



A Comparative Study of Leadership Styles and Its Impact on Employee Engagement Between Eastern And Western Countries.

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ABSTRACT

Leadership in corporate companies is most important because it sets the entire organization's tone, direction, and vision. A strong leader inspires confidence and promotes an environment of innovation and production. Effective leadership fosters motivated and engaged employees, which leads to higher employee retention and, eventually, improved corporate success. A skilled leader can also handle problems, make crucial decisions, and modify tactics to ensure the company's resilience and success during transition or disaster. In today's competitive business market, strong leadership is the cornerstone of a healthy corporate organisation, driving growth and assuring long-term sustainability. Leadership styles change because of the unique blend of a leader's personality, values, experiences, and the specific demands of the circumstance or organisation they lead. Different circumstances and difficulties necessitate different approaches, from authoritative and transactional to more participatory and transformational. Leadership styles frequently differ among cultures because of differences in cultural values, conventions, and expectations. Different cultures value hierarchy, collectivism, individualism, and communication styles differently. As a result, leaders must modify their techniques to fit the cultural context in which they operate. A leadership style that works well in a Western individualistic society may not work as well in an Eastern collectivist culture. Cross-cultural leadership necessitates a thorough awareness of cultural nuances and the ability to bridge cultural barriers, highlighting the significance of cultural intelligence and adaptation for leaders working in different global situations.

The relationship between leadership style and employee engagement is significant, as a leader's approach can substantially impact an employee's motivation and dedication. Transformational or participative leadership styles, which emphasise trust, open communication, and empowerment, tend to create higher levels of employee engagement. Autocratic or micromanagement techniques, on the other hand, might hinder engagement. Influential leaders who inspire, support, and align team goals with the organization's vision foster an environment where workers feel valued and connected, leading to higher engagement, productivity, and job satisfaction.

Keywords: Leadership Styles, Western Country, Eastern Country, Employee engagement.

Introduction:

Leadership is a multifaceted concept with various perspectives from scholars and practitioners. One prominent definition comes from Peter Northouse, who defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2018,¹). This definition underscores the relational and goal-oriented nature of leadership. John C. Maxwell, a renowned leadership expert, emphasizes

the influence aspect, stating that "leadership is not about titles, positions, or flow charts. It is about one life influencing another" (Maxwell, 2007)². Maxwell's perspective highlights the personal and transformative dimensions of leadership. Moreover, Warren Bennis, a pioneer in leadership studies, notes that "leadership is the capacity to translate vision into reality" (Bennis, 1985)³. Bennis emphasizes the visionary aspect of leadership, emphasizing the leader's role in articulating and actualizing a shared vision.

Leadership is what keeps an organization going. It sets the goal, mission, and overall direction of the group. Good leadership inspires and drives teams, encourages new ideas, encourages people to work together, and ensures that resources are used wisely. A strong leader sets a good example, gives people a sense of purpose, and guides the group through tough times, making it more robust and flexible. Fundamentally, leadership turns a collection of people into a unified, high-performing group that can reach its objectives and reach its full potential. The definition of leadership in an organization is a person or group of people's capacity to inspire, motivate, and influence others to work towards reaching a common purpose or objective. An individual can possess this talent. A person who guides, directs, and manages a group of individuals toward achieving the organization's goals and objectives can be considered a leader in an organizational setting. Leadership requires a variety of talents and characteristics, including the ability to communicate effectively, the capacity to solve problems, the capacity to make decisions, emotional intelligence, adaptability, and the capacity to inspire and encourage people. Effective leaders can build a constructive work environment and culture that inspires people to work together, innovate, and be creative, giving them a sense of belonging in the organization. Leadership in an organization can manifest itself in various ways, including formal leadership roles, such as CEOs, managers, and supervisors, and informal leadership roles, which individuals fill with the essential abilities and characteristics to influence the behavior of others in the workplace. Both formal and informal leadership roles can exist simultaneously inside an organization. A successful organization must have effective leadership at every level to fulfill its goals and objectives.

