

**Employee Reward as Moderator in The Relationship
Between Transformational Leadership Style on Employee
Motivation in Construction Organisations in UAE**

مكافأة الموظف كوسيط في العلاقة بين أسلوب القيادة التحويلية وتحفيز
الموظفين في مؤسسات الإنشاء في دولة الإمارات العربية المتحدة

by

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DECLARATION

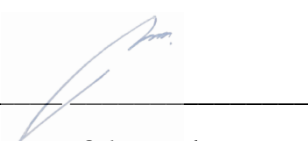
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ABSTRACT

This study aims to investigate the moderating effects of extrinsic and intrinsic employee rewards on the relationship between transformational leadership style and employee motivation in construction organisations in the UAE. The data were collected through a questionnaire distributed among the employees of different construction organisations in UAE to investigate their opinions. The data collected from 144 employees were analysed using a combination of inferential and descriptive statistics. All of the statistical analyses were performed using IBM's SPSS 28 statistical package. The study findings revealed a significant positive relationship between intrinsic and extrinsic employee rewards and employee motivation for construction sector workers in UAE. Also, the study's results suggest that there is not enough evidence supporting the notion that the presence or absence of intrinsic and extrinsic rewards affect the impact of transformational leadership style on employee motivation for construction employees in UAE. The study's findings were compared with those of previous research. The study's limitations and the theoretical and practical implications of the findings were acknowledged. Moreover, the study's findings are expected to help develop a comprehensive understanding of the relationship between employee rewards, transformational leadership style and the motivation of construction employees in UAE.

Keywords: Employee Motivation, Transformational Leadership, Employee Rewards, Intrinsic Rewards, Extrinsic Rewards, Construction.

ملخص

الهدف من هذه الدراسة هو التحقيق في وجود أثر معدل لمكافآت الموظفين المعنوية والمادية على العلاقة بين أسلوب القيادة التحويلية وتحفيز الموظفين في مؤسسات الإنشاءات في دولة الإمارات العربية المتحدة. تم جمع البيانات عن طريق استبانة وزعت على موظفي مؤسسات الإنشاءات المختلفة في دولة الإمارات العربية المتحدة للتحقيق في آرائهم. تم تحليل البيانات التي تم جمعها من 144 موظفًا باستخدام مجموعة من الإحصائيات الاستنتاجية والوصفية وتم إجراء جميع التحليلات الإحصائية باستخدام الحزمة الإحصائية SPSS 28 الخاصة بشركة IBM. كشفت نتائج الدراسة أن هناك علاقة إيجابية بين مكافآت الموظفين المعنوية والمادية مع تحفيز الموظفين في قطاع الإنشاءات في الإمارات العربية المتحدة. أيضًا، تشير نتائج الدراسة إلى عدم وجود أدلة كافية تدعم الفكرة القائلة بأن وجود أو عدم وجود مكافآت معنوية أو مادية تؤثر على تأثير أسلوب القيادة التحويلية على تحفيز الموظفين لموظفي الإنشاءات في الإمارات العربية المتحدة. تمت مقارنة نتائج الدراسة مع نتائج البحوث السابقة وتم شرح مقيدات الدراسة، فضلًا عن الآثار النظرية والعملية للنتائج. علاوة على ذلك، من المتوقع أن تساعد نتائج الدراسة في تطوير فهم شامل للعلاقة بين مكافآت الموظفين وأسلوب القيادة التحويلية وتحفيز موظفي مؤسسات الإنشاءات في الإمارات العربية المتحدة.

الكلمات الدالة: تحفيز الموظفين، أسلوب القيادة التحويلية، مكافآت الموظفين، المكافآت المعنوية، المكافآت المادية،

الإنشاءات.

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DEDICATION

I dedicate this work to my dear wife, Hadeel, my precious children, Jad and Deyar. I hope the sacrifices you have endured for me to pursue this dream through thick and thin will be repaid to you with many opportunities for joy and success in your future.

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Yours sincerely,

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CHAPTER I

INTRODUCTION

1.1. Background

The construction industry is a booming sector in the Middle East, especially in the United Arab Emirates (UAE), where it is valued at over \$200 billion (Careem, 2021); this is due to the country's potential for development and the outstanding leadership which UAE is blessed with.

Employees are essential to any construction company's success, and they play a vital role in the overall output of the organisation, and due to the constantly changing nature of global business, all aspects of the organisation must focus on innovation and advancement to remain relevant and high-quality.

Numerous studies and reports have shown that people are the most important factors that influence the success of a business (Mahfouz, et al., 2019), and the management of organisations has realised that having the proper human resources is very important to gain competitive advantage and improve the efficiency of their operations (Sitopu, et al., 2021).

Giving thought to human capital is a crucial component of any organisation. It is important that employees are motivated and satisfied with their work environment as the people who work for an organisation are critical to its success, and they are the reason why good business performance is achieved (Ali & Anwar, 2021).

In today's competitive environment, it is common for companies around the world to offer their employees attractive and competitive pay packages and bonuses (extrinsic rewards), in addition to non-monetary incentives (intrinsic rewards). These rewards are linked to various factors, such as motivating the employees and improving their job performance to attain organisational goals.

A reward system is a strategy that helps recognise, motivate, and reward employees for their efforts. The relationship between employee motivation and job satisfaction with rewards has a significant impact on an employee's performance (Ali & Anwar, 2021). According to (Rathnasekara & D.A.T., 2021), Reward systems designed to motivate and inspire employees can help improve their behaviour and attitudes toward their job, which also help boost the performance of an organisation.

Furthermore, besides employee rewards, leadership style is an essential factor that affects employee motivation (Al Khajeh, 2018). For construction companies to succeed, they must develop effective strategies and procedures to improve their performance through human capital. Therefore, it is also essential for construction companies to consider adequate leadership to motivate employees and improve their performance (Xiangxing & Musonda, 2021). Without effective leadership, any organisation will be exposed to fail completely. This is why it is important that construction organisations have the proper resources and strategies to develop and implement effective leadership.

Among several leadership styles, transformational leadership, where a leader works with a team to identify the needed change and then works with them to execute it, is usually associated with higher levels of satisfaction and better performance. This type of leadership

involves working with people who have different values and expectations and is focused on motivating and transforming individuals through their actions and ideas (Kimani, 2021).

Several researchers studied the relationship between transformational leadership style and employee reward system on employee motivation and performance. Such as the research carried out by (Abidin, et al., 2020) found that implementing transformational leadership and providing rewards to employees has a significant impact on employee performance. However, the researchers did not study the moderating effect of employee rewards (intrinsic and extrinsic) on the relationship between transformational leadership style and employee motivation.

The knowledge gap has thus necessitated this research which examines the impact of intrinsic and extrinsic employee rewards on the relationship between transformational and employee motivation in construction organisations in the UAE.

1.2. The Purpose of The Study

The study aims to investigate the effects of intrinsic and extrinsic rewards on the motivation of construction workers in the United Arab Emirates and to examine the moderation effect on the relationship between transformational leadership style and employee motivation.

1.3. The Research Questions

At the end of this research, the conclusion will answer the following questions about employees working in the construction organisations in UAE,

- What is the effect of Intrinsic and extrinsic rewards on employee motivation?
- Does the presence or absence of intrinsic and/or extrinsic rewards affect the impact of transformational leadership style on employee motivation?

1.4. The Significance of The Study

The study will help decision-makers and leaders in the construction industry in the UAE to understand the effects of employees rewards and transformational leadership style on the motivation of their employees. It will also provide them with a deeper understanding of the rewards system in their organisation to help them make informed decisions.

CHAPTER II

LITERATURE REVIEW

2.1.Introduction

The literature review aims to identify the key findings that will be presented in the study and develop a theoretical model that will be used to give substance to the study findings about the moderating influence of the rewards system on the relationship between transformational leadership style with employee motivation in the construction sector in the UAE. This chapter is divided into multiple sections that cover various aspects of the study and provides a variety of information about the key concepts. It starts with a review of the different dimensions of employee motivation. It then goes on to talk about the Leadership styles and their relation to employee motivation, then tackles the topic of the Reward systems and their relation to employee motivation and looks into the topic of employee motivation in the construction industry.

2.2. Employee Motivation

Every employee contributes to the success of their organisation by working hard and contributing toward its goals. The success of organisations depends on their employees' hard work and dedication (Sekhar , et al., 2013). Over the years, various studies have been conducted on the topic of employee motivation, as the positive effects of motivation on performance are apparent in studies that have shown that it can help organisations improve their performance. These studies also indicated that the role of motivation could be a supporting factor for both private and government organisations, considering that the empirical findings of the studies

support the idea that the direct influence of motivation on the performance of individuals is strong (Kuswati, 2020).

Several scholars and organisational behaviour experts have used the findings of these studies to develop effective strategies to motivate their employees, considering that the structure of an organisation's strategy and procedures are also related to its employee's motivation (Jensen, 2018) since that motivation can help individuals improve their performance and complete tasks more effectively and efficiently. It is also a catalyst for all employees to work toward the organisation's ultimate goal (Sekhar , et al., 2013).

(Lindner, 1998) stated that many researchers focused on understanding how employees were motivated. Some of the most prominent theories that have been identified as contributing to this understanding include the need-hierarchy theory by (Maslow, 1943), the expectancy theory by (Vroom, 1964), the equity theory by (Adams, 1965), and the reinforcement theory by (Skinner, 1958).

Maslow identified the various levels of needs of employees and their corresponding needs. He believed that employees have five basic needs: safety, social, ego, self-actualisation, and physiological. In addition, Herzberg identified the factors that influence employee motivation, namely hygiene and motivators. The intrinsic factors that influence employee motivation, such as recognition and achievement, are known to produce job satisfaction. On the other hand, extrinsic factors such as pay and job security are known to cause employee dissatisfaction if they are absent (Gawel , 1996).

According to Vroom's theory, rewards are based on an employee's performance and the likelihood of them being motivated. The more positive the reward, the more likely an employee will be motivated. On the other hand, the more negative the reward, the less likely an employee

is to be motivated (Parijat & Bagga , 2014). Furthermore, according to the equity theory by Adams, employees aim for equity between themselves and the other workers. This concept states that equity can be achieved if the ratio of employee outcomes to those of the other workers is equal to the inputs (Adams & Freedman, 1976).

As well as Skinner's reinforcement theory states that employees' behaviours can lead to positive outcomes if they are consistently reinforced. Conversely, they can lead to adverse consequences if they are always ignored. This suggests that managers should not reinforce behaviours that negatively affect their employees (Gordan & krishanan, 2014).

Moreover, (Gagné, et al., 2010) study revealed that motivation is structured into four types of regulations that are commonly used in the context of work: intrinsic motivation, external regulation, identified regulation, and introjected regulation. Therefore, these regulations are considered in measuring the motivation of employees.

In this framework, the concept of motivation which refers to the willingness to do something in response to the actions that it can take to satisfy a need and motivate employees (Jensen, 2018), the leadership style has a paramount impact on employee motivation, as leaders must identify the needs of the individuals and focus their attention on ways that will help them reach this satisfaction, considering that the leader of an organisation can create an environment that is conducive to the development and success of its employees by providing them with the necessary tools and resources to make informed decisions (Hanaysha & Majid, 2018). This type of environment can help boost employees' motivation and improve the organisation's performance, considering that performance is a role that individual motivation plays in an organisation (Sekhar , et al., 2013).

Likewise, the motivation of employees plays a vital role in an organisation's transformation. It is, therefore, crucial that both the decision-makers and the employers identify the needs of their team members and their goals. In addition, there are various methods that employees can use to improve their work performance and motivation. The effectiveness of these methods can vary depending on the job and organisation types (Hanaysha & Majid, 2018).

(Forson, et al., 2021) stated that various factors such as leadership, the compensation package, the environment, and the performance management system can influence the motivation of employees. Also, these factors were found to be significantly associated with the employee's job performance. For instance, (Hanaysha & Majid, 2018) study found that increasing commitment can be achieved through the management's efficiency in addressing human resource issues and that organisations committed to their employees can improve productivity. This is why any organisations must establish motivation programs that consider both financially and non-financial, and these programs can increase employees' loyalty and encourage them to work harder.

The importance of an employee motivation program is equal for its psychological and economic aspects. An effective motivational program can be focused on areas of performance that are low in the previous year or areas that are expected to contribute to work activity in the future, while the objective of the program is to create a work environment that is conducive to employee motivation (Lorincová , et al., 2019).

Establishing operational targets can also help the evaluation of the effectiveness of the program. This type of targets will allow the evaluation of the actual performance of the program against the goals (Sekhar , et al., 2013). a goal-oriented process helps employees develop and maintain a positive work environment. It involves setting realistic goals and engaging the entire

workforce since providing motivational programs also helps employees develop their personalities and improve their skills (Lorincová , et al., 2019).

In the construction industry, where most of the firms are multi-team operations, where various engineers, experts and tradespeople play critical roles in the completion of projects and these teams work on parallel tasks and are usually led by a Project Manager who is usually a Civil Engineer or an Architect (Ali, et al., 2020), high turnover and antisocial behaviour are common in construction firms. This issue can be attributed to the stress and complex tasks that employees face in a stressful environment (Khan, et al., 2020). therefore, employee motivation is a top priority for the construction industry to ensure that it has the necessary financial stability and competitive advantage (Coetzer, et al., 2017).

Furthermore, the construction industry is characterised by a labour-intensive structure involving the site's primary workers. These workers are responsible for significantly affecting the quality and productivity of projects. A slight increase in their productivity level can lead to substantial cost savings for construction organisations. The topic of construction employee motivation and productivity levels is frequently discussed in the construction industry. This is a vital issue that needs to be addressed in order to maintain a competitive advantage for construction organisations (Johari & Jha, 2020).

2.3. Leadership Styles and its relation to employee motivation

The concept of leadership has been defined as the act of guiding or encouraging people to make changes in an organisation or a social system, and leaders are expected to carry out this responsibility with considerable effort and commitment to help in achieving goals and motivating employees (Justus & Mabel, 2018). The influence of leadership styles on an organisation's performance is crucial in its operations as it influences the formation of a vision,

mission, and strategy. Besides, the characteristics of a leader are important to achieve organisation goals and manage the various tasks and activities of the organisation (Al Khajeh, 2018).

The rapid pace of information dissemination and the rise of technology are contributing to the evolution of organisations, and the various styles of leadership help align an organisation's structure with its employees' various skills and characteristics; therefore it is increasingly a question of what leadership style can boost employee motivation to. (Bonsu & Twum-Danso, 2018).

(Al Khajeh, 2018) The impact of six major leadership styles on an organisation's performance revealed that charismatic, bureaucratic, and transactional leaders have a negative relationship with an organisation's performance. On the other hand, transformational and autocratic leaders have a positive relationship with the people. (Justus & Mabel, 2018) conducted a study focused on analysing the effectiveness of leadership styles of several leaders in different industries. It was carried out in an attempt to identify the key factors that influence the performance of the Engineering, Textile, Foundry, Food, Agriculture and Plastic industries. The study concluded that engineering industry respondents are the best at practising effective leadership in its six dimensions.

For instance, (Xiangxing & Musonda, 2021) stated that there's a positive correlation between construction project success and transactional leadership. Still, there is no relationship between the construction project success rate and the Laissez-faire leadership style of individuals. However, other studies revealed that the construction industry requires leaders who adopt transformational and democratic leadership styles in their daily work, improve their communication skills, and seek opportunities to develop themselves (Kalambayi, et al., 2021).

Moreover, Construction leaders are required to adopt an adaptive approach to leadership. This means acquiring a variety of leadership styles or techniques.

Furthermore, (Careem, 2021) discussed the concept of innovation which is related to the idea of harmony culture as a combination of two leadership styles. This idea states that when the harmonious culture is strong, the higher level of innovative behaviour rises. It was also discovered that leadership style strongly influences employees' motivation and commitment regardless of their age, gender, and nationality.

Different styles can help leaders achieve success in different situations (Xiangxing & Musonda, 2021). For instance, dynamic leadership, the same as adaptive leadership, is defined as a dual-focused leadership style. It refers to adaptable individuals who can change their style according to the needs and circumstances of their team. This leadership style helps improve team performance and motivate individuals (Al Rahbi, et al., 2017).

(Zheng, et al., 2019) published a paper aimed at examining the link between the organisational culture and leadership styles of project participants in terms of their innovative behaviours through conducting a polynomial regression test. The results of the polynomial regressions support the hypothesis that higher levels of congruence between the transformational and transactional leadership styles can stimulate more innovative behaviours among the project participants.

Transformational leadership style is a type of leadership that elevates followers' morale and values by making them perform better than they initially expected (Gui, et al., 2020) and it can motivate employees and encourages loyal followers to deliver results, increases performance and helps organisations grow, and transform their employees by developing their skills and attitudes (Kimani, 2021). Moreover, the transformational leadership style has been

extensively studied in various fields of leadership because of its significant influence on creativity, innovation, and employee performance (Gui, et al., 2020).

A transformational leader can create a vision for the organisation and motivate their followers to work toward achieving goals. At the same time, through the use of communication skills and other incentive strategies, transformational leaders can also convert the ideas and attitudes of their followers into actionable actions (Lee & Kuo, 2019). Transformational leaders also consider their followers' various needs, allowing them to spend more time with their followers and develop their capabilities (Busari, et al., 2020).

Transformational leadership is a leadership style characterised by four related behaviours. The four elements of this style are idealised influence, inspiring motivation, intellectual stimulation, and individual consideration. Instead of setting up simple agreements and mutual benefits, transformational leaders usually go beyond simply reaching out to their followers. They engage in strategies and actions designed to achieve superior results (Bass & Riggio, 2006).

