

Impact of Leadership Styles on Affective Employee Commitment – Ceres Power case study



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Abstract

This study examines the influence of various styles of leadership on the level of affective commitment that employees have towards their work at Ceres Power Ltd, a manufacturing firm based in the United Kingdom. The research seeks to fill gaps in knowledge on the impact of various approaches to leadership on emotional attachment and loyalty in various industries, with a specific focus on the manufacturing sector.

The study adopted a quantitative technique and collected data from over 100 employees at Ceres Power Ltd. via a questionnaire. The study employed a positivist paradigm and a deductive technique to examine the hypotheses related to the associations between several leadership styles and affective commitment.

The correlation research demonstrated substantial associations between leadership styles and emotional commitment. Transformational leadership demonstrated the strongest positive correlation, followed closely by situational leadership. On the other hand, transactional and authoritative styles exhibited strong negative correlations with affective commitment.

The analysis of affective commitment across different age groups indicated that those belonging to Generation X showed the highest levels of commitment, whilst individuals from Generation Z exhibited the lowest levels. An overall pattern of rising emotional dedication with age was noted, with a little decline in the oldest age category.

The current research adds to the available literature by offering empirical evidence on the connections between specific styles of leadership and affective commitment in the context of manufacturing. The study emphasises the significance of implementing adaptable leadership strategies that can accommodate the varying age disparities within the workforce. Limitations consist of the limited sample size and the use of a cross-sectional research approach. Organisations should prioritise transformational and situational leadership styles.

Future studies should focus on conducting longitudinal studies and examining cultural elements that influence these relationships.

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1. Introduction

1.1 Background

Numerous empirical investigations have shown that various leadership styles may exhibit diverse effects on the intensity of commitment displayed by employees. Duyen *et al.* (2023) highlighted that together, transformational and transactional leadership approaches, have a beneficial influence on organizational commitment, as evidenced by the loyalty, dedication and sense of accomplishment shown by workers. Kungwola (2023) also noted that a range of leadership styles, such as transformational, transactional and laissez-faire, had an impact on the degrees of commitment displayed by employees.

Although past studies have offered significant insights into the correlation between leadership styles and employee commitment, there are still gaps in knowledge concerning the specific effects that may vary across different industries.

1.2 Problem Statement

Many prior research, for example, reports the existence of at least some kind of relationship between leadership styles and employee commitment but also argue more investigation is needed to offer a well-rounded understanding involving just how that romantic relationship plays out throughout order in addition to regulating regimes as properly mainly because industry conditions. One previous line of research suggests that leadership styles correlate positively with commitment. However, currently is not an abundance of studies about the specific influence of different leadership styles on emotional commitment in the manufacturing industry.

1.3 Aim

The research aims to examine the impact of different leadership styles on the affective commitment of the employees at Ceres Power Ltd.

1.4 Objectives

- Review literature on leadership styles and their impact on employee affective commitment.
- Examine how leadership styles are related to employee affective commitment at Ceres Power Ltd.
- Identify the most effective leadership styles for fostering affective commitment at Ceres Power Ltd.
- Provide recommendations for Ceres Power Ltd on implementing leadership strategies to enhance employee commitment.

1.5 Research questions

- What the main trends and patterns are in the research of the connection involving leadership styles and affective commitment in the existing literature?
- Which leadership styles exhibit the most influence on employee affective commitment, particularly to Ceres Power Ltd?
- What are Ceres Power Ltd employees' perspectives of the leadership styles used by their supervisors at the company and how do these views relate to their degree of commitment to the organisation?
- What can Ceres Power Ltd do to increase the influence of leadership styles on the staff's commitment?
- How can Ceres Power Ltd improve the impact of leadership styles on the employees' commitment?

1.6 Hypothesis

- H1. There is a positive relationship between situational leadership style and affective employee commitment.
- H2. There is a positive relationship between transactional leadership style and affective employee commitment.
- H3. There is a positive relationship between transformative leadership style and affective employee commitment.
- H4. There is a positive relationship between authoritative leadership style and affective employee commitment.
- H5. There is a positive relationship between laissez-faire leadership style and affective employee commitment.

1.7 Rationale of the study

Different leadership styles exert a considerable influence on the attitudes, behaviours and dedication of employees within an organisation. Leaders and organisations must comprehend how various leadership approaches influence employee commitment to cultivate a constructive work atmosphere, boost employee contentment and drive organisational success.