Engaging employees is essential for businesses because it directly affects their success and longevity. Workers care more about their work and are more committed to it when engaged. They are more likely to work hard, be creative, and be committed to meeting the company's goals. Also, engaged workers are more likely to stay with the company, which cuts down on turnover and the costs of hiring and training new people. They also act as brand ambassadors, which is good for the company's image and helps it hire the best people. It is ultimately a highly engaged workforce that leads to happier customers, better profits, and long-term growth for the business.

Also, creativity and problem-solving are closely linked to how engaged your employees are. When workers are interested in their jobs, they are likelier to share their thoughts, work together, and own their work. Not only do they take part, but they also actively help move the organization forward. This better ability to develop new ideas and solve problems can give companies a competitive edge by helping them adapt to changing market conditions and stay ahead of the curve. In a business world that changes quickly, engaging employees is not just a nice-to-have; it's a strategic must for companies that want to do well and keep going when things get tough.

Leadership Model: Both independent researchers and consulting firms can utilize Mind Garden's services. As survey instruments, researchers should restrict themselves to using just the MLQ forms (Avolio & Bass, 2004)⁴. It is required to contact Mind Garden, Inc. to purchase or license replication of these forms to use the MLQ for research purposes. Researchers interested in using the web1 can also collect multi-rater data through Mind Garden's web-based service, which is available to those researchers. Mind Garden offers a paper form-based and Web-based multi-rater (360 degrees) collection of evaluations about a leader and a thorough feedback report for consultants (Stephanie Anne Hanks, 2023)⁵. The MLQ feedback is a personalized report rated by a computer. It provides an in-depth overview of the frequency with which leaders are perceived to display particular behaviors across the complete range of leadership performance.

Employee Engagement: Employee engagement is a critical aspect of organizational success, as it refers to employees' emotional commitment and involvement in their work. Engaged employees are highly motivated and feel a strong sense of connection to the organization, its goals, and its values. A study by Kahn (1990)⁶ defines engagement as "the harnessing of organization members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances." Engaged employees are more productive, creative, and loyal, increasing overall performance and profitability (Gallup, 2021)⁷. Practical strategies for fostering employee engagement include providing opportunities for skill development, offering recognition and rewards, promoting a positive work culture, and encouraging open communication and collaboration (Macey and Schneider, 2008)⁸. Organizations that prioritize and invest in employee engagement often enjoy higher levels of satisfaction and commitment among their workforce, ultimately contributing to their long-term success.

The Zinger Model:

This system is named after its developer, David Zinger⁹. Using his 25 years of experience in the field, he is a management consultant who constructed a pyramid of blocks representing various aspects of an employee engagement model.

The best acronym to describe the Zinger model¹⁰ is CARE; it stands for:

Connection, Authentic Relationship, Recognition, and Engagement

The Zinger approach is about maximizing one's strengths, improving one's well-being, and injecting one with vitality. To capitalize on your employees' talents, you must first recognize them and utilize¹¹ each employee's unique set of skills. The Zinger model is a valuable tool for identifying and developing your most significant assets because of its emphasis on the emotional aspects of your workforce.

Of the three types of leadership that were investigated, each has a positive and positive impact on job engagement. As a result, employees practically never intend to quit the organisation. (Nguyen Hai Thanh and Nguyen Van Quang, 2022)¹². in his research paper titled "Transformational, Transactional, Laissez-faire Leadership Styles and Employee Engagement: Evidence From Vietnam's Public Sector". This study aimed to investigate the association between different styles of leadership and the level of work engagement among public sector employees in Vietnam. The study's findings show that the hypotheses can be accepted. It indicates that among the three types of leadership investigated, each has a positive and positive impact on job engagement. As a result, employees practically never intend to quit the organisation.

Review of Literature:

