai memimpin kami (saya dengan rakan-rakan sekerja) waktu menjalankan projek-projek organisasi.*	1	2	3	4	5	6	7
7.	**I give full commitment to work with my**	1	2	3	4	5	6	7

	leader. (T7) *Saya memberi komitmen yang sepenuh untuk bekerja dengan ketua saya.*							
8.	**My leader's ideas/opinions are useful for me in doing my job. (T8)** *Idea/pendapat ketua saya adalah berguna dalam melaksanakan tugas saya.*	1	2	3	4	5	6	7
9.	**I believe that my leader will provide correct information about the tasks for me. (T9)** *Saya percaya bahawa ketua saya akan memberi maklumat tugasan yang betul kepada saya.*	1	2	3	4	5	6	7
10.	**I can share my ideas and thoughts with my leader. (T10)** *Saya boleh berkongsi idea dan fikiran dengan ketua saya.*	1	2	3	4	5	6	7

Note:
The bolded items were used in this analysis.

Appendix B
SPSS Output: Factor Analysis

Rotated Component Matrix(a)

	Component				
	1	2	3	4	5
tf1 Instills pride in me	.597				
tf2 Spends time teaching & coaching	.678				
tf3 moral & ethical consequences	.624				
tf4 different needs, abilities, & aspirations	.759				
tf5 Listens to my concerns	.844				
tf6 Encourages me to perform	.607				
tf7 Increases my motivation	.794				
tf8 Encourages me to think more creatively	.677				
tf9 Sets challenging standards	.481				
tf10 Gets me to rethink never-questioned ideas	.681				
ts4 Make clear expectation				.445	
ts5 Will take action before problems are chronic				.576	
ts6 Tell us standards to carry out work				.635	
ts7Work out agreements				.484	
ts8 Monitor my performance & keep track of mistakes				.807	
pj1 treats subordinates fairly			.691		
pj2 participate in decision-making			.520		
pj3 Pay and benefits are allocated according to proper procedures			.671		
dj1 Pay & benefits are given fairly according to my effort and needs					.516
dj4 I receive the reward as promised by my leader					.582

dj5 My pay is fair compared to the pays of my colleagues					.777
dj6 My leader will punish me fairly if I often make mistakes in my work					.678
t3 My leader can make good decisions & judgments		.497			
t5 I'm ready to trust my leader to overcome any obstacle		.520			
t6 My leader is good in leading us when doing organizational projects		.594			
t7 I give full commitment to work with my leader		.732			
t8 My leader's ideas/opinions are useful for me in doing my job		.705			
t9 I believe that my leader will provide correct info bout the tasks for me		.729			
t10 I can share my ideas & thoughts with my leader		.645			

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 11 iterations.

Appendix C
SPSS Output: KMO

(Transformational leadership)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.931
Bartlett's Test of Sphericity	Approx. Chi-Square	1024.387
	df	45
	Sig.	.000

(Transactional leadership)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.829
Bartlett's Test of Sphericity	Approx. Chi-Square	237.219
	df	10
	Sig.	.000

(Procedural justice)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.673
Bartlett's Test of Sphericity	Approx. Chi-Square	160.874
	df	3
	Sig.	.000

(Distributive justice)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.798
Bartlett's Test of Sphericity	Approx. Chi-Square	197.504
	df	6
	Sig.	.000

(Trust)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.921
Bartlett's Test of Sphericity	Approx. Chi-Square	657.770
	df	21
	Sig.	.000

Appendix D
SPSS Output: Pearson Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
MINTF	4.7373	1.47583	118
MINTS	4.8729	1.25777	118
MINPJ	4.6299	1.55420	118
MINDJ	4.0847	1.47349	118
MINT	4.8801	1.36193	118

Correlations

		MINTF	MINTS	MINPJ	MINDJ	MINT
MINTF	Pearson Correlation	1	.764(**)	.784(**)	.653(**)	.801(**)
	Sig. (2-tailed)	.	.000	.000	.000	.000
	N	118	118	118	118	118
MINTS	Pearson Correlation	.764(**)	1	.640(**)	.607(**)	.707(**)
	Sig. (2-tailed)	.000	.	.000	.000	.000
	N	118	118	118	118	118
MINPJ	Pearson Correlation	.784(**)	.640(**)	1	.721(**)	.799(**)
	Sig. (2-tailed)	.000	.000	.	.000	.000
	N	118	118	118	118	118
MINDJ	Pearson Correlation	.653(**)	.607(**)	.721(**)	1	.689(**)
	Sig. (2-tailed)	.000	.000	.000	.	.000
	N	118	118	118	118	118
MINT	Pearson Correlation	.801(**)	.707(**)	.799(**)	.689(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.
	N	118	118	118	118	118