Huynh and Hua's (2020) research examines the influence of task-oriented leadership style on multiple categories of employee commitment, demonstrating differing effects on continuance, normative and affective commitment. This study offers valuable insights to help leaders choose and apply effective leadership styles that foster higher levels of employee commitment. Moreover, examining the impact of different leadership styles on employee commitment can assist organisations in identifying specific areas where leadership practices, communication methods and employee engagement efforts can be enhanced.

1.8 Scope of the study

This study seeks to give an extensive understanding of how various leadership styles affect employee affective commitment by focusing on Ceres Power Ltd. To guarantee that a wide range of viewpoints are represented, the sample consists of employees from a variety of hierarchical levels.

1.9 Structure of the Dissertation

This research is structured into five distinct sections. The initial chapter will present the primary topic of interest. The following part will centre on the literature review, especially analysing the concepts of situational leadership and emotional commitment, supported by empirical evidence. Chapter 3 clarifies the study methods and methodology, while chapter 4 analyses the survey findings. The last chapter will cover the conclusions, limitations and suggestions derived from this research.

1.10 Purpose of the research

The purpose of this study, with a focus on Ceres Power Ltd., is to assess the relationships involving various leadership styles and employees' perceived levels of affective commitment.

1.11 Summary

This study examines the influence of different leadership styles on the level of emotional attachment and loyalty of employees at Ceres Power Ltd. The study aims to address a gap in existing knowledge by evaluating the precise impacts of various leadership styles on employee dedication across diverse industries, with a specific focus on the manufacturing sector.

This dissertation is organised into five chapters, which will cover the main issue, examine relevant literature, describe the research methods, analyse the findings from the survey and close by discussing limits and providing recommendations. The primary objective of this research is to evaluate the connections between various leadership styles and the perceived degrees of affective commitment among employees at Ceres Power Ltd. This study aims to provide a valuable contribution to both academic knowledge and successful organisational management.

2. Literature review

Studying the impact of different leadership styles on employee commitment in the manufacturing industry is a significant and extensively studied subject, as it greatly affects the success of businesses. Multiple research projects have extensively examined this subject, providing useful knowledge into the correlation between leadership styles and employee affective commitment in many contexts. Puni, Hilton and Quao (2020) emphasised the significant influence of transactional and transformational leadership on employee engagement

in an emerging nation, underscoring the necessity for further study in industries with relatively little research on this topic.

In their study, Megawati, Hamdat and Aida (2022) discovered that job satisfaction and employee performance were impacted by leadership style, dedication of staff members, workplace motivation and the workplace environment. This emphasises the interdependence of these elements. In addition, Jekelle (2021) highlighted the significant influence of leadership styles on organisational commitment, reinforcing the crucial significance of leaders' behaviours and their effect on staff performance.

2.1 Leadership theories and styles

Over time, theories of leadership have gone through considerable change; modern versions focus on numerous aspects of leadership behaviours and styles. A common element in contemporary leadership theories is the need to set a benchmark for followers and their own motivation (Tholen, 2022).

The various styles of leadership have a major impact on determining the performance of an organisation and the overall well-being of its personnel. Multiple leadership styles had been thoroughly examined, each with distinct qualities and effects. Positive leadership approaches, including transformational, servant and empowering leadership, are frequently suggested in the hospitality and tourist industry (Fang, 2022).

2.1.1 Different leadership theories and styles

When trying to develop an understanding of leadership in all its forms and settings, theories are essential. Many different theories of leadership have developed and influenced studies and practices in this area. Transformational leadership, transactional leadership and situational leadership are examples of theoretical frameworks that have helped to explain how leaders inspire followers, encourage teams and drive organisational success (Ajia, 2021; Judge and Piccolo, 2004; Bhana and Suknunan, 2022).

Recent literature evaluations on leadership theories have revealed some important findings that greatly enhance our awareness of successful leadership. The studies highlight the complex and wide-ranging nature of leadership, presenting ideas such as the Great Man theory, Trait theory, Contingency theory and Behavioural theory (Gentsoudi, 2022). The authors also investigate the correlation between the personal attributes of leaders and the success of the company, especially in the setting of transformational leadership. In this leadership style, specific features might have a favourable influence on the financial effectiveness of the company (Kurdyukov, 2023). Transformational leadership is recognised for promoting employee growth by demonstrating compassion, integrity and kindness. This approach aligns with its concentration on mindful leadership and the general well-being of employees (Konte, 2023). Transactional leadership,

on the other hand, is characterised by its emphasis on contingent rewards and corrective measures to guarantee the fulfilment of tasks and the achievement of goals (Ajia, 2021; Judge and Piccolo, 2004).

