Effect of Leadership Models and Styles on Motivational Work Ethics Amongst Students
(Kesan Model dan Gaya Kepimpinan Terhadap Etika Kerja Motivasi Dalam Kalangan Pelajar)

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ABSTRACT

This research aims to study the effects of specific leadership styles on the motivational work ethics of students. It has been observed that motivation in work ethics is influenced by leadership style, particularly concerning employees. This motivation, in turn, impacts the work environment. Therefore, we aim to explore this motivation from the perspective of students. The target group consists of university students, regardless of their social participation. The survey involved approximately 54 university students. This research will provide an overview of how specific leadership styles influence students' motivation within a society, as work ethics depend on the individual student. However, students may vary in their approaches to leadership styles, depending on their work environment. This study aims to identify which leadership styles are most effective for addressing real-world problems. The methodology involves a Google Forms survey and a series of statistical measures to achieve the desired results. We will examine the types of leadership styles prevalent in university societies. This approach allows potential student leaders to identify the most suitable leadership style for their respective societies

Keywords - leadership style, work ethics, motivation.

ABSTRAK

Penyelidikan ini bertujuan untuk mengkaji kesan gaya kepimpinan tertentu terhadap etika kerja motivasi pelajar. Telah diperhatikan bahawa motivasi dalam etika kerja dipengaruhi oleh gaya kepimpinan, terutamanya mengenai pekerja. Motivasi ini, seterusnya, memberi kesan kepada persekitaran kerja. Oleh itu, kami berhasrat untuk meneroka motivasi ini dari perspektif pelajar. Kumpulan sasaran terdiri daripada pelajar universiti, tanpa mengira penyertaan sosial mereka. Tinjauan itu melibatkan kira-kira 54 pelajar universiti. Penyelidikan ini akan memberikan gambaran keseluruhan tentang bagaimana gaya kepimpinan tertentu mempengaruhi motivasi pelajar dalam masyarakat, kerana etika kerja bergantung kepada individu pelajar. Walau bagaimanapun, pelajar mungkin berbeza dalam pendekatan mereka terhadap gaya kepimpinan, bergantung pada persekitaran kerja mereka. Kajian ini bertujuan untuk mengenal pasti gaya kepimpinan manakah yang paling berkesan untuk menangani masalah dunia sebenar. Metodologi ini melibatkan tinjauan Borang Google dan satu siri langkah statistik untuk mencapai hasil yang diinginkan. Kami akan mengkaji jenis gaya kepimpinan yang lazim dalam masyarakat universiti. Pendekatan ini membolehkan bakal pemimpin pelajar mengenal pasti gaya kepimpinan yang paling sesuai untuk masyarakat masing-masing.

Kata kunci - gaya kepimpinan, etika kerja, motivasi.

INTRODUCTION

Leadership has been renowned for its incredible approach as time evolves. All organisations rely on leaders, and each team needs to play a role in achieving its goals. Even in schools and universities, students are introduced to clubs and societies to participate actively. Every organisation should have its leaders to lead the entire team. However, looking only at the leaders' perspectives, especially regarding work ethics, will not be sufficient. Westfall (2018) mentioned that the team has the same values and desires. The leaders are responsible for bringing together their people for a common target. To achieve this, one must have incredible leadership skills to motivate society. Good communication skills will attract people to listen (Brien, 2016). The students' motivation plays a vital role in a good working environment. Motivations are essential for a good working environment to sustain the organisation for the better good. Having a good work ethic will allow any organisational tasks to go smoothly. Students actively participating in an organisation should consistently balance their co-curricular activities with their academic performance.

Handling organisational tasks may lead to a rapid decline in academic performance, potentially reducing motivation. In businesses, motivation is crucial for quality work; the ability to meet the specific demands of a target group significantly influences the incentive to exert high-level efforts toward achieving organisational goals (Purwanto, 2020). When the tasks are handled correctly, it will affect the entire organisation. Therefore, the student leader must have a good working environment to balance greater performance and good work ethics. A good leadership mindset will take into account a few criteria, such as direction, execution, and evidence, to make an impact that will lead to quality team performance (Barr, 2017). Leadership models will determine the effectiveness of an organisation (Cherian et al., 2020). There are various leadership styles involved. This paper will focus on contrasting an aggressive approach with a softer one. An aggressive approach involves a leader who issues orders strictly, without hesitation or room for discussion and takes charge in nearly every situation. This approach may result in shorter discussions over time.