- Successful leadership is leading with the heart, not just the head. They possess qualities like empathy, compassion, and courage. (Bill George, 2018)¹³. "Leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals." (Tannenbaum et al., 1961)¹⁴. "Leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment." (Jaques E. & Clement, 1994). "Leadership is accomplishing a goal through the direction of human assistants. A leader successfully marshals his human collaborators to achieve particular ends." (Prentice, 1961)¹⁵. "Leadership is the art of influencing others to achieve maximum performance and accomplish any task, objective, or project." (Cohen, 1990)¹⁶. "Leadership is the art of mobilizing others to want to struggle for shared aspirations." (Kouzes, J.M. & Posner, 1995)¹⁷.
- Kenya H et al. (2016)¹⁸, In the Research Titled "What Type of Leadership in Higher Education Promotes Job Satisfaction and Increases Retention?" Many leadership theorists believe leaders' behavior affects subordinates' performance, motivation, and happiness. For academic institutions to apply servant leadership, it must become a scientific approach or theory. As Greenleaf proposed almost 50 years ago, a growing study on its corporate and academic efficacy will make this achievable. This study examined servant-led employees' job satisfaction at faith-based universities, modulated by their intention to stay. Servant Leadership Dimensions and Work Satisfaction were strongly correlated ($r=.618-.675$). This study matches Candela et al. (2014)'s structural equation model, which found a significant association between work satisfaction and administrative support ($r=.75$). Shaw and Newton (2012) found a good association between teachers' work happiness and their principals' servant Leadership in K-12 public schools. Their study showed that principal leadership practices affect teacher retention. Organizational support correlated strongly with faculty turnover ($r= -.686$) at an urban community college, according to Dee (2004)¹⁹. Gibson and Petrosko (2014)²⁰ discovered that dissatisfied workers often leave the company.
- Robinson V et al. (2008)²¹, In the Research Titled "The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types," Our finding regarding the power of direct leader involvement in teaching and teacher learning does not suggest that every school's leadership should prioritize these sorts of leadership over providing an orderly and supportive atmosphere. Leadership styles vary by school stage. Before focusing on curriculum and professional teacher learning, some schools must prioritize order, safety, and civility. Our study did not capture fluctuations in their relative relevance at different phases of school or departmental development since the basic information from which these dimensions were developed is cross-sectional. Yet, the data suggest that school leadership that prioritizes learning, teaching, and teacher learning is more likely to improve student accomplishment and well-being.
- Raducana R. and Raducan R. (2014)²², In the Research Titled "Leadership and Management," Most organizations need leadership development. Successful companies do not wait for leaders to form; successful companies find leaders and put them in unusual settings to develop them. More people can lead organizations with careful attention, education, and encouragement. Organizations must remember that solid leadership with inadequate management is inefficient, sometimes even worse. Others can lead but struggle to manage (Obasan A, et al. 2014)²³. Visionary organizations strive to join both categories. Many firms neglect recent specialty literature explaining why people cannot be successful managers and real leaders when training leaders. An organization can develop leaders by considering leadership and management when recognizing differences.
- Wart M. (2003)²⁴, In the Research Titled "Public-Sector Leadership Theory: An Assessment," Business administration and psychology dominate mainstream leadership literature. The field has been active for a century, but transformational approaches were introduced in the 1980s, improving leadership comprehension. Several leadership traits, talents, and behaviors were better understood, but a more sophisticated model that could handle varied objectives and contexts remained required. Throughout the 1990s, scholars and practitioners sought sophisticated syntheses. However, some have contributed or used public-sector examples

in the mainstream literature, which has not been merged into distinct public-sector leadership literature concentrating on administrative leaders' significant constraints and unique environments. The administrative leadership literature, especially in the last decade, is vast. Yet, administrative leadership literature is scattered across reform, ethics, and management, rarely addressing leadership dynamics. The broad reasons for neglect in this area can be assessed. Leadership research's technological challenges, especially empirical ones, have not stopped mainstream researchers. Administrators' sophisticated decision-making may have deterred public-sector researchers in a democratically elected system with many levels of government. Administrative leadership theory development that has not served organizational, ethical, policy, or political studies has aggravated this.

➤ Instructional leadership refers to the role of educational leaders in guiding and supporting instructional practices to enhance student learning outcomes. This type of leadership involves fostering a positive learning environment, setting high academic expectations, and providing teachers with the resources and professional development needed to excel in their roles. An example of instructional leadership can be found in the work of Michael Fullan²⁵, a renowned education researcher and author. He argues that effective principals actively shape the school's instructional program, work collaboratively with teachers to improve teaching methods, and continuously monitor and evaluate student progress (Yanli Li, Yonghong Cai, 2023)²⁶.