Moreover, (Carless, et al., 2000) summarised the seven characteristics of a transformational leader in these seven behaviours: 1) communicating a positive vision, 2) treating staff as individuals, 3) spreading trust, 4) encouraging and recognising team members, 5) thinking about new ways to solve problems, 6) having clear values, and 7) instils a sense of pride and respect in their subordinates.

The increasing popularity of transformational and cross-cultural leadership styles has helped align the concepts of a flat and horizontal organisational structure (Bonsu & Twum-Danso, 2018). Experiencing transformational leadership is commonly considered the most effective type of leadership. However, some studies show that the relationship between

transformational leaders and their subordinates is not always as strong as some argue. For example, according to (Crede, et al., 2019) meta-analytic study, transformational leadership has the most negligible impact on the performance of subordinate employees in western countries. The most significant effect is expected in developing countries such as the Middle East and Latin America.

Although critics often believe that transformational leadership is a type of smoke and mirrors which does not affect group performance, (Bass & Riggio, 2006) are confident to ensure that transformation leadership is beneficial to group performance regardless and that experiencing transformational leadership can lead to higher performance beyond expectations since it develops followers who are more creative, resilient, and open to change.

2.4. Reward System and its relation to employee motivation

Employee motivation and performance can be improved by applying a proper reward management system (Abidin, et al., 2020). The reward system could be non-financial or financial to get more comprehensive positive results. The system should provide a positive relationship between employee performance and financial goals (Samuel, 2021). With various rewards and incentives, employers can motivate and reward their employees for their efforts. They can also recognise individuals for their actions and involvement during economic turbulence with non-monetary rewards (Noor, et al., 2018).

The management needs to use their employees' extrinsic and intrinsic reward systems effectively. They should also evaluate the effectiveness of similar systems in their organisation. Studies revealed that using extrinsic and intrinsic rewards in a work context can benefit various organisations. For instance, they can help improve the performance of the top management team and the technical workers of small and medium-sized enterprises. It can also be expected

that the interaction between the two approaches (extrinsic and intrinsic rewards) would be beneficial for developing effective strategies (Niguse & Getachew, 2019).

It has been found that employees who are given rewards are more motivated and successful in achieving their goals more often than those who are not. Also, it was revealed that money is not always the most effective reward to motivate employees for better performance. Instead, intrinsic rewards involve praise, recognition, and good work done (Rathnasekara & D.A.T., 2021). However, other research suggests that cash and bonuses rewards are the most preferred types among employees, but there is a need to improve the variety of bonuses that management can offer to its employees (Emelianova, 2019)

According to (Mendis, 2017), the pay satisfaction of employees is linked to the turnover intention of non-executive employees, which supports the concept of the equity theory (Adams, 1965). The company should follow a pay system where the employees get paid fairly for their contributions to the company. It is also essential to consider the attractive cash incentive to motivate the employees. A company should improve its employee incentive programs and provide bonuses depending on the employee's performance, while the goals should be realistic and closely match the business and people involved.

Also, lower-level employees have great potential to improve their skills and competencies by going beyond their comfort zone. This can be done through the establishment of intrinsic rewards that can be triggered by their actions (Emelianova, 2019). Other factors such as work-life balance and flexible working hours are also factors that can help. Since employees value their superiors, implementing an employee recognition system is very important. It allows them to see themselves as effective contributors. Top management should

create a working environment that is conducive to employee recognition. This will help minimise the turnover rate (Mendis, 2017).

The relationship between remuneration, employee motivation, performance, allowances, and knowledge sharing is linked to the amount of compensation that an organisation gives, which supports the idea that clan culture influences employee attitudes toward knowledge sharing; also, the interaction between the value of remuneration and adhocracy culture has not significantly affected knowledge sharing (Abdul Rohim & Budhiasa, 2019). Another study aimed to find out the link between employee rewards and employee performance, revealing that the systems that reward and motivate employees significantly affect performance (Abidin, et al., 2020). The link between employee performance and reward systems is positive, which encourages employers to use reward systems as a way to motivate and improve employee performance, also fixed salaries are not ideal for several types of firms as they could result in employees being tardy and reluctant to put in their best performance (Ngwa, et al., 2019).

2.5. Employee Motivation in the construction industry

The construction industry is vital to developing societies and people's aspirations. It needs to play a significant role in transforming people's lives by implementing various projects and contributing to society's quality of life and wealth (Sugathadasa, et al., 2021). Particularly for UAE, where the construction market is expected to reach a value of approximately USD 133.53 billion by 2027 (Mordor Intelligence, 2021) and accounts for 14% of the country's GDP, as well as it is regarded as the fifth-largest sector in the country and contributed 8.3% to the overall economy of Dubai during the first quarter of 2014 (Johnson & Babu, 2020).

Therefore, and due to the increasing number of construction firms, there is a debate about the need for more effective practices to improve the quality and productivity of their operations. The construction industry is a global industry that has a significant number of workers. Because of the rapid pace of change in the construction industry and the need for more diverse leadership styles and capabilities, it has been identified that a new breed of project managers should be developed (Toor & Ofori, 2008). Researchers studied several leadership styles' influence on the construction industry; a study by (Zhang , et al., 2018) revealed that transformational leaders could help employees develop an innovative culture and motivate them to improve their performance in the construction sector.

Another research paper by (Khan, et al., 2020) discovered that ethical leadership was linked to higher turnover intention in the construction industry. The study also revealed that job embedding moderated the link between ethical leadership and turnover intention. It explains how ethical leadership can help retain workers in construction companies by strengthening employees' trust and procedural justice. Moreover, the presence of a professional identity associated with shared leadership positively affects the link between shared management and team creativity. Also, team creativity increases when the individuals who lead the group are identified as sharing their professional identities (Ali, et al., 2020).

One more study by (Coetzer, et al., 2017) revealed that job resources mediate a positive relationship between work engagement and servant leadership style. The significant variance in job resources evidenced this positive relationship between job resources and servant leadership. Job resources were also linked to higher work engagement levels and lower levels of burnout. The findings indicate that job demands, and servant leadership are not related.

Construction firms' leaders should ensure that they reward and recognise the individuals who have contributed to the company's success. This goes beyond simply paying them; it also involves appropriately sharing the company's profit and benefits. Basic pay and wages are the most critical factors in selecting reward packages for construction firms. Still, service recognition and profit sharing are the least key factors in the reward package (Oke, et al., 2017). Job satisfaction and financial rewards are related, and firms should consider the importance of employee performance in developing and implementing programs that promote job satisfaction (Zaraket & Saber, 2017).

(Nani & Apraku, 2016) in their paper which explores the effects of reward systems on construction workers' performance in Ghana, they argue that besides financial rewards, non-monetary rewards were also important to improve workers' performance. However, according to (Ailabouni, et al., 2009) the productivity of various construction trades is essential for estimating the time and cost of a project; it can also help minimise waste and improve the workforce's efficiency. The most important factors that employers in construction firms look for in a supervisor are their leadership skills, the availability of suitable technical qualifications, the security of the job, and the monetary rewards, and it is believed that leadership can help improve employee engagement and decrease burnout (Coetzer, et al., 2017).

(Johari & Jha, 2020) noted that construction leaders should adopt a more systematic approach to motivating workers. They also pointed out that the importance of Maslow's hierarchy of needs should be acknowledged by employers when it comes to addressing the needs of their employees, similar to what (Lindner, 1998) stated in his research. They also revealed that several factors, such as team spirit and participation, were the most critical factors that construction workers consider regarding their motivation.

In line with Linder's (Tam, 2021) study stated that various factors could affect the motivation of construction industry employees; some include leadership style, quality of the work environment, salary, and promotion opportunities. As well as the study states that construction managers must take the necessary steps to improve their work efficiency by establishing active management policies and procedures.

2.6. Literature Review Summary

The literature review has acknowledged the importance of employee motivation in improving organisations' performance. This is especially true in the construction industry, where employee motivation can significantly impact employees' productivity and the success and profitability of construction organisations. In addition, the review has identified various factors that influence employee motivation, most importantly, the leadership styles that leaders adopt and the rewards that employees receive in exchange for their accomplishments. It has also been suggested that construction industry leaders shall adopt transformational leadership techniques to improve their organisation employee's motivation and performance. The review has also noted that the various factors that can influence employee motivation can be addressed scientifically. However, there is a gap in knowledge regarding the moderating effect of multiple factors that influence employee motivation, especially for the two most important factors, which are the transformational leadership style and employee reward. This research aims to fill this knowledge gap by studying the moderating effect of employee intrinsic and extrinsic rewards on the relationship between transformational leadership style and employee motivation within construction organisations in the UAE.

Furthermore, Table 1 below summarises the findings of the reviewed studies discussed in the literature review:

Table 1 - Literature Review Summary

| Author | Summary Points | Related Context |
|----------------------------|--|-----------------|
| (Sekhar , et al., 2013) | Being motivated can help individuals improve their efficiency, perform at their best, and work toward their goals. | EM |
| (Kuswati, 2020) | Being motivated can contribute to the success of all types of organisations, and the direct impact of motivation on an individual's performance is vital. | EM |
| (Jensen, 2018) | The structures of an organisation's procedures and strategies are related to employee motivation. | EM, RS, LS |
| (Lindner, 1998) | Employers should acknowledge the hierarchy of needs that exists in Maslow's Hierarchy of Needs when it comes to addressing the various needs of their employees. | EM, RS, LS |
| (Gawel , 1996) | The factors influencing employee motivation are recognition, achievement, job security and pay. | EM |
| (Parijat & Bagga , 2014) | Reward systems shall be designed based on performance and the likelihood that an employee will be motivated by their reward. | EM, RS |
| (Adams & Freedman, 1976) | Employees are also motivated by having equal outcomes with the other workers. | EM, RS |
| (Gordan & krishanan, 2014) | Behaviours consistently reinforced can lead to positive results, while those ignored can cause negative consequences. | EM, LS |
| (Gagné, et al., 2010) | Motivation is structured into four types of regulations, including intrinsic motivation, external regulation, identified regulation, and introjected regulation. | EM |
| (Hanaysha & Majid, 2018) | Leaders can motivate employees by creating an environment that supports their employees' development and success by providing them with the necessary resources and tools. | EM, LS |
| (Forson, et al., 2021) | The various factors influencing employee motivation include the leadership style, the compensation package, and the environment. | EM, LS, RS |
| (Lorincová , et al., 2019) | An employee motivation program considering both the psychological and economic aspects is very important to a company's success, | EM, LS, RS |
| (Ali, et al., 2020) | In the construction industry, multiple teams usually work together to complete projects under the project manager's leadership. | CI, LS |
| (Khan, et al., 2020) | Many construction workers are prone to experiencing high levels of antisocial behaviour and high turnover due to the complex tasks they must complete. | CI, EM |
| (Coetzer, et al., 2017) | Having an employee motivation program is very important for construction companies. | EM, CI |

| | | |
|-----------------------------|--|--------|
| (Johari & Jha, 2020) | In construction companies, having a conducive work environment can help boost the workers' productivity levels and reduce project costs. | CI, LS |
| (Justus & Mabel, 2018) | The responsibility for implementing a successful employee motivation program falls on the shoulders of the company's leaders. | EM, LS |
| (Al Khajeh, 2018) | A company's leadership style characteristics are essential to its success. They can influence the development of the organisation's mission and strategy. Transformational leadership style has a positive relationship with the people. | LS |
| (Bonsu & Twum-Danso, 2018) | The characteristics of a company's leadership style can also influence the development of its culture and mission. | LS |
| (Xiangxing & Musonda, 2021) | Different styles can help leaders achieve success in different situations. | LS |
| (Kalambayi, et al., 2021) | Construction industry leaders must adopt a transformational leadership style to improve their employees' motivation and performance and develop communication skills. | CI, LS |
| (Careem, 2021) | Leadership styles can significantly impact employee motivation and commitment regardless of gender, nationality, and age. | LS, EM |
| (Al Rahbi, et al., 2017) | Dynamic or adaptive leadership can help improve team performance and motivation. | LS, EM |
| (Zheng, et al., 2019) | The level of congruence between the transactional and transformational leadership styles can help motivate and inspire the project participants. | LS, EM |
| (Gui, et al., 2020) | Transformational leadership styles have been studied in various fields due to their potential to improve employee motivation, performance and creativity. | LS, EM |
| (Kimani, 2021) | Transformational leadership style can motivate and inspire followers to perform better than they expected | LS, EM |
| (Lee & Kuo, 2019) | Transformational leaders can inspire their followers to reach their goals and improve the performance of their organisations. | LS, EM |
| (Busari, et al., 2020) | Transformational leaders also consider the needs of their followers in order to meet their goals and improve their performance. | LS, EM |
| (Bass & Riggio, 2006) | Transformational leaders go beyond their usual approach to reach out to their followers. Instead, they develop strategies and actions geared toward achieving their goals. | LS, EM |
| (Bonsu & Twum-Danso, 2018) | Due to the increasing popularity of cross-cultural and transformational leadership styles, the concept of a horizontal and flat organisational structure has been adopted. | LS |
| (Crede, et al., 2019) | Transformational leadership styles have the slightest effect on the motivation and performance of subordinates in western countries. However, their impact is expected to be most significant in developing regions such as the Middle East. | LS, EM |

| | | |
|--------------------------------|---|------------|
| (Samuel, 2021) | Non-financial and financial reward management systems can help employees improve their performance and motivation. | RS, EM |
| (Noor, et al., 2018) | Monetary rewards, as well as non-monetary rewards, can help employees improve their performance and motivation. | RS, EM |
| (Niguse & Getachew, 2019) | The management must use both intrinsic and extrinsic reward systems to improve their employees' motivation and performance. | RS, EM |
| (Rathnasekara & D.A.T., 2021) | Rewarding employees has been shown to motivate and inspire them to achieve their goals. It has been found that those who receive rewards are more likely to reach their goals than those who are not. | RS, EM |
| (Emelianova, 2019) | Most employees prefer cash rewards over other types of bonuses. However, managers still need to improve the variety of incentives they can offer their workers. | RS |
| (Mendis, 2017) | The pay satisfaction of employees is linked to the turnover rate. | RS, EM |
| (Abdul Rohim & Budhiasa, 2019) | The compensation an organisation provides to its employees is linked to the level of motivation and knowledge sharing they are willing to share. | RS, EM |
| (Abidin, et al., 2020) | Reward systems have a significant effect on performance and motivation. | RS, EM |
| (Ngwa, et al., 2019) | Reward systems can motivate and improve employees' performance. | RS, EM |
| (Sugathadasa, et al., 2021) | Construction is a vital part of society and contributes to developing the country's wealth and quality of life. | CI |
| (Mordor Intelligence, 2021) | The construction sector in UAE is vital. | CI |
| (Johnson & Babu, 2020) | The construction sector is the fifth-largest sector in the country. | CI |
| (Toor & Ofori, 2008) | The construction industry is constantly changing, and the need for new leadership styles and capabilities is increasing. | CI, LS |
| (Zhang , et al., 2018) | Transformational leaders can help construction firms develop an innovative culture that can motivate their employees and improve their performance. | LS, CI, EM |
| (Khan, et al., 2020) | An ethical leader can help construction firms retain their workers by developing a culture that promotes procedural justice and trust. | LS, CI, EM |
| (Oke, et al., 2017) | The salary of construction workers is the most crucial factor a construction organisation considers when choosing its reward package. | RS, CI |
| (Zaraket & Saber, 2017) | The compensation and job satisfaction of construction workers are linked to one another. | RS, CI |
| (Nani & Apraku, 2016) | Both financial and non-monetary rewards are essential to improve the performance of construction workers. | RS, CI |

| | | |
|---------------------------|---|----------------|
| (Ailabouni, et al., 2009) | The type of leadership skills and knowledge that a supervisor has, as well as the security of the job, are some of the factors that construction firms look for when it comes to hiring a new leader. | LS, RS, CI |
| (Tam, 2021) | Many factors can affect a construction worker's motivation. Some of these include the type of leadership style, the quality of the work environment, and the salary. | CI, EM, LS, RS |

Note: EM = Employee Motivation; LS = Leadership Style; RS = Rewards System; CI = Construction Industry

CHAPTER III

RESEARCH DESIGN AND METHODS

3.1.Introduction

This chapter describes the various methodological choices used to gather and analyse the data related to the impact of employee reward as a moderator in the relationship between transformational leadership style and employee motivation in construction organisations in the UAE. These included the selection of the data sources, the design of the study, and the philosophical paradigm. The chapter also explains the various procedures involved in conducting the study and the justifications for the various methodological choices based on the research methodology literature.

3.2.Research Development

3.2.1. Research Philosophy

The scientific research philosophy is a system that allows researchers to develop new knowledge about a particular research object. This process is carried out through the multiple steps involved in the study. It is the basis of the research and consists of the choice of the research strategy and the problem formulation (Žukauskas, et al., 2018). Another dimension that can help you distinguish between the different philosophy-based research methods is the research paradigm which is a theoretical framework that combines the concepts of epistemology, philosophy, methodology, and ontology. It is our way of understanding and studying the world as a fundamental belief system that we can use to study and conduct research (Abdul Rehman & Alharthi, 2016). Paradigm is considered a philosophical debate presented as a series of abstract terms thrown together in a hostile mix. People have their interpretations of

what a paradigm is and how different approaches, methods, and techniques can affect the outcome (Creswell & Creswell, 2018).