The Trait Theory of Leadership is essential in comprehending the attributes and behaviours related to leadership (Jawoosh *et al.*, 2021). Originally, the focus was on discovering the characteristics of outstanding individuals. Later, it also considered the impact of situational factors on leadership. Eventually, it returned to emphasising the crucial importance of attributes in successful leadership (Jawoosh *et al.*, 2021). This idea suggests that effective leaders, both past and present, exhibit inherent features such as traits of personality, sociological traits, competence traits and appearance factors (Ngcamu, 2017). Historically, ideas of traditional leadership have concentrated on the qualities of a leader. More recently, though, theories like charismatic, transformational, collective, and cooperative leadership theories have expanded to include numerous approaches (Turner and Chacon-Rivera, 2019).

Some critics of the Trait Theory of Leadership claim that if not fully understood, it may provide incorrect results (Jalšenjak and Richards, 2023). Despite this, trait-based theories are appealing as they allow individuals to provide guidance and help in the creation of organisational visions by recognising desirable leadership qualities to focus on (Thomas, King and Bulstrode, 2021). The Contingency Theory of Leadership argues that leadership effectiveness is influenced by the relationship between leadership behaviour and situational variables (Uslu, 2019). According to Uslu (2019), successful leadership is influenced by the way leadership behaviour interacts with the specific circumstances of a situation. This theory also suggests that leaders should provide the right amount of leadership behaviours to improve effectiveness according to the requirements of the circumstance (Hartnell *et al.*, 2016).

Leadership styles exert a substantial influence on the way an organisation functions and the results it achieves. Multiple leadership styles have been recognised and examined in various circumstances, including both conventional and modern techniques. Classical leadership styles include authoritarian, democratic, laissez-faire, bureaucratic and situational leadership (Carrasquilla *et al.*, 2021). Modern leadership philosophies stress the need to influence and motivate followers, encourage creativity and adjust to new circumstances.

2.1.2 Situational Leadership Theory

The Situational Leadership Theory, developed by Hersey and Blanchard, defines four primary leadership styles: directive, coaching, participative and delegation (Sunarso, 2024):

1. The directive technique means providing explicit instructions and closely overseeing tasks, making it suited for followers who lack experience or confidence in a specific task.

2. Coaching, in contrast, entails providing advice and support while allowing followers to make decisions, making it an optimal approach for those who are in the process of improving their skills and confidence.

3. The participative leadership style prioritises cooperation with followers and actively seeks their involvement in decision-making processes.

4. The delegation approach involves giving followers autonomy and decision-making responsibilities, which is suitable for persons who demonstrate both competence and confidence in their skills.

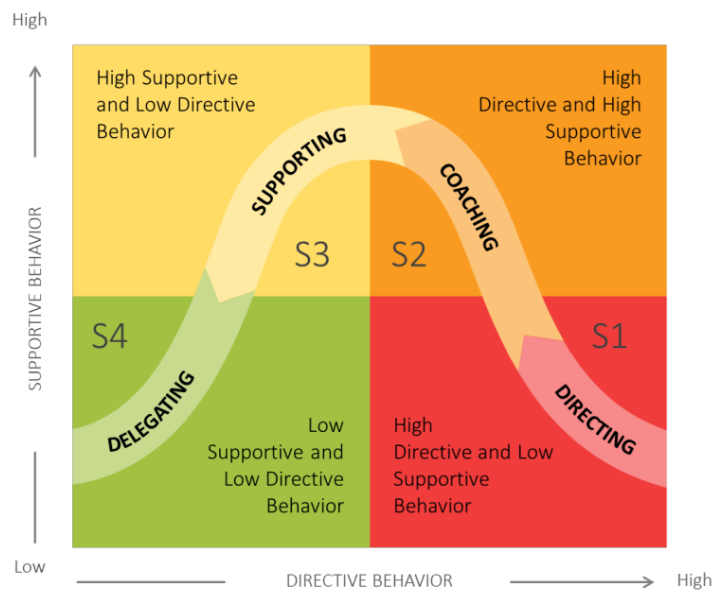


Figure 1 Situational Leadership Quadrant (Payne, 2023)

The originators of Situational Leadership Theory proposed the concept that leaders and followers can adapt their behaviours to align with what is currently happening (Furu, 2012). Ogbeide (2011) suggests that effective leadership requires assessing the skills and dedication of employees to choose the most suitable leadership approach for a certain assignment. The core concept of Situational Leadership Theory is to properly evaluate the degree of maturity of followers and adapt leadership behaviours as needed (Nientied and Toska, 2022).