Research Methodology:

The research focuses on studying leadership styles in different cultures in the container shipping industry. Therefore, a multination study will be conducted. The researcher selected six countries for the present study. These six countries are Australia, China, India, Indonesia, Thailand, Vietnam and New Zealand. Australia and New Zealand align with Western values and institutions. China, India, Indonesia, Thailand, and Vietnam are generally classified as Eastern countries, as they are part of the Asian continent and have cultural, historical, and societal characteristics that align more closely with the Eastern or Asian cultural sphere.

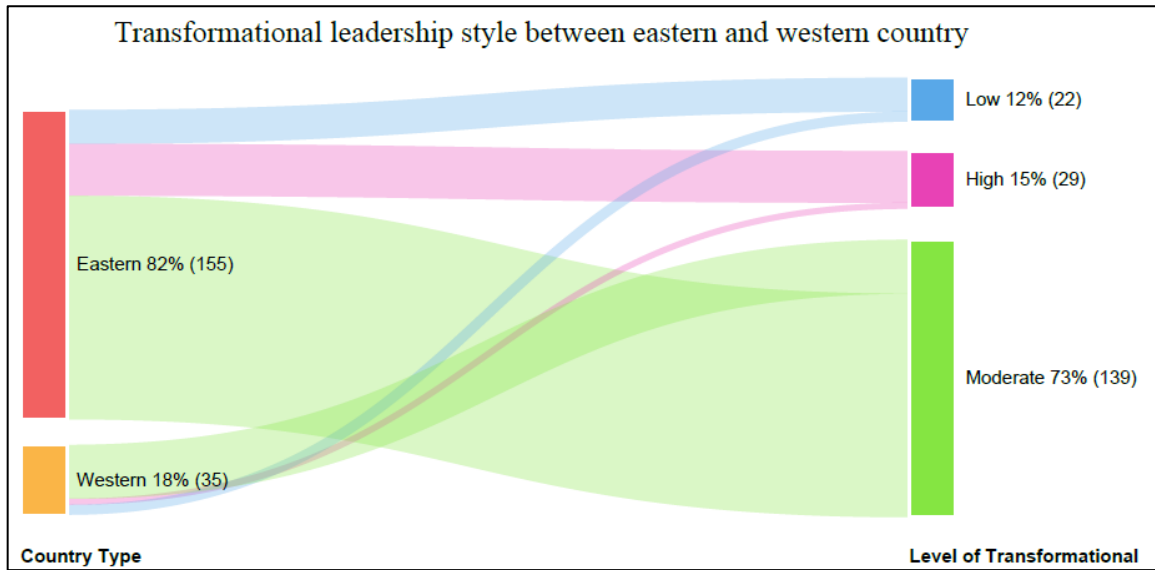
Sr.no	Particular	Country
1	Australia	Western
2	New Zealand	Western
3	China	Eastern
4	India	Eastern
5	Indonesia	Eastern
6	Thailand	Eastern
7	Vietnam	Eastern

Data Analysis:

To study the association between Transformational leadership styles between Eastern and Western countries.

Level of Transformational * Country Type Crosstabulation			
Level of Transformational	Country Type		Total
	Western Country	Eastern Country	
Low	5	17	22
Moderate	27	112	139
High	3	26	29
Total	35	155	190

In this context, the table depicts the distribution of transformational leadership levels across Western and Eastern countries. It reveals that in Western countries, there are 5 instances of low transformational leadership, 27 instances of moderate, and 3 instances of high, totaling 35. Conversely, in Eastern countries, 17 instances of low, 112 cases of moderate, and 26 instances of high transformational leadership, totaling 155. This breakdown showcases the prevalence of different levels of transformational leadership within each country, offering insight into potential variations in leadership practices across Western and Eastern cultural contexts. The p-value of the chi-square test is 0.444. It is more than 0.005. Therefore, there is no association between country type and transformational leadership style. The flow of leadership style is presented using Sankey Diagram as follows.