This research follows the positivism philosophy that focuses on the relationship between scientific observations and observable social reality. This allows the researcher to create laws of generalisations (Saunders, et al., 2019). Positivism holds that our senses do not mediate existence and are governed by immutable rules. The realism philosophy seeks to understand the world through the lens of natural phenomena. Natural phenomena have cause-effect relationships and can be accurately predicted (Abdul Rehman & Alharthi, 2016).

As (Hua, 2015) states, studies that follow this paradigm aim to identify the causal effects of culture on various behaviours and practices. They then treat cultural values and norms as variables and try to make generalisations based on their measurements. The main assumptions of these studies are that culture is stable and fixed, and it can be isolated from the research. Cultural norms can be identified, measured, and used to explain the various behaviours and practices in intercultural communication. Cultural differences in intercultural communication can cause misunderstandings. Researchers can then use cultural values to analyse different cultures as an integral part of their studies.

3.2.2. Research Conceptual Model

The conceptual research model is designed to adopt the multiple regression analysis to study the moderation effect of two moderators on the relationship between independent and dependent variables using Hayes SPSS Process Macro (Hayes, 2018).

According to (Baron & Kenny, 1986) a framework that can capture both the experimental and the correlational view of a variable is known as a path diagram. The moderation process analysis can be performed by using a path diagram as shown in

Figure 1.

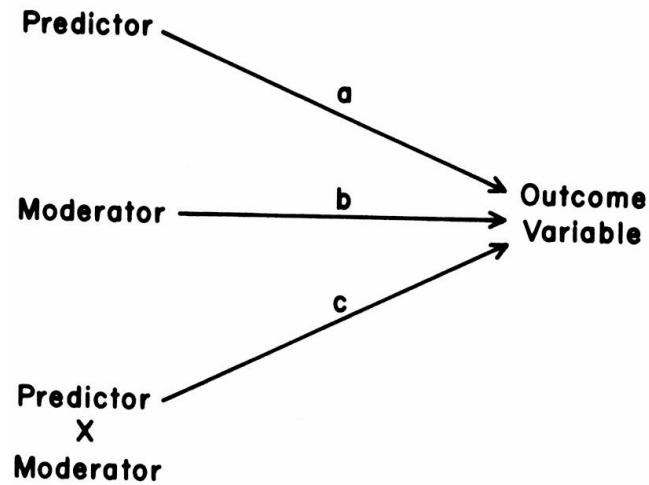


Figure 1-Moderator Statistical Model (*Baron & Kenny, 1986*)

This research includes Transformational Leadership style as an independent variable, Employee Motivation as a dependent variable, and Extrinsic Rewards and Intrinsic Rewards as two moderator variables. Therefore, a two-moderators framework conceptual model was used to analyse, as shown in Figure 2, and the moderation process analysis can be performed by using the statistical model as shown in the statistical model in Figure 3. The conceptual model of moderation differs from that of a statistical diagram used to represent how the conceptual models are set up in a multiple regression equation form (Hayes, 2022).

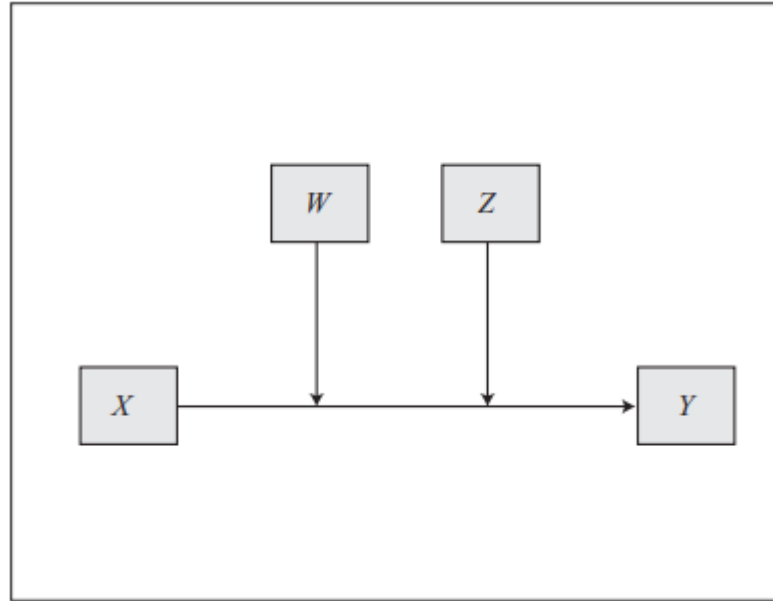
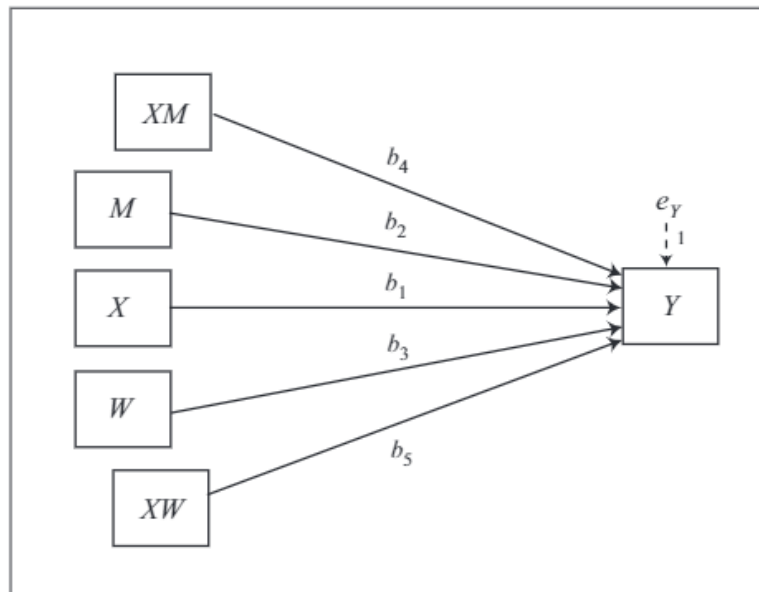


Figure 2- Conceptual model for two moderators' effect (Hayes, 2022)



Conditional effect of X on $Y = b_1 + b_4M + b_5W$

Figure 3 - Statistical Model for two moderators' analysis (Hayes, 2016)

3.2.3. Hypotheses Development

Transformational leadership style and employee motivation

The transformational leadership style of construction leaders has a significant impact on the performance of their subordinates (Kalambayi, et al., 2021). It has been identified that the use of transformational leadership can encourage loyal followers, and the continuous improvement of an organisation can be achieved through the effective use of the transformational leadership style (Kimani, 2021). The transformational leadership style focuses on developing and enhancing the values and morale of followers. It can motivate them to deliver better results and increase the organisation's performance (Gui, et al., 2020).

Opponents of transformational leadership often believe it is ineffective because it doesn't affect group performance. However, this type of leadership can still help an organisation reach its goals and improve its performance. It can motivate its followers to be more open to change and creative (Bass & Riggio, 2006). Thus, this study proposed that:

H1: Transformational leadership style positively affects employee motivation in construction organisations in UAE.

Employee reward and employee motivation

Reward systems should help an organisation develop a positive relationship between its employees and the company based on the employee's performance and goals (Emelianova, 2019). One of the most effective ways to improve employee performance and motivation is by implementing a reward system. This system can help an organisation develop a positive relationship between its financial goals and employee performance (Samuel, 2021).

It is also important that the management implement an effective reward system for their employees. In addition, they should also review the system's effectiveness in improving their employees' performance. According to (Niguse & Getachew, 2019) study, employees who

receive rewards are more motivated and are more successful when they reach their goals. It has also been discovered that money is not always the best motivator for workers.

An intrinsic reward system refers to rewards that involve recognition and praise, of a good work done (Rathnasekara & D.A.T., 2021). Although cash and bonuses rewards are the most popular type of rewards offered by employers, other incentives, intrinsic incentives, are also needed to improve the system's effectiveness (Emelianova, 2019). Thus, this study proposed that:

H2: Extrinsic rewards increase employee motivation in construction organisations in UAE.

H3: Intrinsic rewards increase employee motivation in construction organisations in UAE.

Moderation effect of Employee reward

(Abidin, et al., 2020) study revealed that implementing a transformational leadership system can help an organisation develop a positive relationship with its employees. It also found that the systems that motivate and reward workers significantly affect their performance.

The positive effects of reward systems on employee performance can be seen in various ways. For instance, it can help motivate and improve the performance of workers. However, implementing fixed salaries can be very detrimental to the company's operations and lead to employees being late and reluctant to perform at their best (Ngwa, et al., 2019). Thus, this study proposed that:

H4: Extrinsic rewards moderates the relationship between transformational leadership style and employee motivation.

H5: Intrinsic rewards moderates the relationship between transformational leadership style and employee motivation.

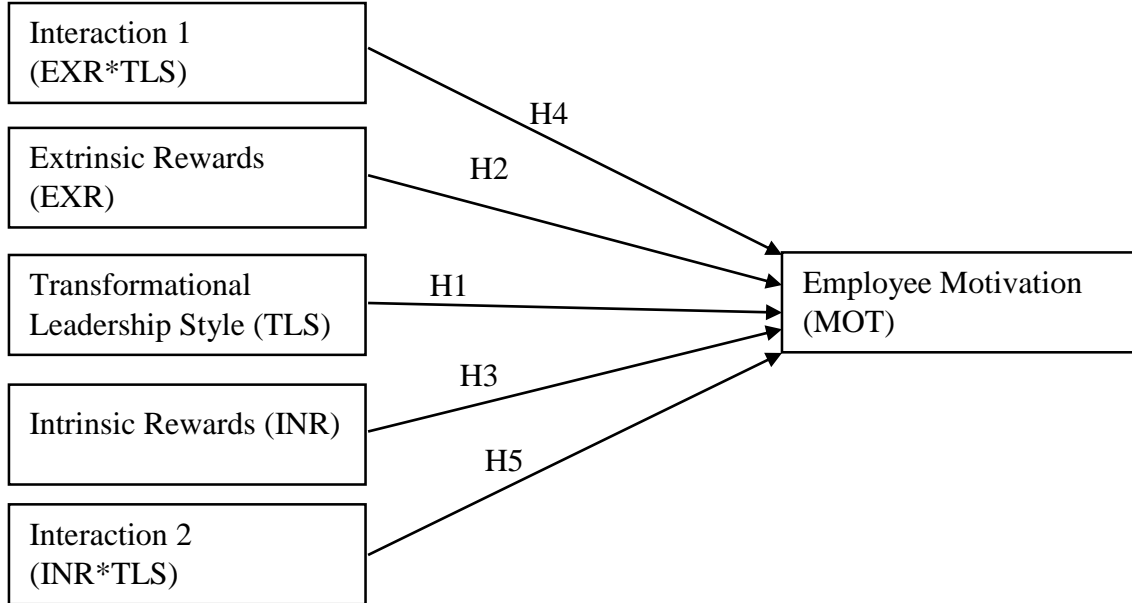


Figure 4 - Research Model

3.2.4. Research Strategy and Sampling

The term quantitative research refers to the study of various experimental and survey research techniques. In most cases, a survey strategy is carried out through structured interviews or questionnaires. However, it is also possible to perform various quantitative analyses and data mining techniques in other research strategies commonly regarded as qualitative. These include case studies, grounded theory, and action research (Saunders, et al., 2019).

Since positivism is the research philosophy and quantitative data is required to analyse the present study, the researcher built his research on the survey strategy. An online pre-coded questionnaire was used to collect the data from the targeted sample, employees in UAE construction organisations. The survey was also necessary to provide a reliable and comprehensive analysis of the various aspects of employee rewards, motivation, and transformational leadership style in the construction industry in the concerned country.

The questionnaire was designed as a Likert-type scale, a rating survey scale commonly used to gather information about people's attitudes and opinions. It consists of a series of statements and a selection of positive and negative tones. The respondents are then asked to choose a position on a scale of specific points between strongly disagree and agree or other terms (Fisher, et al., 2010).

3.3.Instruments Design and Data Gathering

3.3.1. Measurement Instruments

Existing well-designed scales were used to measure the various constructs used in the study. Researchers use existing scales to collect data on the various constructs used in the study using previously tested and verified scales that are valid to measure the constructs. Also, researchers aim to reduce the number of scales used in the study to improve the response rates and combat fatigue among the respondents (Heggstad, et al., 2019).

All the items were assessed using Likert-type scales to improve the overall functionality and precision of the survey. Likert-type scales were different for each construct based on the used scale. For Transformational Leadership style and Employee Motivation, the scale was a 5-point Likert type scale, and for Intrinsic and Extrinsic Rewards, a 4-points Likert type scale was used.

3.3.1.1. Independent Variable

Transformational Leadership Style

Transformational Leadership style was measured using the Global Transformational Leadership scale (GTL), which was developed by (Carless, et al., 2000) and was evaluated in a confirmatory and exploratory factor analysis which revealed that the scale had satisfactory reliability and was capable of providing a measurement for a single construct of

transformational leadership style, as well as it could be used as a selection tool and assessment of transformational leadership research.

The GTL scale measures the seven hypothesised transformational leader behaviours; these include: 1) communicating a positive vision of the future, 2) treating staff as individuals and supporting them, 3) encouraging and recognise team members, 4) spreading trust and cooperation among team members, 5) thinking about problems in new ways, 6) have clear values and communicate them effectively, and 7) instils in their subordinates a sense of respect and pride in themselves. The GTL was a five-point Likert scale consisting of 7 questions, ranging from “1- Never” to “5- Always”.

3.3.1.2. Dependent Variable

Employee Motivation

The Motivation at Work Scale (MAWS) was used to measure employee motivation among the study participants. The MAWS was conceptualised and developed by (Gagné, et al., 2010) in response to the concept of multidimensional motivation, which is a theory that states that the various factors that influence a person's motivation are interrelated. The researchers found that the motivation structure in work comprises four types: intrinsic, external regulation, introduced regulation, and identified regulation. The study's findings revealed that the MAWS subscales were associated with multiple constructs related to organisational behaviour. The scale consists of 12 questions, ranging from “1- Not at All” to “5- Exactly”.

3.3.1.3. Moderators

Extrinsic Rewards and Intrinsic Rewards

According to (Armstrong & Taylor, 2014) The design of a reward system is carried out through multiple processes and procedures to ensure that the systems are effective and shall be

driven by the organisation's business strategy. The goal of the reward system is to provide the best possible service to the employees and the company. And the various components of a reward system are composed of financial and non-financial rewards.

Both extrinsic and intrinsic rewards were measured using the employee reward scale developed by (Niguse & Getachew, 2019). The Likert scale consists of 19 questions; 7 are related to intrinsic rewards, while the remaining 12 are related to extrinsic rewards. The questions range from “1- Strongly Disagree” to “4- Strongly agree”.

3.3.2. Data Collection Procedure

This research is concerned with studying the impact of employee rewards and transformational leadership styles on the UAE construction sector employees. The construction industry is the largest private sector employer in the UAE and employs about 1.2 million workers, accounting for about 20% of the country's total workforce of approximately six million people (De Bel-Air, 2015).

The objective of the survey is to gather information about specific aspects of the employees working in the construction industry in the UAE. So, it was very important to involve the professionals in the construction field in order to achieve a variety and random sample. The survey was created using the university-approved survey website (Online Surveys - <https://www.onlinesurveys.ac.uk/>) and was initially distributed to the researcher's contacts within the construction industry using email and professional social media platforms. During the survey, participants were required to share the survey with their acquaintances working in the construction sector in UAE and encourage them to participate. The survey was completed within 53 calendar days after collecting responses from 144 participants.

3.4. Research Analysis

The data collected through the survey were analysed using a combination of inferential and descriptive statistics. All statistical analyses were performed using IBM's SPSS 28 statistical package. The researchers used the package's statistical functions to perform various statistical analyses, such as calculating standard deviations mean values, Exploratory Factor Analysis (EFA), and moderation analysis using Hayes SPSS Process Macro.

3.4.1. Reliability and validity

The validity of a quantitative study is the extent to which a concept or a group of concepts is accurately measured. For instance, a survey designed to explore depression would not be considered valid if it did not measure anxiety. While the consistency of a measure is referred to as its reliability. Reliability refers to the extent to which an instrument consistently performs the same in a given situation. For instance, a survey designed to measure motivation should have the same results every time the participant completes the test. Although it is impossible to calculate the exact number of times an instrument should be replicated, an estimate can be made through various measures (Heale & Twycross, 2015).

To ensure the validity of the research, all of the instruments used in the study were established from the scales used in previous studies to measure the same constructs. This method was also used to enhance the clarity and functionality of the survey questionnaire. The main items were then analysed using Likert-type scales to capture the participants' responses.

Furthermore, when using Likert-type scales, it is important to first calculate and report Cronbach's alpha coefficient of the scale for every subscale or scale that one might be using to ensure the reliability of both the independent and dependent variables (Gliem, 2003).

As explained by (George & Mallery, 2020), the alpha value is inflated due to the number of variables involved, and there is no set interpretation of an acceptable alpha value. However, for most situations, the rule of thumb is: > .9- excellent, > .8-good, > .7-acceptable, > .6-questionable, = .5-poor.

3.4.2. Exploratory Factor Analysis (EFA)

A coefficient correlation between two variables can be caused by a random relationship between them or the two or one variable that's causing the other. It can also be caused by the presence of a third variable contributing to the two. The EFA assumes that the correlation between two variables can be explained by the existence of only a small number of factors or factors that can influence more than one measure. An unobservable variable can affect more than one measure, and its effects can account for the correlation between the two (Watkins, 2021).