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

Appendix E
SPSS Output: Stepwise Regression

Outcome 1:

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE(a)	.	Enter
2	MINTF(a)	.	Enter
3	MINPJ(a)	.	Enter

a All requested variables entered.
b Dependent Variable: MINT

Model Summary(d)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.250(a)	.062	.012	1.35392	.062	1.232	6	111	.296
2	.816(b)	.666	.645	.81187	.603	198.697	1	110	.000
3	.856(c)	.733	.714	.72898	.067	27.438	1	109	.000

a Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE
b Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTF
c Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTF, MINPJ
d Dependent Variable: MINT

ANOVA(d)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.545	6	2.258	1.232	.296(a)
	Residual	203.474	111	1.833		
	Total	217.019	117			
2	Regression	144.514	7	20.645	31.321	.000(b)
	Residual	72.505	110	.659		
	Total	217.019	117			
3	Regression	159.095	8	19.887	37.422	.000(c)
	Residual	57.924	109	.531		
	Total	217.019	117			

a Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE
b Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTF
c Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTF, MINPJ
d Dependent Variable: MINT

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.893	.972		6.064	.000
	GENDER	.263	.266	.093	.989	.325
	AGE	.156	.149	.138	1.049	.296
	RACE	-.045	.087	-.047	-.510	.611
	EDULEVEL	-.025	.101	-.024	-.243	.809
	JOBCATEG	-.503	.321	-.160	-1.567	.120
	years of service	-.248	.128	-.247	-1.938	.055
2	(Constant)	1.714	.654		2.621	.010
	GENDER	.153	.159	.054	.961	.339
	AGE	.012	.090	.011	.137	.891
	RACE	-.054	.052	-.057	-1.027	.307
	EDULEVEL	-.125	.061	-.123	-2.045	.043
	JOBCATEG	-.010	.196	-.003	-.050	.961
	years of service	-.055	.078	-.055	-.705	.482
	MINTF	.755	.054	.818	14.096	.000
3	(Constant)	1.109	.598		1.853	.067
	GENDER	.141	.143	.050	.982	.328
	AGE	.031	.081	.028	.387	.699
	RACE	-.062	.047	-.066	-1.322	.189

	EDULEVEL	-.056	.057	-.055	-.989	.325
	JOBCATEG	.111	.177	.035	.627	.532
	years of service	-.073	.070	-.073	-1.040	.301
	MINTF	.437	.077	.474	5.646	.000
	MINPJ	.378	.072	.432	5.238	.000

a Dependent Variable: MINT

Excluded Variables(c)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics: Tolerance
1	MINTF	.818(a)	14.096	.000	.802	.901
	MINPJ	.796(a)	13.746	.000	.795	.934
2	MINPJ	.432(b)	5.238	.000	.448	.360

a Predictors in the Model: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE

b Predictors in the Model: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTF

c Dependent Variable: MINT

Casewise Diagnostics(a)

Case Number	Std. Residual	MINT
68	3.130	5.14

a Dependent Variable: MINT

Residuals Statistics(a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.6746	6.6724	4.8801	1.16610	118
Residual	-1.9929	2.2816	.0000	.70362	118
Std. Predicted Value	-2.749	1.537	.000	1.000	118
Std. Residual	-2.734	3.130	.000	.965	118

a Dependent Variable: MINT

Outcome 2:

Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE(a)	.	Enter
2	MINTS(a)	.	Enter
3	MINDJ(a)	.	Enter

a All requested variables entered.
b Dependent Variable: MINT

Model Summary(d)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.250(a)	.062	.012	1.35392	.062	1.232	6	111	.296
2	.725(b)	.525	.495	.96779	.463	107.245	1	110	.000
3	.786(c)	.617	.589	.87288	.092	26.219	1	109	.000

a Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE
b Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTS
c Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTS, MINDJ
d Dependent Variable: MINT

ANOVA(d)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.545	6	2.258	1.232	.296(a)
	Residual	203.474	111	1.833		
	Total	217.019	117			
2	Regression	113.992	7	16.285	17.387	.000(b)
	Residual	103.027	110	.937		
	Total	217.019	117			
3	Regression	133.969	8	16.746	21.979	.000(c)
	Residual	83.050	109	.762		
	Total	217.019	117			

a Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE
b Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTS
c Predictors: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTS, MINDJ
d Dependent Variable: MINT