While the Situational Leadership idea has been popular among managers in domains including research and development, communications, project management, healthcare and education, there is less empirical evidence supporting the idea (Silverthorne, 2000). However, the theory still holds its intuitive appeal and is still being implemented in practical contexts (Silverthorne, 2000). Implementing Situational Leadership Theory requires participants to collaborate to accomplish the vision, mission, goals and objectives of an organisation (Cuaresma-Escobar, 2021).

Situational Leadership Theory represents one of the several theoretical frameworks about leadership that have evolved throughout time, alongside trait, behavioural and collaborative theory (Todăriță, 2021).

The Situational Leadership Theory offers a practical approach to effective management techniques by emphasizing the significance of leaders adapting their actions according to the specific situations and the readiness of those they lead.

2.2 Employee Commitment

The notion of employee commitment is a crucial element in the field of managing people. It focuses on the emotional connection between team members and their organisations, which has a substantial impact on their work principles, drive and level of engagement (Visanh and Xu, 2018). This idea suggests that organisational commitment has an indirect consequence on employee performance by matching beliefs, principles and experiences with the aims of the organisation (Rachman, 2022). Employee commitment is commonly defined as the emotional bond and sense of belonging that exists between team members and their organisations (Patel, 2023).

Employee organisational commitment is influenced by several factors including career development, happiness with leaders, empowerment, successful management, community acceptance and defined roles (Zafar, Nasir and Abbas, 2014).

Furthermore, organisational commitment is strongly associated with employee involvement, transformational leadership and communication within the organisation, all of which are crucial elements that impact organisational success (Pantih, 2024).

2.2.1. Types of employee commitment

The most often acknowledged framework in research is now the three-component model of Meyer and Allen. Affective commitment is the psychological bond, allegiance and involvement of a person with a company. In opposition, continuous commitment is typified by a lack of emotional connection, where people stay loyal to the company mostly because they are driven to keep up their achievements and positions and because they get benefits and incentives. As the third element, normative commitment is the employee's relationship with the company that stems from their moral commitment, loyalty and professional values (Hiba, 2023).

2.2.2. Affective Employee Commitment and the Empirical Evidence

Affective commitment describes an individual's emotional connection and identification with an organisation, as well as their active participation in the organisation (Gagné *et al.*, 2008).

This emotional attachment is defined by the person's affiliation with the organisation and affective commitment towards it (Nokhah, 2022). It represents the person's emotional attachment, participation and identity with the organisation (Falkenburg and Schyns, 2007).

Affective commitment is a one-dimensional term that represents a person's emotional relationship to an organisation or brand (Piehler *et al.*, 2016).

The notion of affective employee commitment examines the emotional connection, identification and engagement that workers have with their organisations, which has a substantial impact on their behaviour, performance and overall outcomes for the organisation. This idea highlights the significance of emotional attachment in lowering negative acts and

improving beneficial actions among team members, eventually leading to organisational performance. Affective commitment plays a vital role in organisational management by promoting loyalty, devotion and interaction between workers (Nguyen *et al.*, 2020).

The research investigated the correlation between emotional dedication, engagement among workers, interaction with others and inner drive, emphasising how these aspects are interconnected and contribute to organisational commitment (Setiabudhi, Hadi and Handoyo, 2021). Additionally, affective commitment has been linked to organisational socialising, flexible career positions and mental health, highlighting the importance of these characteristics in influencing workers' emotional connection and engagement with the organisation (Nishanthi and Kailasapathy, 2017).

Furthermore, researchers have examined affective commitment within the framework of several aspects such as leadership styles, organisational support, creative atmosphere and self-confidence, highlighting the wide range of influences on workers' emotional attachment to their organisations (Yuesti and Adnyana, 2022).

Additionally, the study conducted by Wong (2017) has shown the favourable impact of affective commitment on employee behaviours, performance, emotional attachment and identification with the organisation.

2.3 Impact of leadership styles on Affective Employee commitment

Multiple studies addressed the correlation between various leadership styles and the degree of commitment displayed by employees. In the research undertaken by HassenYimam (2022), the focus was to examine the impact of various leadership styles on employee commitment. The study highlighted the beneficial impacts of different leadership styles on the intensity of commitment exhibited by employees.

2.3.1 Positive impacts of different leadership styles on affective employee commitment

In their research, Yuan *et al.* (2021) explored the impact of transformational leadership and faith in leadership influence employees' emotional commitment. They highlighted the significance of leadership style and trustworthiness in promoting commitment, particularly in difficult circumstances.

Furthermore, research conducted by Ahmad and Gelaidan (2011) and Abasilim, Gberevbie and Osibanjo (2019) has proved a notable and favourable link between transformational leadership styles and the degree of emotional attachment and dedication exhibited by employees, known as affective commitment.