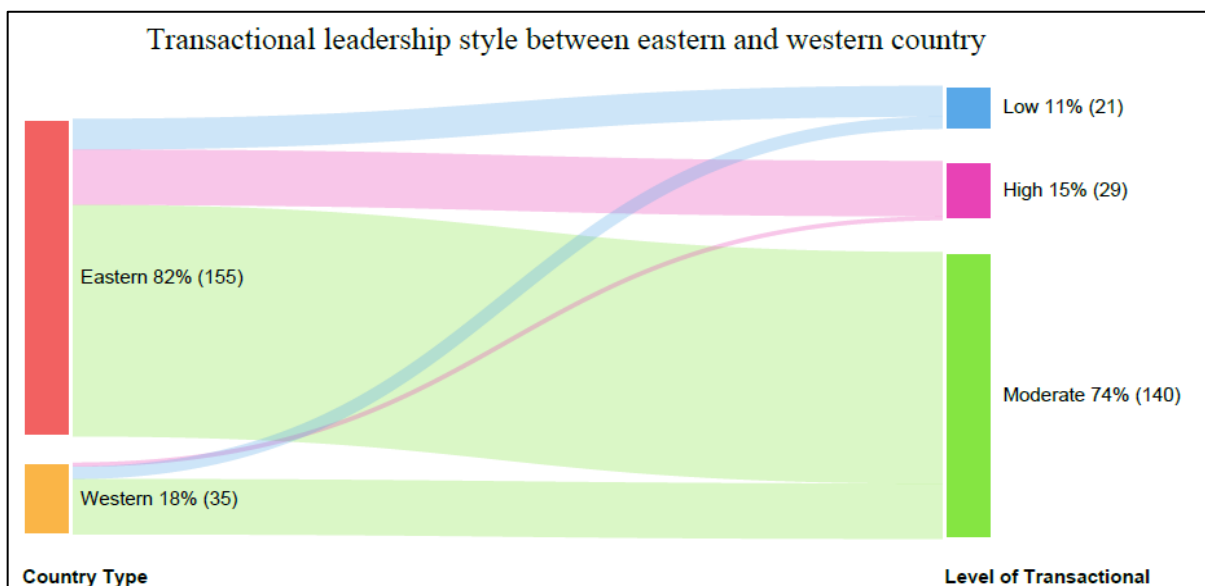
To study the association between Transactional leadership styles between Eastern and Western countries.

Level of Transactional * Country Type Crosstabulation

Count	Country Type		Total
	Western Country	Eastern Country	
Level of Transactional			
Low	6	15	21
Moderate	27	113	140
High	2	27	29
Total	35	155	190

The table displays transactional levels categorized by country types, with Western and Eastern countries as the distinction. It illustrates the total number of transactions falling under each level: Low, Moderate, and High. Notably, Moderate transactions are significantly higher in Eastern countries (113) compared to Western countries (27), whereas Low transactions are more evenly distributed. On the other hand, transactions are notably higher in Western countries (27) compared to Eastern countries (2). This suggests varying transactional activity across different regions, with Eastern countries exhibiting a pronounced inclination towards moderate transactional levels.

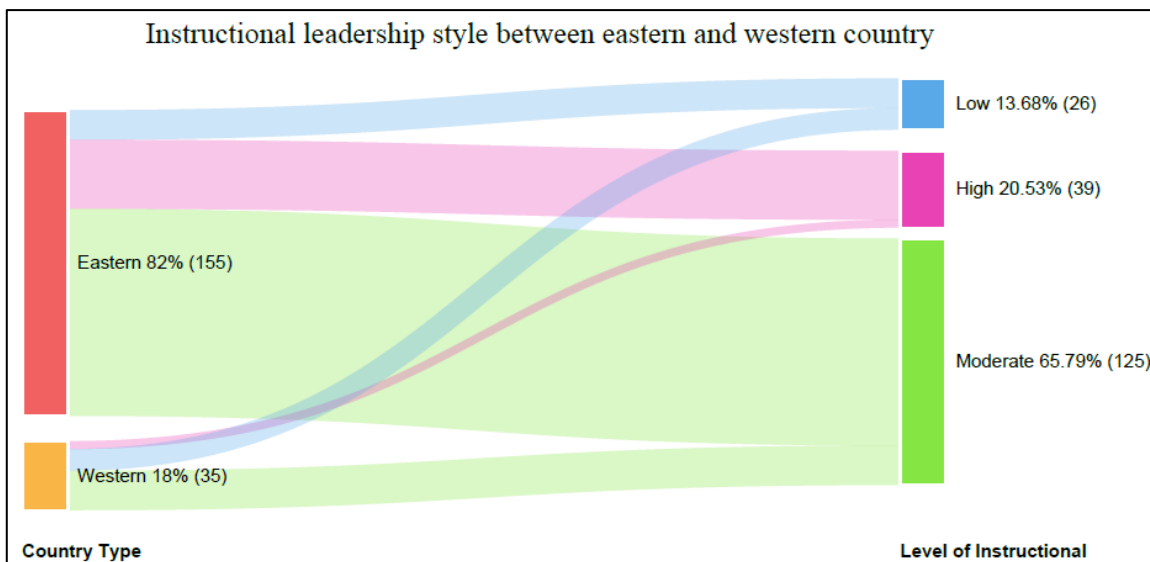
The p-value of the chi-square test is 0.131. It is more than 0.005. Therefore, there is no association between country type and transactional leadership style.