The goal of exploratory factor analysis is to overcome the challenges when analysing the relationship between multiple measures. In simple terms, it involves determining the number of constructs needed to account for the correlation between various measures. Unobservable constructs presumed to account for the correlation structure of multiple measures are known as factors or common factors. These constructs are typically used to analyse the data set. Provide an estimate of the strength and direction of the common factors' influence on the various measures being studied. It also helps in understanding the nature of these factors (Fabrigar & Wegener, 2012).

3.4.3. Kaiser-Meyer-Olkin (KMO) and Bartlett's tests

Before the data are analysed, several tests should be used to determine if they are suitable for factor analysis. These include the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity (Williams, et al., 2010).

The KMO test is a procedure that aims to determine the strength of the correlation between the various variables. Values less than 0.5 are considered unacceptable. Most scholars believe a KMO of more than 0.80 is enough to start a factor analysis (Field, 2013). See Table 2 below for a more comprehensive view of the various factors in a given study.

Table 2- Level of acceptance of (KMO) value (Field, 2013)

| KMO Value | Level of Acceptance |
|------------------|----------------------------|
| Above 0.90 | Superb |
| 0.80 to 0.90 | Great |
| 0.70 to 0.80 | Good |
| 0.50 to 0.70 | Mediocre |
| Below 0.50 | Unacceptable |

Bartlett's test is a procedure that aims to determine if the variance-covariance matrix can be proportional to the identity matrix. This test effectively tests the diagonal elements of the matrix. Bartlett's Test of Sphericity is considered to be significant for factor analysis if ($p < 0.05$) (Williams, et al., 2010).

3.4.4. Moderation Effect

A moderator is a variable that affects the strength or direction of the relationship between two independent and dependent variables. It can also be used in a correlational analysis framework to measure the zero-order relationship between two variables (Baron & Kenny, 1986).

This research studies the moderation effect of employee intrinsic and extrinsic rewards on the relationship between transformational leadership style and employee motivation. The employee reward moderation effect was analysed using Andrew Hayes's Process Macro, a statistical program examining the relationship between various variables. It can be used to study the impact of multiple factors on the relationship between the dependent and independent

variables, including the moderation effect used in this research. The program can also perform various statistical analyses, such as calculating standard errors and t and p values. It can compute X's total, direct, and indirect effects on Y. Unlike the Sobel test, which is linear regression analysis, Process Macro can be used with other methods such as logistic regression (Hayes, 2018).

3.5. Research ethics

The study was conducted in full compliance with the various ethical research requirements. Approval was also sought from the university's ethics committee on the basis that no harm would be expected on the participants. Also, the questionnaires were provided with a cover page and an introduction highlighting the study's objectives. Although the study encouraged participants to complete the questionnaire, they were also informed that they had the option to decide whether or not they would answer the questions. The study's researchers addressed concerns about privacy and anonymity; all of the survey's participants were informed that their information would be treated confidentially. Also, the survey only collected the data necessary to perform the study, and only the cumulative values were used to avoid linking specific individuals to the results. To prevent unauthorised access to the data, it was stored in a secure folder protected by a password and encryption. Only authorised individuals were allowed to access it.

3.6. Chapter Summary

The chapter aimed to provide an overview of the research methodology utilised in the study. It shows that the study is based on the positivism paradigm and aims to scientifically establish the relationship between employee reward and the perceived leadership style with employee motivation. Due to the limited research available for construction organisations in

UAE, a pre-coded survey research design was adopted. It also explains the various procedures involved in conducting the study. The chapter additionally justifies the data collection method and the scales used in the study. Also, it covers the multiple techniques and measures taken to ensure that the study was conducted ethically and scientifically.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

4.1.Introduction

This chapter presents the results of the quantitative statistical analysis of the questionnaire data. First, it provides an overview of the research participants' demographic information, and then it will present the results of the scales reliability analysis to ensure the reliability of the study instrument; next, this section presents the analysis of exploratory factors to identify the relationships between the variables that are measured and what is the impact on the analysis process. Then it will present the moderation analysis of the variables using Hayes SPSS Process Macro. Finally, the analysis results are discussed, and hypotheses are checked to confirm whether they are supported.

The survey questionnaire has 40 questions divided into six sections; these include (1) Introduction, (2) Transformational Leadership Style – 7 questions, (3) Extrinsic Rewards – 12 questions, (4) Intrinsic Rewards – 7 questions, (5) Employee Motivation – 12 questions, and finally (6) Demographic Data – 2 questions. The questionnaire was created using the online survey platform Online Surveys and initially distributed to the construction industry's researcher contacts in UAE through social media and email. All participants were encouraged to share the questionnaire with their acquaintances in the construction sector in UAE. The survey was completed within 53 days after it was started, with responses from 144 participants.

4.2.Demographic Analysis

A demographic analysis is a statistical procedure that involves analysing the characteristics and demographics of the individuals who participated in a study. It is used to understand survey participants better and determine if the individuals in the study are representative of the entire population.

Demographic variables are considered independent variables because, unlike other types of variables, demographic variables are not manipulated. They can be categorised into categorical or continuous categories, such as gender, race, education or income, and family size. Their moderating effects can be explored in studies. In addition to providing a comprehensive analysis of the data collected, demographic information can also be used to inform the design of future studies (Lee & Schuele, 2010).

4.2.1. Participants Gender

The survey had a total of 144 participants. Of them, 70 were male, and 63 were female. 11 participants did not disclose their gender. The percentages of participants' genders are shown in Figure 5.

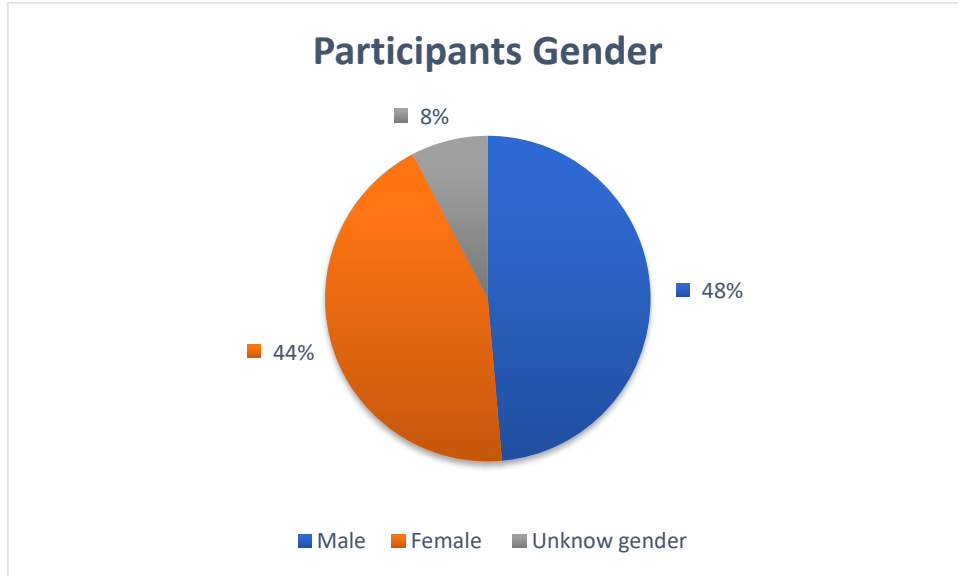


Figure 5- Participants Gender

4.2.2. Participants Age

Out of the 144 participants, 43 were below 30 years old, 27 were between 31 to 40 years old, 47 were between 41 to 60 years old, 22 were above 60 years old, and 5 participants did not disclose their age. The percentages of participants ages are shown in

Figure 6.

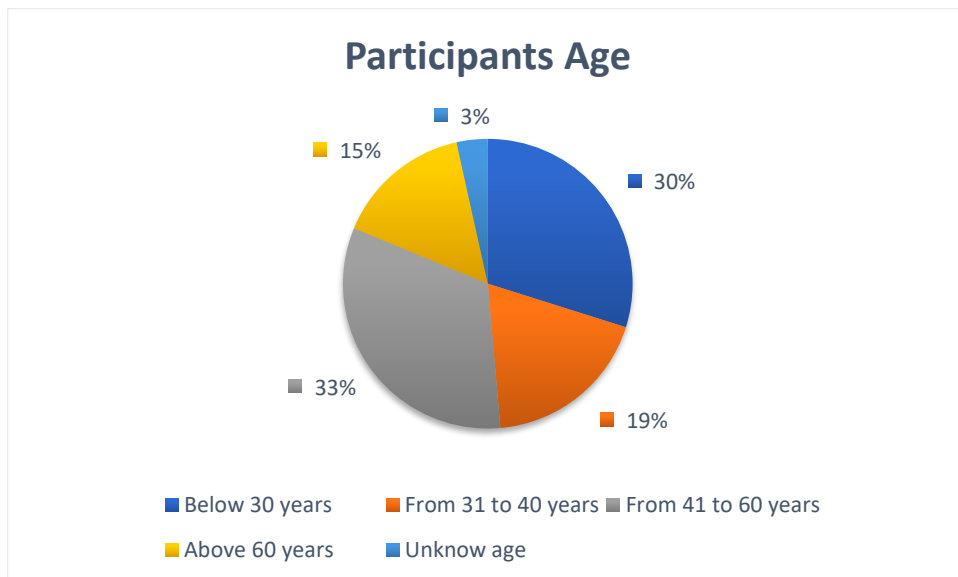


Figure 6- Participants Ages

4.3.Descriptive Analysis

Descriptive statistics for each of the four scales were calculated before the statistical analysis was performed. Based on the analysis of the percentage of the received responses on the transformation leadership style scale, as shown in Table 3, it was found that 40% of the employees have occasionally been exposed to transformational leadership practices. Only 8% have never been exposed to transformational leadership practices. Thus, we can assume that transformational leadership is practised for 40% of the cases in the construction sector in the UAE.

Table 3 – Percentage of Responses on the Transformation Leadership Style Scale

| 1. Please rate your manager in terms of how frequently he or she engages in the behaviour described. | Always | Frequently | Occasionally | Rarely | Never |
|---|------------------|-------------------|---------------------|-------------------|------------------|
| 1.1. Communicates a clear and positive vision of the future | 7% | 15% | 49% | 19% | 10% |
| 1.2. Treats staff as individuals, supports and encourages their development | 10% | 14% | 51% | 19% | 5% |
| 1.3. Gives encouragement and recognition to staff | 8% | 22% | 46% | 13% | 10% |
| 1.4. Fosters trust, involvement and cooperation among team members | 7% | 29% | 40% | 19% | 6% |
| 1.5. Encourages thinking about problems in new ways and questions assumptions | 10% | 23% | 33% | 26% | 8% |
| 1.6. Is clear about his/her values and practices what he/she preaches | 9% | 25% | 31% | 29% | 6% |
| 1.7. Instills pride and respect in others and inspires me by being highly competent | 13% | 24% | 32% | 21% | 10% |
| Average | <u>9%</u> | <u>22%</u> | <u>40%</u> | <u>21%</u> | <u>8%</u> |

And according to the analysis of the percentage of the received responses on the extrinsic reward scale, as shown in Table 4, it was revealed that the percentage of employees

who receive extrinsic rewards and those who do not receive are close. A total average of 52% of employee agree or strongly agree on the statements declaring they get paid according to their contribution and based on performance appraisal system, with other financial compensation such as overtime, bonuses, and promotions. In comparison, 48% disagree or strongly disagree with these statements.

Table 4 – Percentage of Responses on the Extrinsic Rewards Scale

| 2. Please rate how much do you agree or disagree with the following statements about your current company | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|-----------------------|-------------------|-------------------|--------------------------|
| 2.1. Payment by the company is according to individual contribution | 4% | 46% | 37% | 13% |
| 2.2. There is pay by organisation for Overtime work done | 14% | 37% | 33% | 16% |
| 2.3. There is timely salary increment by the company | 17% | 35% | 30% | 18% |
| 2.4. Pay decisions are linked to organisational goal achievement | 19% | 31% | 36% | 14% |
| 2.5. The company pay competitive salary in relation to similar construction organisation | 19% | 37% | 30% | 15% |
| 2.6. There is individual based performance appraisal system in which pay increase with individual achievement in the organisation | 19% | 34% | 28% | 18% |
| 2.7. There is bonus pay by the company for goal achievement on regular basis | 19% | 33% | 21% | 26% |
| 2.8. There is competitive Bonus by the company in relation to similar construction organisation | 22% | 28% | 22% | 28% |
| 2.9. There is attractive benefit package in the company | 19% | 36% | 19% | 25% |
| 2.11. Everyone in the company has an equal opportunity for promotion | 18% | 31% | 26% | 25% |
| 2.12. There is advancement of an employee's rank or position in an organisational hierarchy system | 24% | 28% | 25% | 23% |
| 2.13. There is clear promotion system in the organisation | 20% | 29% | 27% | 24% |
| <u>Average</u> | <u>18%</u> | <u>34%</u> | <u>28%</u> | <u>20%</u> |

Similar to extrinsic rewards, the intrinsic rewards, as per the analysis of the percentage of the received responses on the related scale as shown in Table 5, it was revealed that the percentage of employees who receive intrinsic rewards and who do not receive are close, since a total average of 56% of employee agree or strongly agree on the statements declaring they get appreciated acknowledged on their achievements, and can share suggestion and ideas, along with opportunities to learn and grow. In comparison, 44% disagree or strongly disagree with these statements.

Table 5 - Percentage of Responses on the Intrinsic Rewards Scale

| 3. Please rate how much do you agree or disagree with the following statements about your current company | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|-----------------------|-------------------|-------------------|--------------------------|
| 3.1. There is certain degree of autonomy in planning & performing organisational activities | 6% | 44% | 44% | 7% |
| 3.2. There is certain degree of responsibility for decision making regarding specific organisational tasks | 13% | 47% | 31% | 9% |
| 3.3. There is possibility to share suggestion and ideas about your work and the organisation as a whole | 17% | 38% | 29% | 16% |
| 3.4. There are opportunities in the company to learn & grow | 28% | 33% | 26% | 14% |
| 3.5. There is skill-gap training by the company on regular basis | 19% | 35% | 31% | 15% |
| 3.6. There is acknowledgment system of an individual or team behaviour, effort, and accomplishment in the company | 20% | 37% | 29% | 14% |
| 3.7. There are regular expressions of appreciation for good work by manager/leader | 19% | 38% | 28% | 15% |
| <u>Average</u> | <u>18%</u> | <u>38%</u> | <u>31%</u> | <u>13%</u> |

For the last scale that measures the employees' motivation, as shown in Table 6, it was found that 38% were highly motivated among all respondents. Also, 38% were moderately motivated, while 24% were little or not motivated at work.

Table 6 - Percentage of Responses on the Employee Motivation Scale

| 4. Please indicate for each of the following statements to what degree they presently correspond to one of the reasons for which you are doing this specific job | Exactly | Strongly | Moderately | A Little | Not At All |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| 4.1. Because I enjoy this work very much | 6% | 16% | 59% | 14% | 6% |
| 4.2. Because I have fun doing my job | 6% | 14% | 61% | 15% | 4% |
| 4.3. For the moments of pleasure that this job brings me | 6% | 19% | 55% | 15% | 6% |
| 4.4. I chose this job because it allows me to reach my life goals | 7% | 22% | 51% | 13% | 8% |
| 4.5. Because this job fulfills my career plans | 8% | 28% | 39% | 19% | 6% |
| 4.6. Because this job fits my personal values | 10% | 27% | 38% | 17% | 8% |
| 4.7. Because I have to be the best in my job, I have to be a “winner” | 17% | 28% | 28% | 20% | 7% |
| 4.8. Because my work is my life and I don't want to fail | 15% | 33% | 26% | 19% | 8% |
| 4.9. Because my reputation depends on it | 16% | 33% | 19% | 21% | 10% |
| 4.10. Because this job affords me a certain standard of living | 24% | 24% | 30% | 17% | 5% |
| 4.11. Because it allows me to make a lot of money | 22% | 21% | 28% | 18% | 10% |
| 4.12. I do this job for the paycheck | 27% | 24% | 28% | 15% | 6% |
| <u>Average</u> | <u>14%</u> | <u>24%</u> | <u>38%</u> | <u>17%</u> | <u>7%</u> |

The results in Table 7, suggest that the data set was normally distributed, with skewness values varying between -0.330 and +0.257, and kurtosis values fell between -1.485 and +1.022 (George & Mallery, 2020). Furthermore, the mean scores were calculated and used to compare the respondents' responses to different sub-scales of the study.