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.893	.972		6.064	.000
	GENDER	.263	.266	.093	.989	.325
	AGE	.156	.149	.138	1.049	.296
	RACE	-.045	.087	-.047	-.510	.611
	EDULEVEL	-.025	.101	-.024	-.243	.809
	JOBCATEG	-.503	.321	-.160	-1.567	.120
	years of service	-.248	.128	-.247	-1.938	.055
2	(Constant)	1.875	.796		2.357	.020
	GENDER	.123	.190	.043	.644	.521
	AGE	.114	.107	.100	1.066	.289
	RACE	-.021	.063	-.022	-.329	.743
	EDULEVEL	-.132	.073	-.130	-1.809	.073
	JOBCATEG	-.320	.230	-.102	-1.393	.166
	years of service	-.086	.093	-.085	-.921	.359
	MINTS	.764	.074	.706	10.356	.000
3	(Constant)	1.295	.727		1.782	.078
	GENDER	.179	.172	.063	1.041	.300
	AGE	.038	.097	.034	.393	.695
	RACE	-.036	.057	-.038	-.632	.529
	EDULEVEL	-.060	.068	-.059	-.889	.376
	JOBCATEG	-.170	.209	-.054	-.813	.418

	years of service	-.048	.084	-.048	-.568	.571
	MINTS	.497	.085	.459	5.876	.000
	MINDJ	.367	.072	.397	5.120	.000

a Dependent Variable: MINT

Excluded Variables(c)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics: Tolerance
1	MINTS	.706(a)	10.356	.000	.703	.929
	MINDJ	.679(a)	9.729	.000	.680	.942
2	MINDJ	.397(b)	5.120	.000	.440	.583

a Predictors in the Model: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE

b Predictors in the Model: (Constant), years of service, GENDER, RACE, EDULEVEL, JOBCATEG, AGE, MINTS

c Dependent Variable: MINT

Casewise Diagnostics(a)

Case Number	Std. Residual	MINT
30	3.414	7.00

a Dependent Variable: MINT

Residuals Statistics(a)

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.8350	7.0196	4.8801	1.07006	118
Residual	-2.5376	2.9797	.0000	.84251	118
Std. Predicted Value	-2.846	1.999	.000	1.000	118
Std. Residual	-2.907	3.414	.000	.965	118

a Dependent Variable: MINT

Appendix F

Fakulti Sains Kognitif dan Pembangunan Manusia
Faculty of Cognitive Sciences and Human Development

UNIVERSITI MALAYSIA SARAWAK

94300 Kota Samarahan

Sarawak Malaysia

Tel + 60 82 581000

Fax + 60 82 581567

www.unimas.my

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25 Februari 2008

Human Resource Executive
Western Digital
Sama Jaya Free Industrial Zone
Muara Tabuan, 93450 Kuching.
Tel : 082-391027
(u.p : Cik Zaza)

Tuan/Puan,

Permohonan Menjalankan Temubual, Kajian Rintis dan Soal Selidik Untuk Projek Tahun Akhir.

Dengan ini disahkan bahawa pelajar **Karen Woon Pei Zhen, Munirah Hanim Bt Yusof dan Nur Baizura Natasha Bt Abidin** adalah pelajar tahun 3 (Semester 2), Fakulti Sains Kognitif dan Pembangunan Manusia, Universiti Malaysia Sarawak (UNIMAS) dan sedang mengikuti Program Sarjana Muda Sains Kepujian (Pembangunan Sumber Manusia). Mereka diminta untuk menjalankan kajian dan menyiapkan Projek Tahun Akhir bagi memenuhi syarat bergraduat program di atas.

Maklumat lanjut tentang pelajar dan tajuk kajian adalah seperti berikut:

Nama Pelajar	:	**Karen Woon Pei Zhen (14253)** **Munirah Hanim Bt Yusof (15755)** **Nur Baizura Natasha Bt Abidin (14901)**
Tajuk Tesis	:	**Gaya Kepimpinan Dalam Organisasi.**
Penyelia	:	**Dr. Azman Ismail**
Perhubungan	:	**082-581552**
Email	:	***iazman@fcs.unimas.my***

Sehubungan itu, sukacita kiranya pihak puan memberikan kerjasama kepada pelajar-pelajar tersebut bagi membolehkan mereka mendapatkan maklumat yang diperlukan. Pihak UNIMAS menjamin bahawa segala maklumat yang diperolehi akan hanya digunakan untuk tujuan akademik semata-mata dan dijamin akan kerahsiaannya.

Sekian, di atas segala pertolongan dan kerjasama yang diberikan oleh pihak puan, kami dahului dengan ucapan terima kasih.

Sekian.

Yang benar,

Dr. Azman Ismail
Penyelia
b.p Dekan

s.k - Penolong Pendaftar, FSKPM