Transactional leadership is frequently linked with a positive influence on organisational commitment, as seen by staff loyalty, effort and pride (Duyen *et al.*, 2023)

In further investigations, researchers have examined how affective commitment acts as a mediator in the interaction of many aspects, such as organisational fairness, trust-building and ethical leadership. This exploration pointed out the significant part of affective commitment in improving employee results (Waribo *et al.*, 2019; Xue *et al.*, 2021).

2.3.2 Negative impacts of different leadership styles on affective employee commitment

In several research, different leadership styles have been shown to have negative effects on emotional employee commitment. Bučiūnienė and Škudienė (2008) found an unfavourable connection involving laissez-faire leadership style and workers' affective engagement in Lithuanian manufacturing businesses. Employees may feel left out and confused and have a weaker sense of attachment as a result of this passive leadership style.

Furthermore, Matiko and Mbuti (2021) claimed that leadership styles characterised by centralised and command-based methods, such as authoritarian leadership, could jeopardise employee well-being and cause negative reactions inside organisations. The authoritative style of autocratic leadership may reduce employees' feelings of autonomy, trust and emotional attachment to the organisation, resulting in lower levels of affective commitment.

Furthermore, Kesari and Verma (2018) discovered that transactional leadership style harms worker performance, in particular affective commitment. Transactional leaders who concentrate on contingent incentives and corrective measures may fail to promote emotional connection and commitment among employees, resulting in a decreased level of affective commitment.

Although transformative leadership is often associated with positive effects such as greater engagement and commitment, new research has identified possible negative consequences on emotional commitment. A study by Wicaksono and Muafi, 2021 discovered that transformative leadership has a considerable negative effect on organisational scepticism which might influence organisational commitment. Furthermore, Utami and Aima (2021) found that transformative leadership and organisational commitment produced a negative and substantial influence on work satisfaction.

Different leadership styles can harm affective employee commitment. Leaders should consider how their leadership style affects employees' emotional attachment, loyalty and dedication to promote a favourable work environment and increase company productivity.

2.4 Operationalisation

Concept	Dimension	Indicator	Measurements	Literature findings
Leadership styles	Situational	Adapts leadership approach based on the situation and follower readiness	5-point Likert scale from strongly disagree to strongly agree	Sunarso (2024); Nientied and Toska (2022); Silverthorne (2000);
	Transactional	Focuses on supervision, organisation and performance; uses rewards and punishments		Kesari and Verma (2018); Duyen <i>et al.</i> (2023)
	Transformative	Inspires and motivates employees to exceed expectations and realise a common vision		Ahmad and Gelaidan (2011); Abasilim, Gbervbie and Osibanjo (2019); Yuan <i>et al.</i> (2021);
	Authoritative	Provides clear direction and sets standards; decisive decision-making		Matiko and Mbuti (2021)
	Laissez-faire	Minimal involvement in decision-making; delegates authority to subordinates		Bučiūnienė and Škudienė (2008)
Affective Commitment	Connection	Emotional attachment to the organization		Nokhah (2022); Falkenburg and Schyns (2007); Piehler <i>et al.</i> (2016)
	Identification	Alignment of personal values with organizational values		Gagné <i>et al.</i> (2008); Falkenburg and Schyns (2007); Piehler <i>et al.</i> (2016)
	Engagement	Willingness to invest effort and participate in organizational activities		Nishanthi and Kailasapathy (2017); Falkenburg and Schyns (2007)

Table 1 Operationalisation (created by author)