To study the association between Instructional leadership styles between Eastern and Western countries.

Level of Instructional * Country Type Crosstabulation			
Count			
Level of Instructional	Country Type		Total
	Western Country	Eastern Country	
Low	11	15	26
Moderate	20	105	125
High	4	35	39
Total	35	155	190

The provided table outlines instructional levels categorized by country types: Western and Eastern countries. It summarizes the total number of instructions under each level: Low, Moderate, and High. Remarkably, moderate instructional levels are significantly higher in Eastern countries (105) than in Western countries (20), while low instructional levels show a slightly higher prevalence in Eastern countries (15) than in Western countries (11). Conversely, High instructional levels exhibit a more pronounced difference, with Eastern countries (35) surpassing Western countries (4). This suggests differing instructional dynamics across regions, with Eastern countries displaying a notable inclination towards moderate and high instructional levels. The p-value of the chi-square test was 0.002. It is less than 0.005. Therefore, there is an association between country type and Instructional leadership style.

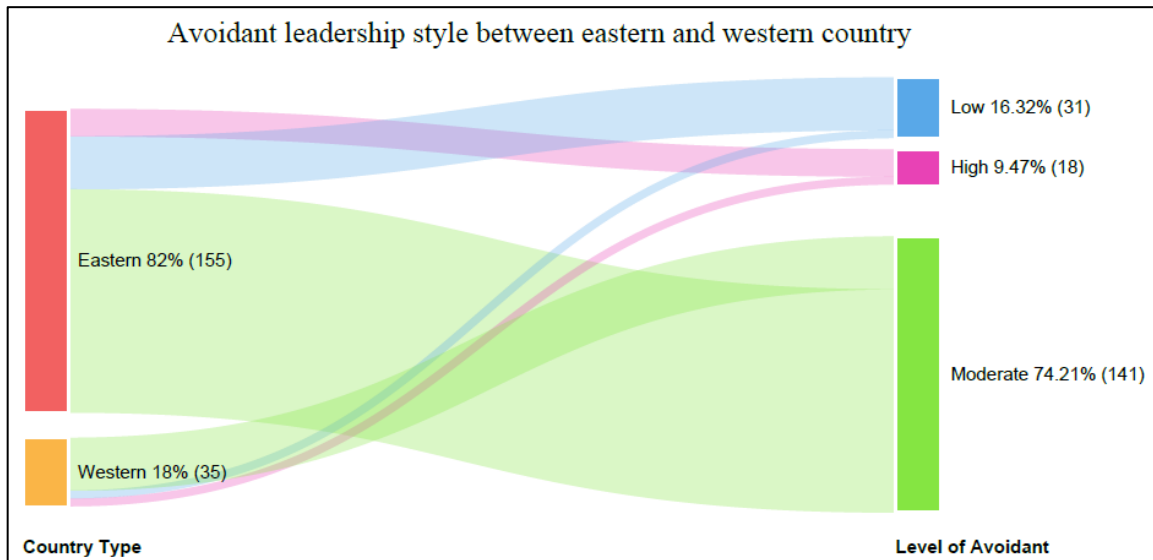


To study the association between Avoidant leadership styles between Eastern and Western countries.