Table 7 - Descriptive Statistics of the Measurements Scales

| Descriptive Statistics | Mean | Std. Dev | Var. | Skew. | Kurt. |
|--|----------------------|-----------------------|---------------------|----------------------|----------------------|
| <u>1. Transformational Leadership</u> | <u>3.0347</u> | <u>0.88552</u> | <u>0.784</u> | <u>-0.108</u> | <u>-0.675</u> |
| 1.1 | 2.90 | 1.002 | 1.003 | 0.042 | 0.025 |
| 1.2 | 3.06 | 0.974 | 0.948 | 0.257 | 0.102 |

| Descriptive Statistics | Mean | Std. Dev | Var. | Skew. | Kurt. |
|-------------------------------|---------------|-----------------|--------------|---------------|---------------|
| 1.3 | 3.05 | 1.053 | 1.110 | -0.207 | -0.177 |
| 1.4 | 3.13 | 0.984 | 0.968 | -0.180 | -0.302 |
| 1.5 | 3.00 | 1.103 | 1.217 | 0.063 | -0.670 |
| 1.6 | 3.03 | 1.064 | 1.132 | 0.121 | -0.725 |
| 1.7 | 3.08 | 1.180 | 1.392 | -0.060 | -0.788 |
| <u>2.Extrinsic Rewards</u> | 2.4919 | 0.84026 | 0.706 | 0.005 | -1.485 |
| 2.1 | 2.41 | 0.770 | 0.593 | -0.298 | -0.516 |
| 2.2 | 2.49 | 0.924 | 0.853 | -0.040 | -0.822 |
| 2.3 | 2.51 | 0.975 | 0.951 | -0.066 | -0.974 |
| 2.4 | 2.56 | 0.959 | 0.920 | 0.033 | -0.947 |
| 2.5 | 2.60 | 0.956 | 0.914 | -0.136 | -0.896 |
| 2.6 | 2.55 | 1.002 | 1.005 | -0.093 | -1.044 |
| 2.7 | 2.46 | 1.083 | 1.173 | -0.059 | -1.286 |
| 2.8 | 2.44 | 1.126 | 1.269 | 0.024 | -1.384 |
| 2.9 | 2.50 | 1.071 | 1.147 | -0.139 | -1.240 |
| 2.10 | 2.42 | 1.054 | 1.112 | 0.041 | -1.208 |
| 2.11 | 2.53 | 1.090 | 1.188 | -0.056 | -1.285 |
| 2.12 | 2.46 | 1.064 | 1.131 | 0.022 | -1.223 |
| <u>3.Intrinsic Rewards</u> | 2.6101 | 0.76292 | 0.582 | -0.084 | -1.333 |
| 3.1 | 2.48 | 0.709 | 0.503 | -0.045 | -0.222 |
| 3.2 | 2.64 | 0.825 | 0.680 | -0.226 | -0.419 |
| 3.3 | 2.56 | 0.959 | 0.919 | -0.132 | -0.906 |
| 3.4 | 2.74 | 1.016 | 1.031 | -0.277 | -1.035 |
| 3.5 | 2.59 | 0.964 | 0.929 | -0.094 | -0.936 |
| 3.6 | 2.63 | 0.959 | 0.920 | -0.166 | -0.898 |
| 3.7 | 2.63 | 0.960 | 0.921 | -0.194 | -0.884 |
| <u>4.Employee Motivation</u> | 3.2060 | 0.80433 | 0.647 | -0.315 | -0.816 |
| 4.1 | 3.02 | 0.865 | 0.748 | -0.040 | 0.836 |
| 4.2 | 3.03 | 0.840 | 0.705 | 0.150 | 1.022 |
| 4.3 | 3.03 | 0.888 | 0.789 | -0.068 | 0.510 |
| 4.4 | 3.08 | 0.961 | 0.924 | -0.202 | 0.250 |
| 4.5 | 3.15 | 1.006 | 1.011 | -0.145 | -0.352 |
| 4.6 | 3.15 | 1.073 | 1.151 | -0.172 | -0.450 |
| 4.7 | 3.27 | 1.166 | 1.360 | -0.169 | -0.825 |
| 4.8 | 3.28 | 1.157 | 1.338 | -0.301 | -0.751 |
| 4.9 | 3.24 | 1.246 | 1.552 | -0.283 | -0.993 |
| 4.1 | 3.44 | 1.169 | 1.368 | -0.210 | -0.869 |
| 4.11 | 3.26 | 1.279 | 1.636 | -0.162 | -0.993 |

| Descriptive Statistics | Mean | Std. Dev | Var. | Skew. | Kurt. |
|------------------------|------|----------|-------|--------|--------|
| 4.12 | 3.50 | 1.218 | 1.483 | -0.330 | -0.857 |

4.4. Pearson Correlations

A Pearson's correlation analysis was performed to determine if the various variables in the conceptual model were related, and as shown in Table 8, all variables are correlated to each other.

Table 8- Pearson Correlations Analysis (n=144)

| Variables | | TLS | EXR | INR | MOT |
|-----------|---------------------|--------|--------|--------|-----|
| TLS | Pearson Correlation | 1 | | | |
| | Sig. (2-tailed) | | | | |
| EXR | Pearson Correlation | .471** | 1 | | |
| | Sig. (2-tailed) | <.001 | | | |
| INR | Pearson Correlation | .654** | .764** | 1 | |
| | Sig. (2-tailed) | <.001 | <.001 | | |
| MOT | Pearson Correlation | .408** | .610** | .638** | 1 |
| | Sig. (2-tailed) | <.001 | <.001 | <.001 | |
| N | | 144 | 144 | 144 | 144 |

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

Note: TLS = Transformational Leadership Style; EXR = Extrinsic Rewards; INR = Intrinsic Rewards; MOT = Employee Motivation

4.5. Analysis of Reliability

The scale-related sub-variables were assessed for reliability using Cronbach's Alpha test. As shown in Table 9, all the Cronbach's alpha values measured for the scales used in this study had values > 0.9. As such, it can be concluded that the variables have excellent internal consistency and are considered valid (George & Mallery, 2020).

Table 9-Reliability Statistics

| # | Scale | Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|-----------------------------------|------------------|--|------------|
| 1 | Transformational Leadership Style | .931 | .932 | 7 |
| 2 | Extrinsic Employee Reward | .959 | .959 | 12 |
| 3 | Intrinsic Employee Reward | .925 | .926 | 7 |
| 4 | Employee Motivation | .926 | .928 | 12 |

4.6. Analysis of Exploratory Factor

The questionnaire was tested for factorability using Exploratory factor analysis (EFA); the analysis included these tests, (1) Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy, (2) Bartlett's test of Sphericity, (3) Anti-image correlation, (4) Principal Component Analysis, and (5) Scree Plot.

4.6.1. Kaiser-Meyer-Olkin (KMO) and Bartlett's tests

Before the data are analysed, several tests should be used to determine if they are suitable for factor analysis. These include the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity (Williams, et al., 2010).

The Bartlett's Test of sphericity and the Kaiser-Meyer-Olkin measures of sampling adequacy was performed for the questionnaire items; the results were as shown in Table 10, which confirmed that it is suitable to conduct factors analysis on the questionnaire items (Field, 2013).

Table 10-KMO and Bartlett's Test Results

| KMO and Bartlett's Test | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .929 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 5246.120 |
| | df | 703 |
| | Sig. | .000 |

4.6.2. Anti-image Correlation

The anti-image correlation of a variable is a concept that refers to the part of a variable that is predictable by regressing every variable on all the other variables. The anti-image is a type of variable that cannot be predicted. It is represented by a matrix of the adverse effects of the partial correlations among the variables. The degree to which the various factors explain the results is represented by the partial correlation matrix. The Kaiser-Meyer-Olkin measure of sampling adequacy is used to determine the adequacy of the sampling.

As shown in Table 11 below, the various diagonal elements of the anti-correlation matrix have a cut-off value of over 0.87, which indicates that the elements are useful for factor analysis (Williams, et al., 2010). Noting that it is proposed that the minimum cut-off value of the anti-correlation matrix should be above 0.60 to be considered valid (Tabachnick & Fidell, 2014).

Table 11- Anti-image Correlation Matrix (Only diagonal data are presented)

| Anti-image Correlation Matrices | | | |
|---|-------------------|--|-------------------|
| Factor | MSA | Factor | MSA |
| 1.1. Communicates a clear and positive vision of the future | .901 ^a | 3.1. There is certain degree of autonomy in planning & performing organisational activities | .961 ^a |
| 1.2. Treats staff as individuals, supports and encourages their development | .873 ^a | 3.2. There is certain degree of responsibility for decision making regarding specific organisational tasks | .942 ^a |
| 1.3. Gives encouragement and recognition to staff | .877 ^a | 3.3. There is possibility to share suggestion and ideas about your work and the organisation as a whole | .950 ^a |
| 1.4. Fosters trust, involvement and cooperation among team members | .920 ^a | 3.4. There are opportunities in the company to learn & grow | .949 ^a |

| Anti-image Correlation Matrices | | | |
|---|-------------------|---|-------------------|
| Factor | MSA | Factor | MSA |
| 1.5. Encourages thinking about problems in new ways and questions assumptions | .917 ^a | 3.5. There is skill-gap training by the company on regular basis | .951 ^a |
| 1.6. Is clear about his/her values and practices what he/she preaches | .919 ^a | 3.6. There is acknowledgment system of an individual or team behaviour, effort, and accomplishment in the company | .949 ^a |
| 1.7. Instills pride and respect in others and inspires me by being highly competent | .943 ^a | 3.7. There are regular expressions of appreciation for good work by manager/leader | .940 ^a |
| 2.1. Payment by the company is according to individual contribution | .929 ^a | 4.1. Because I enjoy this work very much | .904 ^a |
| 2.2. There is pay by organisation for Overtime work done | .911 ^a | 4.2. Because I have fun doing my job | .880 ^a |
| 2.3. There is timely salary increment by the company | .946 ^a | 4.3. For the moments of pleasure that this job brings me | .934 ^a |
| 2.4. Pay decisions are linked to organisational goal achievement | .961 ^a | 4.4. I chose this job because it allows me to reach my life goals | .932 ^a |
| 2.5. The company pay competitive salary in relation to similar construction organisation | .970 ^a | 4.5. Because this job fulfills my career plans | .924 ^a |
| 2.6. There is individual based performance appraisal system in which pay increase with individual achievement in the organisation | .962 ^a | 4.6. Because this job fits my personal values | .874 ^a |
| 2.7. There is bonus pay by the company for goal achievement on regular basis | .928 ^a | 4.7. Because I have to be the best in my job, I have to be a “winner” | .892 ^a |
| 2.8. There is competitive Bonus by the company in relation to similar construction organisation | .931 ^a | 4.8. Because my work is my life and I don’t want to fail | .879 ^a |

| Anti-image Correlation Matrices | | | |
|--|-------------------|--|-------------------|
| Factor | MSA | Factor | MSA |
| 2.9. There is attractive benefit package in the company | .969 ^a | 4.9. Because my reputation depends on it | .880 ^a |
| 2.10. Everyone in the company has an equal opportunity for promotion | .925 ^a | 4.10. Because this job affords me a certain standard of living | .937 ^a |
| 2.11. There is advancement of an employee's rank or position in an organisational hierarchy system | .960 ^a | 4.11. Because it allows me to make a lot of money | .924 ^a |
| 2.12. There is clear promotion system in the organisation | .964 ^a | 4.12. I do this job for the paycheck | .895 ^a |

a. Measures of Sampling Adequacy (MSA)

4.6.3. Principal Component Analysis

Researchers commonly use the principal component analysis method to analyse the data presented in a table. It aims to identify the main characteristics of the information that it collects. It then generates a set of new variable concepts called principal components (Abdi & Williams, 2010). The concept of principal component analysis is a dimension-reduction technique that allows researchers to reduce the data they collect by considering the underlying or derived variables (Joliffe & Morgan, 1992).

The popularity of the principal components analysis method is likely due to the various statistical software packages that it is commonly used in, such as SAS and SPSS. Unlike other methods, the principal components analysis method does not involve the underlying structure of the variable. Instead, it considers all the variances in the manifest variables and then produces a complete solution (Costello & Osborne, 2005).

In the present study, the principal component analysis (PCA) was employed to get the underlying components that are loading on the research factors; these include (1)

Transformational Leadership, (2) Extrinsic Rewards, (3) Intrinsic Rewards, and (4) Employee Motivation. The Equamax with Kaiser Normalization rotation method was used to develop a more meaningful and effective solution by implementing a rotation (Beavers, et al., 2013).

Table 12 below shows the rotated component matrix for component factor loading after eliminating all components with cross-loadings on multiple factors and suppressing small factor loadings below 0.45 because loading is considered significant when a certain threshold is reached. In the present study, the sample size of 144 is required to have a 0.45-factor significance (Hair Jr., et al., 2009).

Table 12 - Rotated Component Matrix

| Rotated Component Matrix ^a | | | | |
|---|---------------------------------------|-----------------------------|-----------------------------|-------------------------------|
| | Component | | | |
| | 1 (Transformational Leadership) | 2 (Extrinsic Rewards) | 3 (Intrinsic Rewards) | 4 (Employee Motivation) |
| 1.1. Communicates a clear and positive vision of the future | .811 | | | |
| 1.2. Treats staff as individuals, supports and encourages their development | .897 | | | |
| 1.3. Gives encouragement and recognition to staff | .833 | | | |
| 1.4. Fosters trust, involvement and cooperation among team members | .780 | | | |
| 1.5. Encourages thinking about problems in new ways and questions assumptions | .759 | | | |
| 1.7. Instills pride and respect in others and inspires me by being highly competent | .663 | | | |
| 2.1. Payment by the company is according to individual contribution | | .749 | | |

| Rotated Component Matrix ^a | | | | |
|---|---------------------------------------|-----------------------------|-----------------------------|-------------------------------|
| | Component | | | |
| | 1 (Transformational Leadership) | 2 (Extrinsic Rewards) | 3 (Intrinsic Rewards) | 4 (Employee Motivation) |
| 2.2. There is pay by organisation for Overtime work done | | .725 | | |
| 2.3. There is timely salary increment by the company | | .805 | | |
| 2.4. Pay decisions are linked to organisational goal achievement | | .674 | | |
| 2.5. The company pay competitive salary in relation to similar construction organisation | | .613 | | |
| 2.6. There is individual based performance appraisal system in which pay increase with individual achievement in the organisation | | .680 | | |
| 2.7. There is bonus pay by the company for goal achievement on regular basis | | .698 | | |
| 3.1. There is certain degree of autonomy in planning & performing organisational activities | | | | .539 |
| 3.2. There is certain degree of responsibility for decision making regarding specific organisational tasks | | | | .621 |
| 3.3. There is possibility to share suggestion and ideas about your work and the organisation as a whole | | | | .665 |
| 3.4. There are opportunities in the company to learn & grow | | | | .770 |
| 3.5. There is skill-gap training by the company on regular basis | | | | .694 |

| Rotated Component Matrix ^a | | | | |
|---|---------------------------------------|-----------------------------|-----------------------------|-------------------------------|
| | Component | | | |
| | 1 (Transformational Leadership) | 2 (Extrinsic Rewards) | 3 (Intrinsic Rewards) | 4 (Employee Motivation) |
| 3.6. There is acknowledgment system of an individual or team behaviour, effort, and accomplishment in the company | | | | .667 |
| 3.7. There are regular expressions of appreciation for good work by manager/leader | | | | .648 |
| 4.7. Because I have to be the best in my job, I have to be a “winner” | | | .599 | |
| 4.8. Because my work is my life and I don’t want to fail | | | .827 | |
| 4.9. Because my reputation depends on it | | | .839 | |
| 4.10. Because this job affords me a certain standard of living | | | .787 | |
| 4.11. Because it allows me to make a lot of money | | | .795 | |
| 4.12. I do this job for the paycheck | | | .769 | |
| Extraction Method: Principal Component Analysis. | | | | |
| Rotation Method: Equamax with Kaiser Normalisation. ^a | | | | |
| a. Rotation converged in 8 iterations. | | | | |

Furthermore, Table 13 shows the total variance explained by the extracted factors after conducting a principal component analysis, where it found that the 26 components explain 71.756% of the variance in the four factors, transformational leadership style, extrinsic rewards, intrinsic rewards and employee motivation, which is above 60% the required, acceptable variance explained in factor analysis (Hair Jr., et al., 2009).

Table 13- Total Variance Explained

| Total Variance Explained | | | | | | | | | |
|--------------------------|---------------------|----------|---------|-------------------------------------|----------|--------|-----------------------------------|----------|--------|
| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
| | Total | % of Var | Cum. % | Total | % of Var | Cum. % | Total | % of Var | Cum. % |
| 1 | 12.824 | 49.321 | 49.321 | 12.824 | 49.321 | 49.321 | 4.873 | 18.741 | 18.741 |
| 2 | 2.962 | 11.394 | 60.715 | 2.962 | 11.394 | 60.715 | 4.657 | 17.910 | 36.651 |
| 3 | 1.850 | 7.115 | 67.831 | 1.850 | 7.115 | 67.831 | 4.645 | 17.867 | 54.518 |
| 4 | 1.020 | 3.925 | 71.756 | 1.020 | 3.925 | 71.756 | 4.482 | 17.238 | 71.756 |
| 5 | 0.676 | 2.599 | 74.355 | | | | | | |
| 6 | 0.629 | 2.421 | 76.776 | | | | | | |
| 7 | 0.616 | 2.367 | 79.143 | | | | | | |
| 8 | 0.525 | 2.021 | 81.164 | | | | | | |
| 9 | 0.516 | 1.986 | 83.150 | | | | | | |
| 10 | 0.454 | 1.746 | 84.896 | | | | | | |
| 11 | 0.427 | 1.644 | 86.540 | | | | | | |
| 12 | 0.396 | 1.524 | 88.064 | | | | | | |
| 13 | 0.371 | 1.428 | 89.492 | | | | | | |
| 14 | 0.355 | 1.366 | 90.858 | | | | | | |
| 15 | 0.319 | 1.228 | 92.086 | | | | | | |
| 16 | 0.287 | 1.105 | 93.191 | | | | | | |
| 17 | 0.263 | 1.011 | 94.202 | | | | | | |
| 18 | 0.242 | 0.931 | 95.132 | | | | | | |
| 19 | 0.213 | 0.818 | 95.950 | | | | | | |
| 20 | 0.191 | 0.733 | 96.683 | | | | | | |
| 21 | 0.184 | 0.709 | 97.392 | | | | | | |
| 22 | 0.177 | 0.682 | 98.074 | | | | | | |
| 23 | 0.162 | 0.623 | 98.698 | | | | | | |
| 24 | 0.128 | 0.492 | 99.190 | | | | | | |
| 25 | 0.107 | 0.411 | 99.601 | | | | | | |
| 26 | 0.104 | 0.399 | 100.000 | | | | | | |

| Total Variance Explained | | | | | | | | | |
|--------------------------|---------------------|----------|--------|-------------------------------------|----------|--------|-----------------------------------|----------|--------|
| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
| | Total | % of Var | Cum. % | Total | % of Var | Cum. % | Total | % of Var | Cum. % |

Extraction Method: Principal Component Analysis.