2.5 Conceptual framework

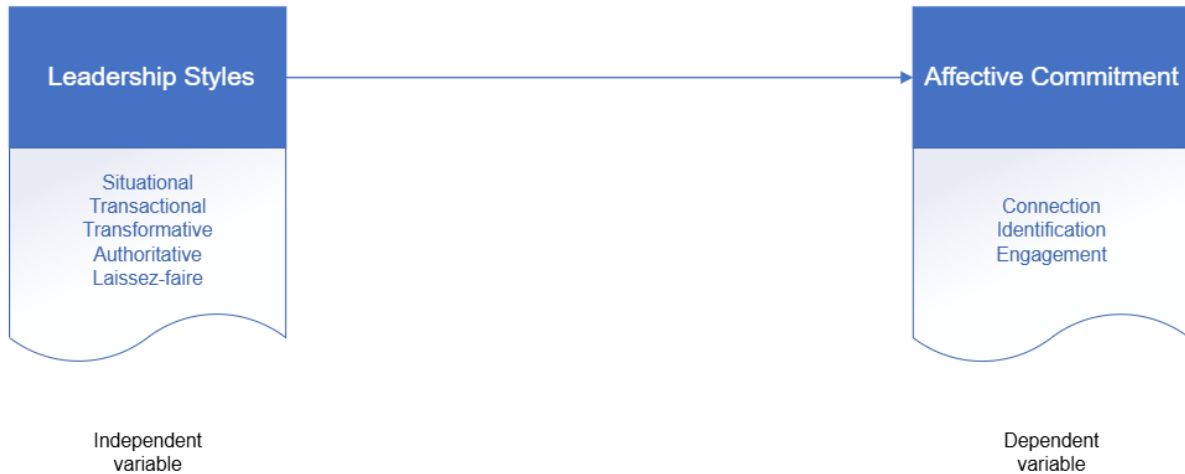


Figure 2 Conceptual framework (created by author)

2.6 Summary

The idea of employee commitment is a complex concept that includes emotional bonding, identification and active participation between employees and the organisations they work for. The notion of Affective Employee Commitment highlights the significance of cultivating emotional connection, identity and engagement among employees to improve both organisational success and employee well-being.

Gaining insight into the determinants that impact organisational commitment is crucial for cultivating a favourable work atmosphere, improving staff productivity and attaining organisational objectives. Organisations may foster a culture of commitment and engagement that leads to success and sustainability by examining the complex connection between employee commitment, job satisfaction, motivation, leadership styles and organisational results.

3. Research Methods and Methodology

3.1 Introduction

The research onion framework developed by Saunders offers a structured approach that can improve research techniques. It breaks down research philosophy into three components: ontology, epistemology and axiology (Rauniyar *et al.*, 2022). Figure 2 represents this framework.

The below structure (Figure 3) provides researchers with a systematic approach to building a strong research technique. The core layer of the research onion centres on the methods used for gathering and analysing data (Shahid, Thaheem and Arshad, 2022).

Saunders' research onion structure is a useful tool for researchers seeking to build an organised and well-supported research process. Its multi-layered design facilitates understanding the philosophical foundations of research, directing the data collecting and analysis process and permitting extensive literature reviews and study designs across multiple areas of research.