Level of Avoidant * Country Type Crosstabulation			
Count			
Level of Avoidant	Country Type		Total
	Western Country	Eastern Country	
Low	4	27	31
Moderate	27	114	141
High	4	14	18
Total	35	155	190

The presented table illustrates avoidant levels categorized by country types: Western and Eastern countries. It summarizes the total number of instances falling under each level: Low, Moderate, and High. Notably, Moderate avoidant levels are substantially higher in Eastern countries (114) compared to Western countries (27), while Low avoidant levels display a slight predominance in Eastern countries (27) compared to Western countries (4). Conversely, High avoidant levels exhibit a more notable difference, with Western countries (4) being surpassed by Eastern countries (14). This suggests varying patterns of avoidant behavior across regions, with Eastern countries demonstrating a pronounced inclination towards moderate and high avoidant levels.

The p-value of the chi-square test is 0.653. It is more than 0.005. Therefore, there is no association between country type and Avoidant leadership style.



Regression Model-1A: For Eastern Country and Connection as the dependent variable.

Independent Variable: Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, Avoidant Leadership Style.

Dependent Variable: Connection.

In the context of regression analysis, the coefficient of determination (R-squared) measures the proportion of the variance in the dependent variable that is predictable from the independent variables. It ranges from 0 to 1, where 0 indicates that the model does not explain any variability in the dependent variable, and 1 indicates a perfect fit where all variability is explained. In this case, an R-squared value of 0.665 suggests that approximately 66.5% of the variance in the dependent variable (Connection) can be explained by the independent variables (Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, and Avoidant Leadership Style). The correlation coefficient (R) provides the strength and direction of the relationship between the independent and dependent variables. The R-value of 0.815 indicates a strong positive correlation between the leadership styles and the connection variable.

$$\text{Connection} = 8.434 + 0.353 \cdot \text{TRFN} + 0.462 \cdot \text{TRSC} + 0.079 \cdot \text{INST} + 0.031 \cdot \text{AVOT}$$

Regression Model-1B: For Eastern Country and Authentic Relationship as dependent variable.

Independent Variable: Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, Avoidant Leadership Style.

Dependent Variable: Authentic Relationship.

In this regression model, the coefficient of determination (R-squared) is 0.573, suggesting that approximately 57.3% of the variability in the dependent variable (Authentic Relationship) can be explained by the independent variables (Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, and Avoidant Leadership Style). The correlation coefficient (R) of 0.757a indicates a strong positive correlation between the leadership styles and the authentic relationship variable. This implies that the specified combination of leadership styles significantly influences the formation and quality of authentic relationships within the context being studied.

Regression Equation Obtained from the above table is as follows:

$$\text{Authentic Relationship} = 10.321 + 0.201 \cdot \text{TRFN} + 0.428 \cdot \text{TRSC} + 0.270 \cdot \text{INST} - 0.016 \cdot \text{AVOT}$$

Regression Model-1C: For Eastern Country and Connection as Recognition as dependent variable.

Independent Variable: Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, Avoidant Leadership Style.

Dependent Variable: Recognition.

In this regression model, the coefficient of determination (R-squared) is 0.430, indicating that approximately 43.0% of the variability in the dependent variable (Recognition) can be explained by the independent variables

(Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, and Avoidant Leadership Style). The correlation coefficient (R) of 0.656a suggests a moderate positive correlation between the leadership styles and the recognition variable. This implies that the specified combination of leadership styles has some influence on the degree of recognition experienced within the context being studied, although there may be other factors contributing to recognition not accounted for in the model.

Regression Equation Obtained from the above table is as follows:

$$\text{Recognition} = 10.557 + 0.224*\text{TRFN} + 0.351*\text{TRSC} + 0.338*\text{INST} - 0.039*\text{AVOT}$$

Regression Model-1D: For Eastern Country and Connection as Engagement as dependent variable.

Independent Variable: Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, Avoidant Leadership Style.

Dependent Variable: Engagement.

In this regression model, the coefficient of determination (R-squared) is 0.477, indicating that approximately 47.7% of the variability in the dependent variable (Engagement) can be explained by the independent variables (Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, and Avoidant Leadership Style). The correlation coefficient (R) of 0.691a suggests a moderate positive correlation between the leadership styles and the engagement variable. This implies that the specified combination of leadership styles influences the level of engagement observed within the context being studied, although other factors not included in the model may also contribute to engagement levels.