On the other hand, a softer leader approach indicates a more lenient approach to the team members. This is also known as democratic-type leaders. We will narrow these two general leadership styles into four categories: (1) Democratic and inclusive, (2) Authoritative and directive, (3) Laissez-faire and hands-off, and (4) Adaptive and situational. Nevertheless, their preferred leadership styles influence students' motivation for work ethics. This preference may also explain why some students choose to join and participate in student organisations while others do not.

RESEARCH SIGNIFICANCE

This research will give an overview of potential leaders with the best approach for a good society and team. Leadership is inevitable in most circumstances of an organisation as it affects the work environment as a whole.

MATERIALS AND METHODS

A Google Forms survey was conducted for this short research. The target group consisted of over 54 university students in Malaysia, both local and international. Statistical analysis was performed using Microsoft Excel.

Google Form

This Google Forms survey was conducted from 23rd to 31st July 2023. A total of 54 responses have been collected. There are a few questions regarding leadership styles as well as the motivation of the colleagues.

Microsoft Excel

Microsoft Excel is used to test hypotheses to determine whether a subject of interest is statistically significant. In this case, analysis of variance (ANOVA) is employed to test the hypothesis.

RESULTS AND DISCUSSION

This section will analyse the research results obtained through a Google form survey.

The number of samples in this survey is 54 (N=54). The majority of the students have a bachelor's background (70.4%), followed by foundation studies (16.7%) and diplomas (13%). Most students had participated in this study for over six months (77.8%). The following section will look into the results of different leadership styles.

TABLE 1. The Data of Leadership Styles Preferences According to the Respondents

Leadership Styles/Variables	Preferences
Democratic and Inclusive	18
Authoritative and Directive	8
Laissez-Faire and Hands-off	4
Adaptive and Situational	24
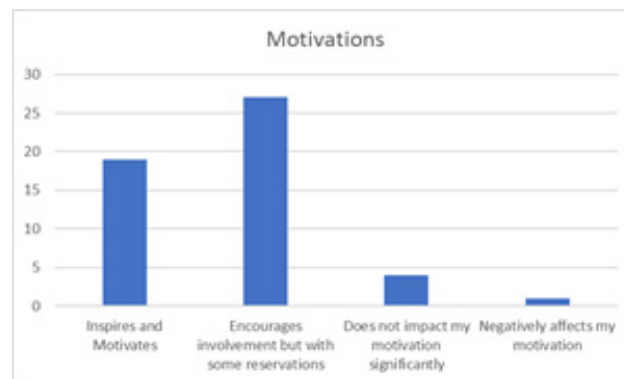
GRAPH 1. The Influence of Leadership Styles Towards Students' Motivation

Based on the given statistics, the majority of the respondents chose "Encourages awareness but with some reservations" followed by "Inspires and Motivates". Only one respondent chose "Negatively affects my motivation four respondents chose "Does not impact my motivation significantly.

TABLE 2. Respondent data on motivations based ontheir leader's leadership styles

Variables	Authoritative and Directive	Adaptive and Situational	Laissez- Faire and Hands-off	Democratic and Inclusive
Does not impact mymotivation significantly	1	0	2	1
Encourages involvement but withsome reservations	3	15	2	9
Inspires andMotivates	3	9	0	8
Negatively affectsmy motivation	1	0	0	0
Total	8	24	4	18

Based on Table 1 and Table 2, the majority of the respondents agreed that their leaders are "Adaptive and Situational" (24 respondents), followed by "Democratic and Inclusive" (18 respondents), "Authoritative and Directive" (8 respondents), "Laissez-Faire and Hands-Off" (4 respondents).

TABLE 3. The Statistics of the Variables(Leadership Styles)

Groups	Count	Sum	Average	Variance
Authoritativeand Directive	4	8	2	1.33
Adaptive andSituational	4	24	6	54
Laissez-Faireand Hands-off	4	4	1	1.33
Democratic and Inclusive	4	18	4.5	21.67

Based on the table, it is observed that different leadership styles are related to students' motivations. Different leadership models contribute different variances and standard deviations. Standard deviation is used to determine the stability or the dispersion for a given data. Standard deviation is the square root of variance.

$$\sigma = \sqrt{\frac{\Sigma(x_i - \mu)^2}{N}} \qquad \text{Eq. (1)}$$

N is the population size, x_i is each value from the population, and μ is the mean from each variable. By using Eq. 1, we will get the values as follows:

TABLE 4. Sample Standard deviation of differentleadership styles

Groups	Variance	StandardDeviation
Authoritative andDirective	1.33	1.155
Adaptive andSituational	54.00	7.348
Laissez-Faire andHands-off	1.33	1.155
Democratic andInclusive	21.67	4.655

Based on Table 4, "Adaptive and Situational" has the highest standard deviation of 7.348. This means the "Adaptive and Directive" leadership style may be more dispersed and not clustered in only one region for a given data. "Authoritative and Directive" and "Laissez-Faire and Hands-off" have the lowest standard deviation with 1.155 each.