According to the PCA findings, 12 out of 38 questions were eliminated from the used scales: 1 question from the transformational leadership style scale, five questions from the extrinsic rewards scale, and six questions from the employee motivation scale. All the scale's questions load on the expected factors without cross-loadings or deviation from the required factor.

4.6.4. Scree Plot

A Scree plot is typically looked at in two steps. The first step involves drawing a straight line through the eigenvalues of the plot, which shows where the break or debris occurs. The second step involves identifying the number of factors that will be retained. However, the subjective nature of interpreting Scree plots requires researcher judgement to determine which factors should be retained. If the plot is messy, additional data extraction and manipulation are required (Williams, et al., 2010).

As shown in Figure 7 below, the results of the Scree plot and eigenvalues inspection for the factors after extraction and elimination of factors with insignificant factor loading or cross-loading on multiple factors, as seen in Table 12 revealed a departure from the linearity of the plot, which resulted in a 4-factor result. The data should be analysed for four factors corresponding to our hypotheses.

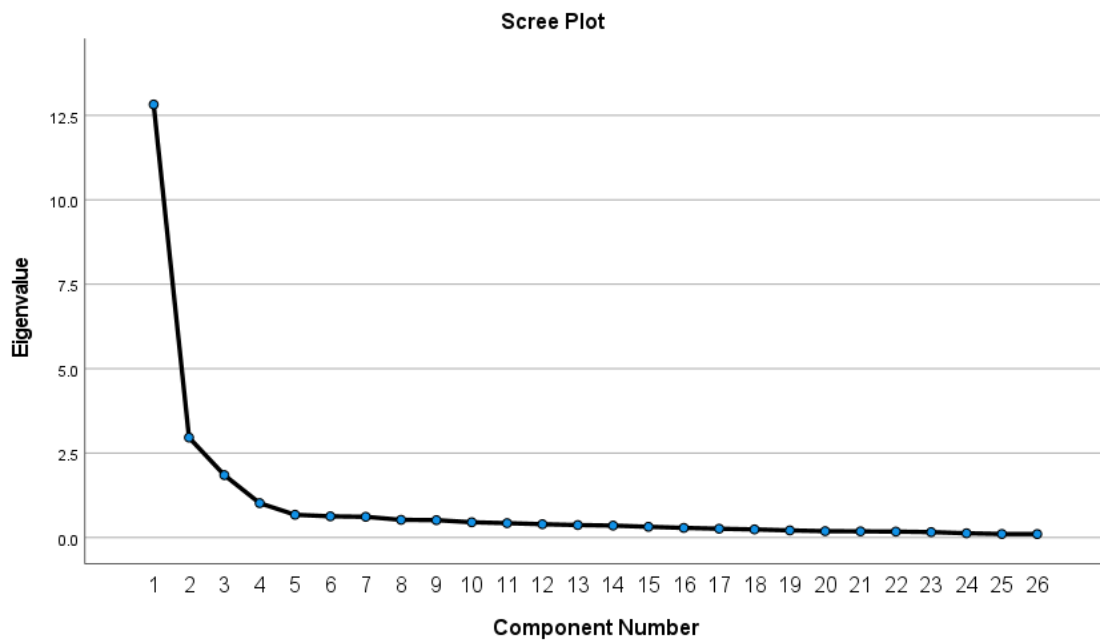


Figure 7- Scree Plot

4.7. Analysis of Moderation

The relationship between transformational leadership style and employee motivation was proved by a literature review (Gui, et al., 2020) (Kimani, 2021) (Lee & Schuele, 2010) (Busari, et al., 2020). However, a regression test and ANOVA analysis were performed before conducting the moderation analysis to check the relationship between transformational leadership style and employee motivation for the research sample, as shown in Table 14 and Table 15 below.

Table 14- Regression Model Summary

| Model Summary | | | | | | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| 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 | .408 ^a | 0.167 | 0.161 | 0.91615963 | 0.167 | 28.370 | 1 | 142 | 0.000 |

a. Predictors: (Constant), (TLS)

Table 15-ANOVA Analysis of Regression Model

| ANOVA ^a |
|--------------------|
|--------------------|

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|--------------------|
| 1 | Regression | 23.813 | 1 | 23.813 | 28.370 | <.001 ^b |
| | Residual | 119.187 | 142 | 0.839 | | |
| | Total | 143.000 | 143 | | | |

a. Dependent Variable: (MOT)

b. Predictors: (Constant), (TLS)

Table 14 shows the multiple correlation coefficient (R) of 0.408, which predicts a medium-strength linear relationship between the level of employee motivation that will be achieved through transformational leadership. As well as the R-squared determination coefficient also shows that the transformational leadership style is responsible for about 16% only of the variation in employee motivation.

Furthermore, Table 15 shows the F-value of 28.370 and the associated P-value of less than 0.05, which indicates that the regression model is significant, and the employee motivation was predicted by transformational leadership style according to the values obtained from the regression model.

Next to the regression test and ANOVA analysis, moderation analysis was conducted using Hayes SPSS Process Model 2. (Aguinis , et al., 2011) explain that concept of a moderating effect is used to describe the relationship between two or more variables. It determines if the relationship between the two depends on the value of other variables.

Moderation analysis using double moderation was conducted to determine if the relationship between the independent variable Transformational Leadership style and the dependent variable Employee Motivation is affected by both independent variables Extrinsic Reward and Intrinsic Reward.

Table 16 shows the Hayes SPSS macro process output, where the p values indicate that when inspecting the effect of the three independent variables (transformational leadership style, extrinsic rewards, and intrinsic rewards) together on the dependent variable (employee motivation), we find that there is a significant direct relationship between both extrinsic rewards and extrinsic rewards on employee motivation. However, there is an insignificant direct relationship between transformational leadership style on employee motivation. As well as there is no moderating effect for the extrinsic and intrinsic rewards on the relationship between transformation leadership style and employee motivation.

The moderation analysis model was also checked for validity using regression, as shown in Table 17, which indicates that the moderation model is valid based on R value 0.67, R-square value 0.45 and P-value 0.

Table 16-Hayes SPSS PROCESS Moderation Analysis output

| Model | | | | | | |
|---|---------|--------|---------|----------------------|---------|--------|
| | coeff | se | t | p | LLCI | ULCI |
| constant | 0.0573 | 0.0787 | 0.7283 | 0.4677 | -0.0983 | 0.213 |
| Transformational Leadership Style (TLS) | -0.0347 | 0.0869 | -0.3992 | <u>0.6904</u> | -0.2065 | 0.1371 |
| Extrinsic Rewards (EXR) | 0.3198 | 0.1054 | 3.0346 | <u>0.0029</u> | 0.1114 | 0.5281 |
| Interaction_1 (TLSxEXR) | -0.0677 | 0.0957 | -0.7073 | <u>0.4806</u> | -0.2569 | 0.1215 |
| Intrinsic Rewards (INR) | 0.3997 | 0.1156 | 3.4568 | <u>0.0007</u> | 0.1711 | 0.6283 |
| Interaction_2 (TLSxINR) | -0.0395 | 0.1037 | -0.3806 | <u>0.7041</u> | -0.2445 | 0.1656 |

Table 17-Hayes SPSS PROCESS Moderation Analysis Model Summary

| Model Summary | | | | | | |
|---------------|------|-----|---|-----|-----|---|
| R | R-sq | MSE | F | df1 | df2 | p |

| | | | | | | |
|---------------|---------------|--------|---------|---|-----|----------|
| <u>0.6719</u> | <u>0.4514</u> | 0.5684 | 22.7124 | 5 | 138 | <u>0</u> |
|---------------|---------------|--------|---------|---|-----|----------|

4.8.Discussion

Based on the research analysis results shown in this chapter, we conclude the following about research hypotheses:

According to the results shown in Table 14 for the regression model of the independent variable (Transformational Leadership style) and the dependent variable (Employee Motivation), the first hypothesis, H1 (Transformational leadership style positively affects employee motivation in construction organisations in UAE) is supported (P-value < 0.05), which is in line with the findings of (Al Khajeh, 2018), (Zheng, et al., 2019), (Kimani, 2021), (Lee & Kuo, 2019) and others, that transformational leadership style have a positive impact on employee motivation.

However, according to the moderation model analysis shown in Table 16, there is no evidence that transformational leadership style affects employee motivation in construction organisations in UAE (P-value = 0.69 > 0.05) which is contradictory to the literature review findings and the regression model shown in Table 14.

Furthermore, the R-Square value for the moderation model shown in Table 17 equals 0.4514, which is higher than the r-square value for the regression model (r square =0.167) shown in Table 14. Therefore we suggest that the moderation model is more robust according to (George & Mallery, 2020) and there is no evidence that transformational leadership style has a significant effect on employee motivation, therefor H1 is not supported, and the contradiction with the previous researches findings could be due to the presence of the employee rewards variables in the model which maybe resulted in suppressing effect causing

to decrease the predictive validity of transformational leadership style when they were included in the moderation analysis regression equation (Krus & Wilkinson, 1986).

Next, according to the moderation model analysis, there is strong evidence that both Intrinsic and extrinsic rewards do increase employee motivation in construction organisations in UAE as $P\text{-value} < 0.05$ for EXR and INR variables, as shown in Table 16. Therefore both hypotheses H2 (Extrinsic rewards increase employee motivation in construction organisations in UAE) and H3 (Intrinsic rewards increase employee motivation in construction organisations in UAE) are supported, which is in line with the other research discussed in the literature review, including (Samuel, 2021), (Niguse & Getachew, 2019), (Rathnasekara & D.A.T., 2021), (Abdul Rohim & Budhiasa, 2019) and others, as they stated that monetary rewards, as well as non-monetary rewards, can help employees improve their performance and motivation.

Lastly, the moderating effect of employee rewards, both intrinsic and extrinsic, was not found according to the moderation model analysis shown in Table 16 as both of the $P\text{-values} > 0.05$ for H4 (Extrinsic rewards moderates the relationship between transformational leadership style and employee motivation) and H5 (Intrinsic rewards moderates the relationship between transformational leadership style and employee motivation). Therefore, it is strongly suggested that there is not enough evidence to support H4 and H5 hypotheses. It also suggests that extrinsic or intrinsic rewards do not affect the relationship between transformational leadership style and employee motivation in construction organisations in UAE. However, both reward types have a significant relationship with employee motivation.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1.Introduction

The study was conducted to investigate the effects of transformational leadership styles and employee rewards on the motivation of construction workers in the United Arab Emirates. Following the previous chapter's analysis and discussion, the concluding chapter will answer the research questions about employees working in construction organisations in UAE; these include the first question, what is the effect of Intrinsic and extrinsic rewards on employee motivation?, and the second question, does the presence or absence of intrinsic and extrinsic rewards affect the impact of transformational leadership style on employee motivation?.

The researcher carried out the study using a quantitative approach to collect the data through using an online pre-designed questionnaire to gather information from the construction workers in the UAE. The survey questionnaire contains 40 questions distributed over six sections of the study: Introduction, Transformational Leadership Style, Extrinsic Rewards, Intrinsic Rewards, Employee Motivation and Demographic Data. The study was conducted through an online survey platform called Online Surveys. The survey was initially distributed to the researcher's contacts in the construction industry in UAE, and all participants were invited to share it with their acquaintances in the same industry.

Then, the data collected during the survey were analysed using descriptive and inferential statistical methods. The researcher utilised the statistical package of IBM, SPSS 28, to perform various analyses. These included descriptive research, exploratory factor analysis, and moderation analysis.

5.2. Conclusion

The findings of this study contribute to the body of knowledge regarding the relationship between the transformational leadership style, intrinsic and extrinsic employee rewards and the effects these yield in terms of employee motivation. The study findings revealed a significant relationship between both types of employee rewards and employee motivation. The proven relationship states that there is a positive impact between intrinsic and extrinsic employee rewards on employee motivation for the construction sector in UAE, which answers the first research question.

Also, the study findings suggest that there is not enough evidence supporting the notion that the presence or absence of intrinsic and extrinsic rewards affect the impact of transformational leadership style on employee motivation for construction employees in UAE.

The results of the study findings were compared with the previous research, which contributed to the literature's current state. The study's limitations were acknowledged, and theoretical and practical implications were discussed to improve the scope of research on employee rewards and the relationship between the transformational leadership style and employee motivation. The findings of this study are expected to contribute to the development of a comprehensive body of knowledge related to the relationship between the transformational leadership style, employee rewards and employee motivation.

5.3. Theoretical and Practical Implications

5.3.1. Theoretical Implications

One of the main theoretical implications of the study is related to the statement supports that the transformational leadership style has a significant impact on employees motivation in

the construction industry (Al Khajeh, 2018), (Zheng, et al., 2019), (Kimani, 2021), (Lee & Kuo, 2019). This statement is challenged in this study's results. For instance, if one follows this assumption, one would expect that leaders who adopt transformational leadership would increase the motivation of the construction workers and employees. However, the study found that the construction employees' motivation results did not differ regarding how frequently the leader engages in transformational leadership style behaviours in the construction industry.

This suggests that when developing a conceptual model for research in employee motivation, scholars should consider the different dimensions of influences on employee motivation that could be confounding within the relationship between transformational leadership style and employee motivation. For instance, not all employees led by a non-transformational leadership style are considered not motivated or vice versa. Other factors influencing employee motivation, such as employee rewards, shall be regarded.

Another theoretical implication of the study is related to the statement that supports the notion that providing efficient reward management systems that consider both financial and non-financial aspects is important to increase employee motivation (Emelianova, 2019), (Samuel, 2021), (Noor, et al., 2018), (Niguse & Getachew, 2019), (Rathnasekara & D.A.T., 2021). This study likewise shows that providing monetary and non-monetary incentives and rewards for the employees positively influences the construction employees' motivation in UAE.

5.3.2. Practical Implications

The findings of this study shall provide necessary suggestions to the managers of the construction organisations in the UAE to help them motivate their employees and increase their performance and productivity consequently (Johari & Jha, 2020), (Lorincová , et al., 2019) .

First, construction organisations in UAE shall consider providing a well-designed reward management program essential to their organisation's human resources management system. Reward and recognition programs are critical to employee motivation, and help organisations provide a high-performance culture. Such programs help employees feel valued and motivated to work harder and produce more. They additionally help build a sense of commitment and energy in the workplace. A well-designed and well-executed program can help boost employee well-being, a vital factor that businesses consider when investing in their employees.

As explained by (Armstrong, 2007) Reward management is a process that follows a well-defined set of guiding principles and beliefs aligned with the organisation's values. It can help implement a culture that is consistent with the goals and values of the company. According to the philosophy of HR management, it is proper to reward employees according to their contributions to the company.

Reward management principles also recognise that it should be strategic to implement programs designed to help employees feel valued and motivated to work harder. They additionally help build a sense of commitment and energy in the workplace. Implementing these programs should flow from the company's overall strategy. Reward management generally focuses on a total reward program, which considers all aspects of the program. This strategy ensures that the program is aligned with the goals and initiatives of the company's HR department.

As explained above, reward management will provide a high-performance culture that encourages employees to perform at their best and to behave in a way that is consistent with the company's goals and values. This type of culture can help boost the performance of an organisation by identifying and implementing multiple processes designed to improve its

efficiency. Aside from improving its efficiency, this type of culture can also help boost the performance of its employees by developing a stable and committed work environment (Niguse & Getachew, 2019).

5.4. Limitations and directions for further research

Although the study provides valuable insight into the influence on employee motivation encountered by transformational leadership style and employee rewards, it also highlights the future limitations researchers face. First, the study was only conducted in the United Arab Emirates and for construction industry workers, where expats constitute approximately 89% of the population (Global Media Insight, 2022) . Since the data collected from the survey only included construction employees in that region, the study's results may differ from those in the different areas and industries. In future studies, the researchers may ask employees from other sectors or regions where demographics differ. This could help identify potential differences in their perceptions of employee rewards and leadership styles and how it affects their motivation.

Second, the study was conducted with a small sample size (N=144). This means that the study results may differ if the sample size is increased. In future studies, it's also possible that researchers can use large samples to collect data from employees. They might also conduct comparative studies to compare the effects of employee rewards and transformational leadership style on employee motivation in the UAE and other countries within different industries.

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APPENDICES

Appendix A: Questionnaire

Survey on Employee Reward as Moderator in The Relationship Between Transformational Leadership Style on Employee Motivation in Construction Organizations in UAE

This questionnaire is part of a master's degree dissertation, I am deeply thankful if you can spend up to 5-10 minutes of your time to answer the following questions. Your answers would be greatly beneficial for the study. Data collection is anonymous, serves the purpose of the described research only and will not be used elsewhere. In this regard, your name and sensitive private data are not asked.