Regression Equation Obtained from the above table is as follows:

$$\text{Engagement} = 14.402 + 0.217*\text{TRFN} + 0.365*\text{TRSC} + 0.289*\text{INST} - 0.049*\text{AVOT}$$

Regression Model-2A: For Western Country and Connection as a dependent variable.

Independent Variable: Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, Avoidant Leadership Style.

Dependent Variable: Connection.

In this regression model, the coefficient of determination (R-squared) is 0.339, indicating that approximately 33.9% of the variability in the dependent variable (Connection) can be explained by the independent variables (Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, and Avoidant Leadership Style). The correlation coefficient (R) of 0.582a suggests a moderate positive correlation between the leadership styles and the connection variable. This implies that the specified combination of leadership styles has some influence on the level of connection observed within the context being studied, though other factors not accounted for in the model may also play a role in determining connection levels.

Regression Equation Obtained from the above table is as follows:

$$\text{Connection} = 12.169 + 0.150*\text{TRFN} + 0.260*\text{TRSC} + 0.270*\text{INST} + 0.262*\text{AVOT}$$

Regression Model-2B: For Western Country and Authentic Relation as a dependent variable.

Independent Variable: Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, Avoidant Leadership Style.

Dependent Variable: Authentic Relationship.

In this regression model, the coefficient of determination (R-squared) is 0.494, indicating that approximately 49.4% of the variability in the dependent variable (Authentic Relationship) can be explained by the independent variables (Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, and Avoidant Leadership Style). The correlation coefficient (R) of 0.703 suggests a moderate to strong positive correlation between the leadership styles and the authentic relationship variable. It indicates that the specified combination of leadership styles significantly influences the formation and quality of authentic relationships within the context being studied.

Regression Equation Obtained from the above table is as follows:

$$\text{Authentic Relationship} = -3.887 + 0.375*\text{TRFN} + 0.105*\text{TRSC} + 0.359*\text{INST} + 0.252*\text{AVOT}$$

Regression Model-2C: For Western Country and Recognition as a dependent variable.

Independent Variable: Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, Avoidant Leadership Style.

Dependent Variable: Recognition.

In this regression model, the coefficient of determination (R-squared) is 0.417, indicating that approximately 41.7% of the variability in the dependent variable (Recognition) can be explained by the independent variables (Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, and Avoidant Leadership Style). The correlation coefficient (R) of 0.646a suggests a moderate positive correlation between the leadership styles and the recognition variable. It implies that the specified combination of leadership styles has some influence on the degree of recognition experienced within the context being studied. However, other factors may contribute to recognition not accounted for in the model.

Regression Equation Obtained from the above table is as follows:

$$\text{Recognition} = -3.263 + 0.260 \cdot \text{TRFN} + 0.067 \cdot \text{TRSC} + 0.495 \cdot \text{INST} + 0.272 \cdot \text{AVOT}$$

Regression Model-2A: For Western Country and Engagement as a dependent variable.

Independent Variable: Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, Avoidant Leadership Style.

Dependent Variable: Engagement.

In this regression model, the coefficient of determination (R-squared) is 0.450, indicating that approximately 45.0% of the variability in the dependent variable (Engagement) can be explained by the independent variables (Transformational Leadership Style, Transactional Leadership Style, Instructional Leadership Style, and Avoidant Leadership Style). The correlation coefficient (R) of 0.671a suggests a moderate to strong positive correlation between the leadership styles and the engagement variable. It implies that the specified combination of leadership styles significantly influences the level of engagement observed within the context being studied.

Regression Equation Obtained from the above table is as follows:

$$\text{Connection} = 24.184 + 0.332 \cdot \text{TRFN} - 0.279 \cdot \text{TRSC} + 0.476 \cdot \text{INST} + 0.205 \cdot \text{AVOT}$$

Conclusion:

In examining the association between leadership styles and organizational outcomes across Eastern and Western countries, the regression analyses reveal varying levels of influence. While transformational leadership styles demonstrate significant positive correlations with authentic relationships and engagement in both regions, instructional leadership styles exhibit a notable association solely in Eastern countries. However, transactional and avoidant leadership styles do not display significant associations with recognition or connection in either region. These findings suggest nuanced cultural differences in leadership effectiveness, emphasizing the importance of tailored leadership approaches in fostering positive organizational outcomes across diverse global contexts.

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