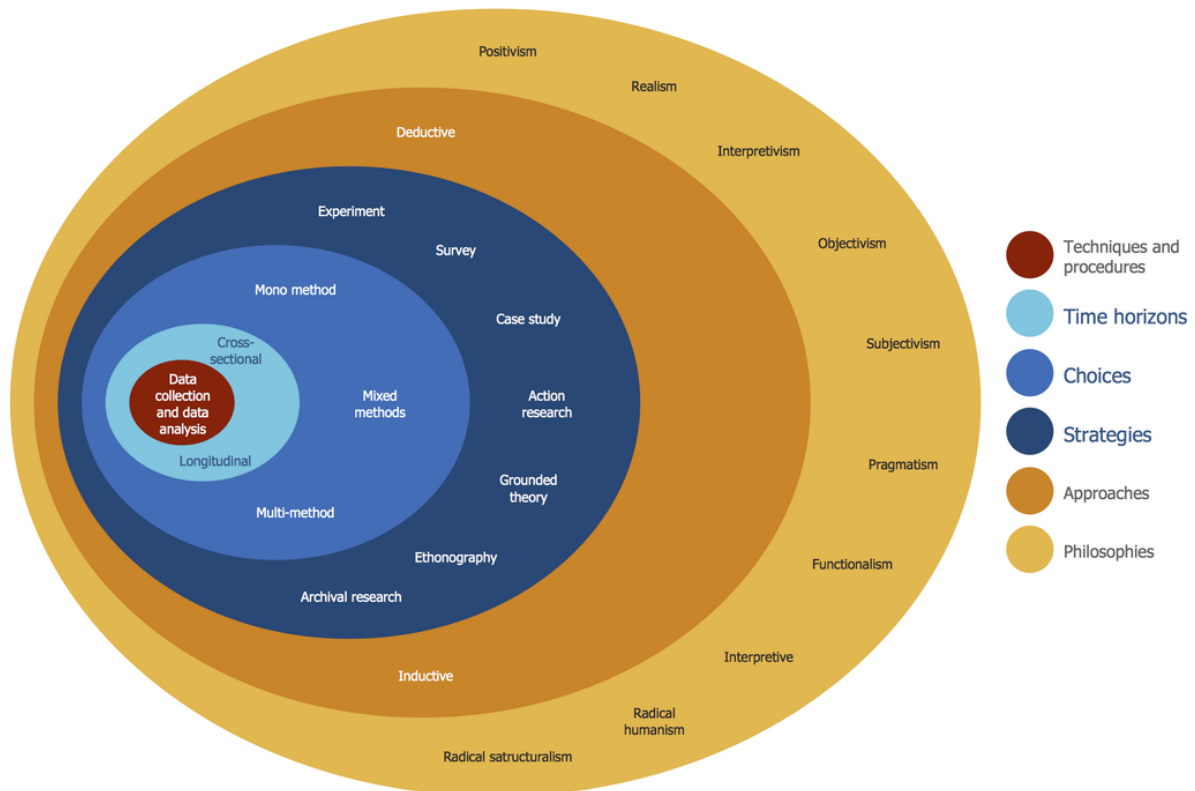


Figure 3 Saunders Research Onion (Ellul, 2023)

3.2 Research Philosophy

The research philosophy comprises the core concepts and beliefs that drive the research process, influencing technique selection, data collection, analysis and result interpretation. It serves as the foundation for research, influencing the researcher's perspective and method of knowledge creation. The philosophical foundations of research are critical because they impact the credibility, reliability and application of the findings (Žukauskas, Vveinhardt and Andriukaitienė, 2018).

A range of philosophical orientations, including realism, idealism, pragmatism, positivism, interpretivism and critical realism, influence research techniques and outcomes. Sun and Zuo (2024) urge researchers to create larger and more flexible theories using ethical pragmatism, dynamic reflexivity and epistemological pluralism.

The purpose of the present study is to explore the correlation involving various leadership styles and the affective commitment of employees at Ceres Power Ltd., utilizing the principles of positivism as a guiding framework. This philosophy will be compatible with the requirement for in-depth and qualitative study.

3.3 Research Paradigm

Research paradigms serve as essential philosophical frameworks that direct scientific investigation and influence researchers' perspectives (Yong, Husin and Kamarudin, 2021). Four primary paradigms are frequently recognised in literature: positivism, interpretivism, critical theory and realism (Rehman and Alharthi, 2016).

Positivism is centred around the idea that genuine knowledge is obtained through empirical and rational approaches. It highlights the significance of tangible information, concrete proof and thorough scientific investigation in the creation of knowledge (Salzmann-Erikson, 2024).

This study will be based on the positivism paradigm since the phenomena will be measured and quantified.

3.4 Research Approach

Core approaches in the field of academic research include deductive and inductive research methods, with distinct benefits and functions. Starting with a broad idea or hypothesis, researchers in the deductive approach gather evidence to either test and confirm or deny it (Zalaghi and Khazaei, 2016). This approach lets researchers anticipate based on current ideas or knowledge by reasoning from the broad to the specific (Locsin and Schoenhofer, 2024). On the other hand, the inductive method gathers and examines the evidence to create a theory or hypothesis (Popoola and Popoola, 2023).

The study utilises a deductive methodology to establish the influence of various leadership styles on the intensity of commitment displayed by employees. This is achieved by analysing the acquired data and utilising insights from the current literature review.

3.5 Research Methodology

Research technique consists of a range of methodologies, such as quantitative, qualitative and mixed methods. Quantitative research involves gathering and analysing numerical data to comprehend events, develop patterns and verify hypotheses (Dossett, Kaji and Dimick, 2020). In contrast, qualitative research is centred around the exploration and comprehension of complex social trends by using detailed descriptions and assessments (Oliveira *et al.*, 2021).

Quantitative research techniques, especially when employing questionnaires as a means of data collection, are of greatest value in a wide range of research investigations in many disciplines. Research conducted by Kamal *et al.* (2021) investigated the sustainable utilisation of building materials and the performance of the construction sector using structural equation modelling. This investigation employed a quantitative methodology, utilizing a structured survey questionnaire as the principal research instrument. This emphasises the need for questionnaires in collecting quantitative data for analysing complex events associated with sustainable construction techniques.

Questionnaires are crucial in quantitative research methodologies since they enable the collection of organised information, measurement of variables and analysis of patterns across many fields of study.

For this study, the methodology of quantitative research is utilised and a survey questionnaire (see Appendix A) is utilised as the major instrument for data collection. The purpose of this project consists of examining the perspectives of individuals to determine the impact that differences in leadership styles have on the affective commitment of employees.

3.6 Research Strategy

A specific plan for gathering suitable data to address research inquiries is a crucial part of the research process. The research strategy must explicitly describe how the researcher wants to gather the data and the techniques and instruments offered for gathering the information and this needs to be compatible with the researcher's study philosophy, paradigm and methodology (Saunders, Lewis and Thornhill, 2019).