Thank you,

- **Part A:** Using the scale below, please rate your manager in terms of how frequently he or she engages in the behavior described.

| | Never | Rarely | Occasionally | Frequently | Always |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Communicates a clear and positive vision of the future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Treats staff as individuals, supports and encourages their development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Gives encouragement and recognition to staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Fosters trust, involvement and cooperation among team members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Encourages thinking about problems in new ways and questions assumptions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is clear about his/her values and practices what he/she preaches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Instills pride and respect in others and inspires me by being highly competent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- **Part B:** Using the scale below, please rate how much do you agree or disagree with the following statements about your current company

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|------------------------------|--------------------------|--------------------------|---------------------------|
| 1. Payment by the company is according to individual contribution | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There is pay by organization for Overtime work done | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There is timely salary increment by the company | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Pay decisions are linked to organizational goal achievement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The company pay competitive salary in relation to similar construction organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There is individual based performance appraisal system in which pay increase with individual achievement in the organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There is bonus pay by the company for goal achievement on regular basis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. There is attractive benefit package in the company | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. There is competitive Bonus by the company in relation to similar construction organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Everyone in the company has an equal opportunity for promotion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. There is advancement of an employee's rank or position in an organizational hierarchy system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. There is clear promotion system in the organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- **Part C:** Using the scale below, please rate how much do you agree or disagree with the following statements about your current company

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|------------------------------|--------------------------|--------------------------|---------------------------|
| 1. There is certain degree of autonomy in planning & performing organizational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There is certain degree of responsibility for decision making regarding specific organizational tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There is possibility to share suggestion and ideas about your work and the organization as a whole | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There are opportunities in the company to learn & grow | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. There is skill-gap training by the company on regular basis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There is acknowledgment system of an individual or team behavior, effort, and accomplishment in the company | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There are regular expressions of appreciation for good work by manager/leader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- **Part D:** Using the scale below, please indicate for each of the following statements to what degree they presently correspond to one of the reasons for which you are doing this specific job

| | Not At All | A Little | Moderately | Strongly | Exactly |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Because I enjoy this work very much | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Because I have fun doing my job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. For the moments of pleasure that this job brings me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I chose this job because it allows me to reach my life goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Because this job fulfills my career plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Because this job fits my personal values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Because I have to be the best in my job, I have to be a “winner” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Because my work is my life and I don’t want to fail | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Because my reputation depends on it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Because this job affords me a certain standard of living | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Because it allows me to make a lot of money | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I do this job for the paycheck | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- **Part E:** Please answer the following demographic questions.

| | Male | Female | Don’t Want to Disclose |
|-------------------------|--------------------------|--------------------------|--------------------------|
| 13 What is your gender? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Less than 30 | From 31 to less than 40 | From 41 to less than 60 | Above 60 | Don’t Want to Disclose |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. What is your age category? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix B: Raw Data

Question 1 – Transformational Leadership Style

| Respondent Number / Question Number | Q1_1 | Q1_2 | Q1_3 | Q1_4 | Q1_5 | Q1_6 | Q1_7 |
|-------------------------------------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 4 | 4 | 3 | 4 | 4 |
| 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 |
| 3 | 2 | 3 | 4 | 3 | 3 | 4 | 3 |
| 4 | 3 | 5 | 5 | 5 | 4 | 3 | 5 |
| 5 | 4 | 4 | 5 | 4 | 3 | 4 | 3 |
| 6 | 4 | 3 | 5 | 3 | 3 | 2 | 1 |
| 7 | 4 | 5 | 5 | 4 | 5 | 4 | 5 |
| 8 | 4 | 5 | 4 | 4 | 4 | 4 | 4 |
| 9 | 4 | 5 | 3 | 4 | 4 | 5 | 5 |
| 10 | 3 | 4 | 3 | 4 | 4 | 3 | 3 |
| 11 | 3 | 2 | 2 | 4 | 4 | 4 | 3 |
| 12 | 4 | 3 | 3 | 3 | 3 | 3 | 2 |
| 13 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 14 | 4 | 3 | 4 | 3 | 4 | 3 | 3 |
| 15 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 16 | 4 | 5 | 5 | 5 | 4 | 5 | 5 |
| 17 | 1 | 3 | 3 | 2 | 1 | 1 | 1 |
| 18 | 4 | 5 | 4 | 5 | 5 | 5 | 4 |
| 19 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 20 | 5 | 5 | 5 | 5 | 5 | 4 | 4 |
| 21 | 3 | 3 | 4 | 4 | 3 | 2 | 3 |
| 22 | 3 | 4 | 3 | 4 | 3 | 4 | 4 |
| 23 | 4 | 5 | 4 | 5 | 5 | 3 | 4 |
| 24 | 4 | 4 | 4 | 4 | 5 | 4 | 4 |
| 25 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| 26 | 2 | 2 | 1 | 1 | 2 | 1 | 2 |
| 27 | 4 | 5 | 4 | 4 | 5 | 4 | 4 |
| 28 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 30 | 5 | 5 | 4 | 5 | 3 | 3 | 5 |
| 31 | 2 | 2 | 1 | 3 | 1 | 2 | 2 |
| 32 | 4 | 5 | 4 | 3 | 4 | 3 | 4 |
| 33 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| 34 | 5 | 5 | 5 | 3 | 2 | 3 | 5 |

| Respondent Number / Question Number | Q1_1 | Q1_2 | Q1_3 | Q1_4 | Q1_5 | Q1_6 | Q1_7 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 35 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 36 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| 37 | 5 | 4 | 4 | 4 | 3 | 4 | 5 |
| 38 | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| 39 | 5 | 4 | 4 | 4 | 4 | 3 | 2 |
| 40 | 2 | 3 | 4 | 2 | 2 | 3 | 4 |
| 41 | 1 | 2 | 1 | 2 | 2 | 2 | 1 |
| 42 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| 43 | 5 | 4 | 5 | 4 | 5 | 4 | 5 |
| 44 | 1 | 2 | 1 | 2 | 2 | 2 | 2 |
| 45 | 5 | 3 | 3 | 3 | 3 | 3 | 4 |
| 46 | 1 | 3 | 2 | 1 | 3 | 2 | 3 |
| 47 | 4 | 2 | 3 | 1 | 3 | 2 | 1 |
| 48 | 1 | 2 | 1 | 2 | 2 | 2 | 2 |
| 49 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 50 | 2 | 1 | 2 | 2 | 2 | 3 | 3 |
| 51 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| 52 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| 53 | 3 | 3 | 3 | 3 | 5 | 5 | 5 |
| 54 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| 55 | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| 56 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 57 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 58 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| 59 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 60 | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| 61 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| 62 | 2 | 2 | 1 | 1 | 1 | 2 | 1 |
| 63 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| 64 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 65 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| 66 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| 67 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 68 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| 69 | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| 70 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| 71 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 72 | 3 | 3 | 2 | 2 | 1 | 1 | 2 |
| 73 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |

| Respondent Number / Question Number | Q1_1 | Q1_2 | Q1_3 | Q1_4 | Q1_5 | Q1_6 | Q1_7 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 74 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| 75 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| 76 | 3 | 3 | 4 | 4 | 4 | 5 | 5 |
| 77 | 3 | 4 | 4 | 4 | 5 | 5 | 4 |
| 78 | 3 | 3 | 3 | 4 | 4 | 5 | 5 |
| 79 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| 80 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| 81 | 3 | 3 | 4 | 4 | 4 | 3 | 3 |
| 82 | 3 | 3 | 3 | 4 | 3 | 4 | 3 |
| 83 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 84 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 85 | 1 | 2 | 2 | 2 | 1 | 1 | 1 |
| 86 | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| 87 | 1 | 1 | 2 | 2 | 3 | 3 | 3 |
| 88 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| 89 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| 90 | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| 91 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| 92 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 93 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| 94 | 4 | 4 | 4 | 3 | 5 | 5 | 5 |
| 95 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 96 | 2 | 2 | 1 | 2 | 1 | 2 | 1 |
| 97 | 3 | 3 | 3 | 3 | 2 | 2 | 1 |
| 98 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| 99 | 2 | 2 | 2 | 1 | 2 | 1 | 3 |
| 100 | 3 | 3 | 3 | 4 | 4 | 4 | 3 |
| 101 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 102 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| 103 | 4 | 4 | 3 | 4 | 4 | 4 | 3 |
| 104 | 2 | 3 | 5 | 3 | 4 | 2 | 3 |
| 105 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 106 | 4 | 5 | 4 | 5 | 5 | 4 | 4 |
| 107 | 1 | 2 | 1 | 2 | 1 | 2 | 1 |
| 108 | 3 | 4 | 5 | 4 | 3 | 4 | 5 |
| 109 | 2 | 2 | 1 | 2 | 1 | 2 | 1 |
| 110 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 111 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| 112 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |

| Respondent Number / Question Number | Q1_1 | Q1_2 | Q1_3 | Q1_4 | Q1_5 | Q1_6 | Q1_7 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 113 | 1 | 2 | 3 | 3 | 2 | 2 | 2 |
| 114 | 5 | 5 | 4 | 4 | 3 | 3 | 3 |
| 115 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 116 | 3 | 3 | 3 | 4 | 4 | 4 | 3 |
| 117 | 3 | 4 | 3 | 4 | 3 | 4 | 3 |
| 118 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| 119 | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| 120 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 121 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 122 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| 123 | 2 | 3 | 4 | 3 | 2 | 4 | 3 |
| 124 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 125 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| 126 | 3 | 3 | 3 | 4 | 4 | 4 | 5 |
| 127 | 3 | 3 | 3 | 4 | 4 | 4 | 4 |
| 128 | 3 | 3 | 3 | 4 | 4 | 5 | 5 |
| 129 | 3 | 4 | 4 | 5 | 5 | 5 | 5 |
| 130 | 3 | 3 | 3 | 4 | 4 | 5 | 5 |
| 131 | 3 | 3 | 3 | 4 | 4 | 4 | 4 |
| 132 | 2 | 2 | 1 | 1 | 2 | 2 | 1 |
| 133 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 134 | 3 | 3 | 3 | 3 | 3 | 5 | 5 |
| 135 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| 136 | 3 | 4 | 2 | 4 | 3 | 2 | 3 |
| 137 | 3 | 2 | 3 | 3 | 4 | 3 | 3 |
| 138 | 4 | 4 | 5 | 4 | 4 | 3 | 4 |
| 139 | 2 | 3 | 3 | 3 | 2 | 3 | 3 |
| 140 | 2 | 4 | 4 | 4 | 4 | 4 | 4 |
| 141 | 5 | 4 | 4 | 5 | 5 | 4 | 4 |
| 142 | 4 | 4 | 3 | 4 | 4 | 3 | 4 |
| 143 | 1 | 1 | 1 | 3 | 2 | 2 | 1 |
| 144 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |

Question 2 – Extrinsic Rewards

| Respondent Number / Question Number | Q2_1 | Q2_2 | Q2_3 | Q2_4 | Q2_5 | Q2_6 | Q2_7 | Q2_8 | Q2_9 | Q2_1_1 | Q2_1_2 | Q2_1_3 |
|-------------------------------------|------|------|------|------|------|------|------|------|------|--------|--------|--------|
| 1 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| 2 | 2 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 2 | 2 | 1 | 2 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| 4 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 3 | 1 | 1 |
| 5 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 |
| 6 | 1 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 4 | 4 | 2 | 3 |
| 7 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | 1 | 3 | 1 | 1 | 1 |
| 8 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| 9 | 1 | 1 | 3 | 3 | 1 | 3 | 4 | 2 | 3 | 2 | 2 | 2 |
| 10 | 2 | 2 | 2 | 4 | 3 | 4 | 3 | 3 | 4 | 1 | 3 | 2 |
| 11 | 1 | 1 | 2 | 1 | 3 | 2 | 1 | 1 | 1 | 2 | 3 | 2 |
| 12 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 13 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 14 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 15 | 1 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 2 | 1 | 2 | 1 |
| 16 | 2 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 2 | 2 | 3 |
| 17 | 3 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 |
| 18 | 2 | 4 | 4 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 2 |
| 19 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 20 | 3 | 2 | 2 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 2 |
| 21 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| 22 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| 23 | 2 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 3 | 2 | 3 | 2 |
| 24 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| 25 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 |
| 26 | 2 | 3 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 27 | 2 | 2 | 2 | 3 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 1 |
| 28 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 4 |
| 29 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 30 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 |
| 31 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 32 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 2 |
| 33 | 3 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 3 | 4 | 4 |
| 34 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 4 | 2 |
| 35 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 |
| 36 | 1 | 2 | 3 | 2 | 1 | 3 | 1 | 1 | 2 | 1 | 1 | 2 |

| Respondent Number / Question Number | Q2_1 | Q2_2 | Q2_3 | Q2_4 | Q2_5 | Q2_6 | Q2_7 | Q2_8 | Q2_9 | Q2_1_1 | Q2_1_2 | Q2_1_3 |
|-------------------------------------|------|------|------|------|------|------|------|------|------|--------|--------|--------|
| 37 | 3 | 2 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 |
| 38 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 1 |
| 39 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| 40 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 1 | 1 |
| 41 | 2 | 1 | 3 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 3 |
| 42 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 2 |
| 43 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 |
| 44 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| 45 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| 46 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 |
| 47 | 3 | 1 | 1 | 4 | 3 | 3 | 2 | 2 | 1 | 1 | 1 | 2 |
| 48 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| 49 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| 50 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 51 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 |
| 52 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| 53 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 |
| 54 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| 55 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| 56 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 57 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 58 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 59 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 |
| 60 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 61 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 62 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| 63 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 64 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 |
| 65 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 66 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| 67 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| 68 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
| 69 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| 70 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| 71 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 |
| 72 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 1 | 1 | 1 | 1 |
| 73 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 2 |
| 74 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 1 |
| 75 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |

| Respondent Number / Question Number | Q2_ 1 | Q2_ 2 | Q2_ 3 | Q2_ 4 | Q2_ 5 | Q2_ 6 | Q2_ 7 | Q2_ 8 | Q2_ 9 | Q2_1 1 | Q2_1 2 | Q2_1 3 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 76 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 |
| 77 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| 78 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 3 |
| 79 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| 80 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| 81 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 82 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 |
| 83 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 84 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 |
| 85 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 |
| 86 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| 87 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| 88 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| 89 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 2 |
| 90 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| 91 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 92 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 |
| 93 | 2 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 |
| 94 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 |
| 95 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 |
| 96 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 |
| 97 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 |
| 98 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
| 99 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 2 |
| 100 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 |
| 101 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 |
| 102 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| 103 | 2 | 1 | 1 | 3 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| 104 | 3 | 3 | 4 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| 105 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 106 | 2 | 2 | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| 107 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 1 |
| 108 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 |
| 109 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 2 |
| 110 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| 111 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| 112 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| 113 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| 114 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 4 |

| Responde nt Number / Question Number | Q2_ 1 | Q2_ 2 | Q2_ 3 | Q2_ 4 | Q2_ 5 | Q2_ 6 | Q2_ 7 | Q2_ 8 | Q2_ 9 | Q2_1 1 | Q2_1 2 | Q2_1 3 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 115 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 |
| 116 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 |
| 117 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 118 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 119 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 3 |
| 120 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 121 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 122 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 123 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| 124 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 125 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 126 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 3 |
| 127 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 128 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 |
| 129 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 |
| 130 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 |
| 131 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 |
| 132 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| 133 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 |
| 134 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 135 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| 136 | 4 | 2 | 2 | 4 | 3 | 4 | 2 | 2 | 3 | 4 | 2 | 3 |
| 137 | 1 | 1 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 1 | 3 | 2 |
| 138 | 1 | 4 | 1 | 1 | 2 | 2 | 2 | 1 | 3 | 3 | 3 | 3 |
| 139 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 140 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| 141 | 3 | 4 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| 142 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 2 | 3 | 3 |
| 143 | 1 | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 144 | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |

Question 3 – Intrinsic Rewards

| Respondent Number / Question Number | Q3_1 | Q3_2 | Q3_3 | Q3_4 | Q3_5 | Q3_6 | Q3_7 |
|-------------------------------------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 2 | 1 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 3 | 2 | 1 |
| 3 | 2 | 3 | 3 | 3 | 1 | 1 | 3 |
| 4 | 3 | 3 | 1 | 3 | 3 | 3 | 1 |
| 5 | 3 | 3 | 2 | 2 | 4 | 3 | 3 |
| 6 | 2 | 3 | 3 | 3 | 3 | 4 | 4 |
| 7 | 3 | 3 | 3 | 4 | 3 | 1 | 3 |
| 8 | 3 | 3 | 4 | 3 | 2 | 4 | 4 |
| 9 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 10 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| 11 | 1 | 4 | 1 | 3 | 2 | 3 | 2 |
| 12 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 13 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| 14 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 15 | 2 | 3 | 3 | 2 | 1 | 3 | 2 |
| 16 | 3 | 4 | 4 | 4 | 4 | 4 | 3 |
| 17 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| 18 | 3 | 2 | 3 | 4 | 3 | 3 | 3 |
| 19 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| 20 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 21 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 22 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| 23 | 3 | 4 | 4 | 3 | 3 | 3 | 3 |
| 24 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| 25 | 1 | 2 | 2 | 3 | 3 | 3 | 2 |
| 26 | 2 | 1 | 2 | 3 | 1 | 1 | 1 |
| 27 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 28 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 29 | 2 | 1 | 1 | 1 | 3 | 1 | 1 |
| 30 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 31 | 1 | 3 | 2 | 3 | 2 | 2 | 2 |
| 32 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| 33 | 1 | 2 | 3 | 4 | 3 | 3 | 3 |
| 34 | 2 | 4 | 2 | 3 | 1 | 1 | 2 |
| 35 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 36 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| 37 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

| Respondent Number / Question Number | Q3_1 | Q3_2 | Q3_3 | Q3_4 | Q3_5 | Q3_6 | Q3_7 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 38 | 1 | 2 | 2 | 2 | 1 | 2 | 2 |
| 39 | 2 | 2 | 2 | 3 | 1 | 1 | 2 |
| 40 | 3 | 3 | 2 | 1 | 4 | 2 | 1 |
| 41 | 2 | 2 | 1 | 3 | 3 | 2 | 3 |
| 42 | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| 43 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 44 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| 45 | 4 | 4 | 4 | 4 | 3 | 3 | 3 |
| 46 | 1 | 1 | 2 | 2 | 2 | 2 | 1 |
| 47 | 1 | 4 | 3 | 3 | 2 | 1 | 3 |
| 48 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| 49 | 3 | 4 | 4 | 3 | 3 | 4 | 4 |
| 50 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 51 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 52 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| 53 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 54 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| 55 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| 56 | 4 | 4 | 3 | 4 | 3 | 3 | 3 |
| 57 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| 58 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| 59 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 60 | 3 | 3 | 3 | 4 | 4 | 4 | 4 |
| 61 | 2 | 2 | 1 | 2 | 2 | 2 | 1 |
| 62 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| 63 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| 64 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| 65 | 2 | 2 | 2 | 1 | 1 | 1 | 2 |
| 66 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 67 | 3 | 3 | 3 | 4 | 4 | 4 | 4 |
| 68 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| 69 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 70 | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| 71 | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| 72 | 2 | 2 | 1 | 1 | 1 | 2 | 2 |
| 73 | 2 | 1 | 1 | 1 | 2 | 1 | 1 |
| 74 | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| 75 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| 76 | 3 | 3 | 4 | 4 | 4 | 3 | 4 |

| Respondent Number / Question Number | Q3_1 | Q3_2 | Q3_3 | Q3_4 | Q3_5 | Q3_6 | Q3_7 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 77 | 3 | 4 | 3 | 4 | 3 | 4 | 3 |
| 78 | 3 | 3 | 3 | 4 | 3 | 4 | 4 |
| 79 | 2 | 3 | 3 | 3 | 4 | 4 | 3 |
| 80 | 3 | 3 | 3 | 4 | 4 | 3 | 3 |
| 81 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| 82 | 3 | 3 | 4 | 4 | 3 | 4 | 4 |
| 83 | 3 | 3 | 4 | 4 | 4 | 3 | 3 |
| 84 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 85 | 2 | 1 | 1 | 1 | 1 | 2 | 2 |
| 86 | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| 87 | 2 | 2 | 1 | 1 | 1 | 2 | 2 |
| 88 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |
| 89 | 2 | 2 | 2 | 3 | 2 | 3 | 2 |
| 90 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| 91 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| 92 | 4 | 3 | 3 | 4 | 3 | 4 | 4 |
| 93 | 3 | 3 | 4 | 4 | 4 | 3 | 3 |
| 94 | 4 | 3 | 4 | 3 | 4 | 4 | 4 |
| 95 | 4 | 3 | 4 | 3 | 4 | 3 | 4 |
| 96 | 2 | 2 | 1 | 1 | 1 | 2 | 2 |
| 97 | 2 | 2 | 1 | 1 | 2 | 2 | 1 |
| 98 | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| 99 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| 100 | 3 | 3 | 4 | 4 | 4 | 3 | 4 |
| 101 | 3 | 4 | 4 | 4 | 4 | 3 | 3 |
| 102 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| 103 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 104 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| 105 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 106 | 2 | 2 | 1 | 2 | 1 | 2 | 2 |
| 107 | 2 | 2 | 2 | 2 | 1 | 2 | 2 |
| 108 | 3 | 4 | 3 | 4 | 3 | 4 | 3 |
| 109 | 2 | 2 | 1 | 1 | 1 | 1 | 2 |
| 110 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 111 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| 112 | 2 | 2 | 1 | 1 | 2 | 2 | 1 |
| 113 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| 114 | 3 | 3 | 4 | 3 | 4 | 3 | 3 |
| 115 | 3 | 4 | 3 | 4 | 3 | 4 | 3 |

| Respondent Number / Question Number | Q3_1 | Q3_2 | Q3_3 | Q3_4 | Q3_5 | Q3_6 | Q3_7 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 116 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 117 | 3 | 3 | 3 | 4 | 4 | 4 | 3 |
| 118 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 119 | 3 | 3 | 3 | 4 | 4 | 4 | 3 |
| 120 | 2 | 1 | 1 | 2 | 2 | 2 | 2 |
| 121 | 3 | 4 | 3 | 4 | 3 | 4 | 4 |
| 122 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 123 | 2 | 2 | 3 | 3 | 3 | 2 | 2 |
| 124 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 125 | 3 | 3 | 4 | 4 | 4 | 4 | 3 |
| 126 | 3 | 3 | 3 | 4 | 4 | 4 | 4 |
| 127 | 3 | 4 | 3 | 4 | 3 | 4 | 3 |
| 128 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 129 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 130 | 3 | 3 | 4 | 4 | 3 | 3 | 4 |
| 131 | 3 | 4 | 3 | 4 | 3 | 4 | 4 |
| 132 | 2 | 2 | 1 | 1 | 2 | 2 | 1 |
| 133 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| 134 | 3 | 4 | 3 | 3 | 4 | 3 | 4 |
| 135 | 2 | 1 | 2 | 1 | 1 | 2 | 2 |
| 136 | 1 | 2 | 3 | 2 | 2 | 4 | 3 |
| 137 | 3 | 3 | 3 | 4 | 3 | 3 | 2 |
| 138 | 3 | 3 | 3 | 4 | 4 | 2 | 4 |
| 139 | 2 | 3 | 3 | 4 | 4 | 3 | 3 |
| 140 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| 141 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 142 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 143 | 2 | 3 | 3 | 1 | 1 | 1 | 1 |
| 144 | 2 | 2 | 1 | 2 | 1 | 2 | 1 |

Question 4 – Employee Motivation

| Respondent Number / Question Number | Q4_1 | Q4_2 | Q4_3 | Q4_4 | Q4_5 | Q4_6 | Q4_7 | Q4_8 | Q4_9 | Q4_10 | Q4_11 | Q4_12 |
|-------------------------------------|------|------|------|------|------|------|------|------|------|-------|-------|-------|
| 1 | 3 | 3 | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 5 |
| 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| 4 | 3 | 3 | 3 | 1 | 3 | 3 | 5 | 3 | 1 | 1 | 1 | 3 |
| 5 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 3 |
| 6 | 3 | 5 | 4 | 3 | 3 | 3 | 5 | 3 | 2 | 3 | 3 | 4 |
| 7 | 4 | 4 | 3 | 3 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 |
| 8 | 4 | 3 | 3 | 3 | 3 | 5 | 4 | 2 | 4 | 4 | 1 | 1 |
| 9 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 2 | 1 | 4 | 1 | 4 |
| 10 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 4 |
| 11 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 3 | 2 | 4 | 2 | 4 |
| 12 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 13 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 14 | 4 | 3 | 2 | 4 | 3 | 4 | 2 | 3 | 4 | 3 | 4 | 3 |
| 15 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 2 | 2 | 3 | 1 | 4 |
| 16 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 3 | 1 |
| 17 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 |
| 18 | 3 | 4 | 3 | 4 | 5 | 4 | 1 | 2 | 3 | 1 | 2 | 2 |
| 19 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 20 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 |
| 21 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 |
| 22 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| 23 | 4 | 3 | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 3 | 3 |
| 24 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 3 | 3 | 3 |
| 25 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| 26 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 3 | 1 | 5 |
| 27 | 4 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| 28 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 5 |
| 30 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 3 |
| 31 | 3 | 1 | 2 | 2 | 1 | 3 | 2 | 1 | 2 | 2 | 2 | 2 |
| 32 | 3 | 3 | 2 | 3 | 1 | 2 | 4 | 4 | 3 | 3 | 3 | 2 |
| 33 | 4 | 5 | 4 | 3 | 3 | 5 | 5 | 4 | 3 | 3 | 3 | 4 |
| 34 | 4 | 5 | 3 | 1 | 5 | 3 | 3 | 4 | 1 | 5 | 2 | 3 |
| 35 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 3 | 3 |
| 36 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 4 | 4 | 2 | 5 |

| Respondent Number / Question Number | Q4_ 1 | Q4_ 2 | Q4_ 3 | Q4_ 4 | Q4_ 5 | Q4_ 6 | Q4_ 7 | Q4_ 8 | Q4_ 9 | Q4_1 0 | Q4_1 1 | Q4_1 2 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 37 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 1 | 1 | 3 | 4 | 3 |
| 38 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 |
| 39 | 3 | 3 | 2 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| 40 | 3 | 2 | 2 | 4 | 4 | 1 | 4 | 1 | 1 | 3 | 2 | 2 |
| 41 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 1 | 1 | 3 |
| 42 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| 43 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 |
| 44 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 |
| 45 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 |
| 46 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 |
| 47 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 1 | 3 | 2 | 4 |
| 48 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| 49 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 |
| 50 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 |
| 51 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 52 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 53 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 5 | 5 |
| 54 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| 55 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 4 |
| 56 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| 57 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| 58 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 59 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 |
| 60 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 |
| 61 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 1 | 1 |
| 62 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 4 | 4 |
| 63 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 64 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 |
| 65 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 4 |
| 66 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 5 |
| 67 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 4 | 4 | 4 | 5 | 5 |
| 68 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| 69 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 |
| 70 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| 71 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 5 | 5 |
| 72 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 1 | 2 | 1 | 2 | 2 |
| 73 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 1 |
| 74 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| 75 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |

| Respondent Number / Question Number | Q4_ 1 | Q4_ 2 | Q4_ 3 | Q4_ 4 | Q4_ 5 | Q4_ 6 | Q4_ 7 | Q4_ 8 | Q4_ 9 | Q4_1 0 | Q4_1 1 | Q4_1 2 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| 76 | 5 | 5 | 3 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 4 | 5 |
| 77 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 |
| 78 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 |
| 79 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 |
| 80 | 3 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 |
| 81 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 5 | 5 |
| 82 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 5 |
| 83 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 5 |
| 84 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 |
| 85 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 1 |
| 86 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 87 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| 88 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| 89 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| 90 | 3 | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 |
| 91 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 |
| 92 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 |
| 93 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| 94 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 4 | 4 |
| 95 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 5 |
| 96 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 |
| 97 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| 98 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| 99 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 |
| 100 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 |
| 101 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 |
| 102 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 |
| 103 | 3 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 2 |
| 104 | 5 | 5 | 5 | 3 | 4 | 3 | 4 | 3 | 2 | 3 | 4 | 2 |
| 105 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 106 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 |
| 107 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 |
| 108 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 |
| 109 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| 110 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3 |
| 111 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 112 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 113 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 |
| 114 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 5 | 5 | 5 |

| Responde nt Number / Question Number | Q4_ 1 | Q4_ 2 | Q4_ 3 | Q4_ 4 | Q4_ 5 | Q4_ 6 | Q4_ 7 | Q4_ 8 | Q4_ 9 | Q4_1 0 | Q4_1 1 | Q4_1 2 |
|---|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|
| 115 | 4 | 4 | 3 | 3 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 |
| 116 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 117 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 |
| 118 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| 119 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 |
| 120 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| 121 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 5 |
| 122 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| 123 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 124 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| 125 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 |
| 126 | 3 | 3 | 3 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 127 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 |
| 128 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| 129 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 130 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 5 |
| 131 | 3 | 3 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 |
| 132 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 133 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 5 |
| 134 | 3 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 |
| 135 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 |
| 136 | 1 | 2 | 1 | 3 | 3 | 2 | 2 | 5 | 3 | 5 | 3 | 2 |
| 137 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 2 | 2 | 2 | 3 | 2 |
| 138 | 4 | 4 | 4 | 4 | 5 | 5 | 1 | 1 | 1 | 5 | 2 | 1 |
| 139 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 |
| 140 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 2 | 2 |
| 141 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 |
| 142 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 3 | 3 | 4 |
| 143 | 2 | 2 | 3 | 1 | 1 | 2 | 2 | 4 | 5 | 5 | 1 | 3 |
| 144 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 1 |

Question 5 – What is your gender? & Question 6 – What is your gender?

| Respondent Number / Question Number | Q5 | Q6 |
|--|-----------|-----------|
| 1 | 1 | 2 |
| 2 | 2 | 3 |
| 3 | 1 | 3 |
| 4 | 2 | 2 |
| 5 | 1 | 1 |
| 6 | 1 | 3 |
| 7 | 2 | 1 |
| 8 | 1 | 3 |
| 9 | 2 | 1 |
| 10 | 2 | 2 |
| 11 | 1 | 1 |
| 12 | 2 | 1 |
| 13 | 3 | 5 |
| 14 | 1 | 1 |
| 15 | 1 | 1 |
| 16 | 1 | 3 |
| 17 | 1 | 2 |
| 18 | 1 | 3 |
| 19 | 2 | 3 |
| 20 | 1 | 3 |
| 21 | 2 | 1 |
| 22 | 2 | 1 |
| 23 | 1 | 4 |
| 24 | 1 | 3 |
| 25 | 2 | 2 |
| 26 | 1 | 1 |
| 27 | 2 | 1 |
| 28 | 2 | 1 |
| 29 | 1 | 1 |
| 30 | 1 | 2 |
| 31 | 2 | 1 |
| 32 | 2 | 1 |
| 33 | 1 | 1 |
| 34 | 2 | 1 |
| 35 | 1 | 3 |
| 36 | 1 | 2 |
| 37 | 1 | 3 |

| Respondent Number / Question Number | Q5 | Q6 |
|--|-----------|-----------|
| 38 | 1 | 2 |
| 39 | 1 | 1 |
| 40 | 1 | 1 |
| 41 | 2 | 1 |
| 42 | 1 | 2 |
| 43 | 2 | 3 |
| 44 | 1 | 2 |
| 45 | 1 | 3 |
| 46 | 2 | 3 |
| 47 | 2 | 1 |
| 48 | 1 | 2 |
| 49 | 1 | 4 |
| 50 | 2 | 3 |
| 51 | 2 | 3 |
| 52 | 1 | 1 |
| 53 | 1 | 3 |
| 54 | 1 | 1 |
| 55 | 1 | 3 |
| 56 | 2 | 4 |
| 57 | 2 | 5 |
| 58 | 1 | 5 |
| 59 | 2 | 4 |
| 60 | 1 | 4 |
| 61 | 1 | 1 |
| 62 | 1 | 1 |
| 63 | 2 | 2 |
| 64 | 2 | 3 |
| 65 | 1 | 3 |
| 66 | 1 | 3 |
| 67 | 1 | 3 |
| 68 | 1 | 1 |
| 69 | 2 | 4 |
| 70 | 2 | 2 |
| 71 | 2 | 3 |
| 72 | 1 | 1 |
| 73 | 1 | 1 |
| 74 | 1 | 2 |
| 75 | 2 | 2 |
| 76 | 1 | 4 |

| Respondent Number / Question Number | Q5 | Q6 |
|--|-----------|-----------|
| 77 | 2 | 4 |
| 78 | 1 | 4 |
| 79 | 1 | 3 |
| 80 | 1 | 3 |
| 81 | 1 | 3 |
| 82 | 2 | 3 |
| 83 | 1 | 3 |
| 84 | 1 | 3 |
| 85 | 1 | 1 |
| 86 | 2 | 1 |
| 87 | 1 | 1 |
| 88 | 2 | 1 |
| 89 | 1 | 1 |
| 90 | 2 | 2 |
| 91 | 1 | 2 |
| 92 | 2 | 3 |
| 93 | 2 | 3 |
| 94 | 1 | 4 |
| 95 | 3 | 4 |
| 96 | 3 | 2 |
| 97 | 2 | 2 |
| 98 | 3 | 1 |
| 99 | 3 | 1 |
| 100 | 1 | 4 |
| 101 | 2 | 4 |
| 102 | 2 | 1 |
| 103 | 1 | 2 |
| 104 | 1 | 1 |
| 105 | 1 | 2 |
| 106 | 2 | 2 |
| 107 | 1 | 1 |
| 108 | 2 | 4 |
| 109 | 2 | 1 |
| 110 | 2 | 3 |
| 111 | 1 | 3 |
| 112 | 3 | 1 |
| 113 | 3 | 2 |
| 114 | 3 | 4 |
| 115 | 1 | 4 |

| Respondent Number / Question Number | Q5 | Q6 |
|--|-----------|-----------|
| 116 | 2 | 4 |
| 117 | 2 | 3 |
| 118 | 1 | 2 |
| 119 | 2 | 3 |
| 120 | 2 | 1 |
| 121 | 2 | 4 |
| 122 | 3 | 1 |
| 123 | 2 | 2 |
| 124 | 2 | 4 |
| 125 | 3 | 5 |
| 126 | 1 | 4 |
| 127 | 2 | 3 |
| 128 | 2 | 4 |
| 129 | 2 | 4 |
| 130 | 3 | 3 |
| 131 | 2 | 3 |
| 132 | 1 | 3 |
| 133 | 1 | 1 |
| 134 | 2 | 3 |
| 135 | 2 | 3 |
| 136 | 2 | 5 |
| 137 | 2 | 3 |
| 138 | 2 | 3 |
| 139 | 2 | 2 |
| 140 | 2 | 3 |
| 141 | 1 | 3 |
| 142 | 2 | 2 |
| 143 | 1 | 3 |
| 144 | 1 | 3 |