Next, we will look into the Analysis ofVariance (ANOVA) for this approach.

TABLE 5. Analysis of Variance (ANOVA) on different leadership styles towards motivation

ANOVA						
Source ofVariation	SS	df	MS	F	P-value	F crit
BetweenGroups	62.75	3	20.917	1.0681	0.399	3.49
Within Groups	235	12	19.583			
Total	297.75	15				

In ANOVA analysis, two hypotheses will be tested; H_0 implies that all variables are equal, which shows the relation between different variables will also affect the motivation, whereas H_1 implies that all variables differ from one another. From Table 5, the P-value (0.399) is less than the critical F-value (3.49). Therefore, according to statistics, H_0 is accepted.
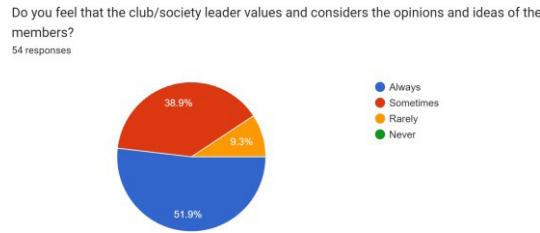

FIGURE 1. Pie Chart of Leaders' consideration of members' opinions

Based on Fig. 1, 51.9% of the respondents agreed that their leaders listen to the members' opinions. 38.9% chose "Sometimes" and 9.3% agreed on "Rarely".
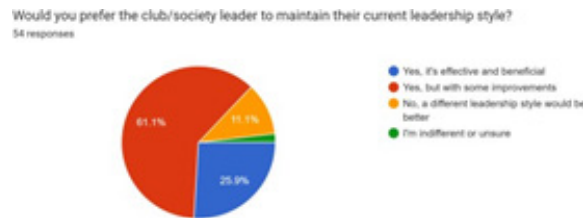

FIGURE 2. The pie chart shows the respondents who want their respective leaders to maintain their leadership styles

Based on Fig. 2, 61.1% of the respondents agreed that their leaders should maintain their leadership style but with some improvements. 25.9% of respondents chose that leaders should maintain their leadership style because it benefits them. 11.1% of the respondents disagree that their leaders should maintain their leadership style, and 1.9% mentioned that they are indifferent and unsure of their choice.

FIGURE 3. The pie chart shows the percentage of satisfaction with the leaders

Based on Fig. 3, out of 54 respondents, the majority are "somewhat satisfied", with a percentage of 51.9%, followed by "Very Satisfied", with a percentage of 33.3% and "Neutral and Mixed Feelings", with a percentage of 14.8%

DISCUSSION

As we proceed to the discussion, as H_0 is accepted in ANOVA, different leadership styles affect all student's positive or negative motivation. Different leadership

styles contribute to different outcomes in students' motivation in the organisation. Based on the results obtained in section 4.1, students are positively motivated if their leaders are democratic and adaptive. This study indicates that there are only a few laissez-faire leaders, as most leaders believe this style primarily involves avoiding decisions (Chaudhry & Javed, 2012). On the other hand, the authoritative and directive leadership style contributes to a negative motivation for at least one respondent and the same respondents agreed that leaders should approach using different leadership styles. This shows that adaptive and democratic leadership styles contribute to positive motivation, while authoritative and laissez-faire leadership styles contribute to negative motivation towards the students.

CONCLUSION

In conclusion, it is observed that different leadership styles affect the student's motivation in the organisation. Leadership approaches are inevitable in most organisational works and environments. Many believe leaders should be more adaptive and situational in analysing problems together as a team to create a good working environment. The leadership model could also be one of the reasons for the members' attitudes. Respondents believe leaders should continually improve their leadership skills because they are human. As a student leader, one must know the best approach for the members, which can help overcome upcoming challenges. Motivation will act as the organisation's catalyst for a better work environment. Not to mention, teachers' motivation is affected by the leadership styles of their bosses (Hermawati et al., 2020). Motivation should always be monitored most of the time to preserve a healthy work culture and environment. There are still some restrictions to which some people may prefer different leadership styles, even though democratic and adaptive leadership are the clear favourites. Nevertheless, the majority have decided adaptive and situational will positively affect the

members' motivation. This study shows that leadership style will determine the effectiveness of leadership as it affects the motivational work ethics among students. Good leadership models will lead to a good working environment.

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