To accomplish the goals and find the answers to the research questions, quantitative data analysis methods are suitable, as they are in keeping with the positivist and deductive approach that was adopted for this study. One of the most used quantitative methodologies, surveys is frequently utilised in related studies in the fields of business and management (Bryman and Bell, 2007).

This study uses a questionnaire to gather data from the Ceres Power Ltd workforce to validate its findings and test its hypotheses. A three-part questionnaire is used for this study. The first part is collecting demographic information, such as age and gender. The second part will identify the leadership style that is observed. The third part will measure the level of affective commitment from the employees.

3.7 Sampling methods

Sampling strategies in research play a significant part in assuring the validity and reliability of project findings. Different sampling procedures are used depending on the specifics of the research and the study's distinctive objectives. Nonprobability sampling approaches, such as strategic and total sampling, involve either selecting participants based on specified criteria or enrolling the whole population in the research (Febriani *et al.*, 2022; Maulidinah and Ekasari, 2023).

Probability sampling, recognised for its unbiased screening and statistical inference advantages, differs from non-probability sampling, which is excellent for examining uncommon or difficult-to-reach populations but may add researcher influence and restrict generalisation (Wang, 2024). Probability sampling methodologies represent the most appropriate sampling technique for examining the influence of various leadership styles on employees' affective commitment. The

utilization of a stratified sampling method facilitates a comprehensive interpretation of the impact that distinct leadership styles have on employee affective commitment across various hierarchical levels within organizations. The focal group of interest comprised individuals employed at a manufacturing company situated in the United Kingdom. To carry out this investigation, Ceres Power Ltd was selected with the intention of employing a sample size exceeding 100 staff members.

3.8 Data collection and analysis tools

The process of data collecting stretches beyond gathering data to include selecting the appropriate data collection devices, assuring their calibration, validity and reliability and analysing the quality of the obtained data (Maulidinah and Ekasari, 2023; Fajrianti, 2023)

A questionnaire is utilized for data collection through an online platform facilitated by Microsoft Forms. Participants are provided with a hyperlink to access the survey, enabling them to respond to the questions. Initially, the researcher established communication with the head of production at Ceres Power Ltd, located in Redhill, and the Human Resources representative, who approved data collection from staff members in the operational division.

Moreover, the researcher has acquired authorisation to employ Ceres Power's internal communication channels to disseminate the survey instrument, with no financial burden incurred.

Quantitative research is an objective analysis of numerical data using statistical methods (Putri, Hadi and Izzah, 2021). These methods enable researchers to assess data objectively and draw conclusions based on statistical evidence (Putri, Hadi and Izzah, 2021). Quantitative data analysis involves looking at data that can be measured or converted into numerical forms while preserving its fundamental significance (Sudarsih, 2023).

Correlation analysis remains a popular scientific method for investigating the complex relationship concerning independent aspects such as different leadership styles and dependent characteristics such as employee affective commitment. The findings will be analysed using SPSS.

3.9 Ethical consideration

Research ethics are essential for guaranteeing the integrity, legitimacy and honesty of scientific research. Maintaining ethical standards in research is critical, as demonstrated in a variety of contexts, including the importance of ethical norms at all stages of the research process, seeking approval from responsible boards of directors to protect subjects' social security and the development over time of principles of ethics such as the Nuremberg Code and the Helsinki Declaration (Zhang, 2023; Hazari, 2023; Rohini, 2023). Operating ethically in research not only promotes knowledge and academic achievement but also protects research participants' privacy

and well-being, preserves public faith in research efforts and adds to the scientific community's general integrity (Shamoo and Resnik, 2022). Researchers must follow ethical principles, codes of conduct and regulations to guarantee that their work is carried out responsibly, transparently and to the highest moral standards, ultimately respecting the core concept of "First, do no harm" (Gullion, 2024).

The researcher will obtain informed consent from the participants, ensuring their complete awareness of all aspects of the research, without any concealment of information concerning the utilization of their data. The anonymity and confidentiality of the participants will be preserved, with no disclosure of their identities or personal details unless explicit consent is given.

3.10 Summary

The research onion framework provides a systematic approach to understanding the philosophical foundations of research, directing the process of data gathering and analysis and allowing for extensive literature reviews and study designs across multiple areas of research.

A questionnaire is used for data collection through an online platform facilitated by Microsoft Forms and researchers establish communication with the head of production at Ceres Power Ltd and the Human Resources representative.

This is quantitative research which is based on an objective analysis of numerical data using statistical methods. Statistical mediation analysis is also employed to examine the basic mechanisms through which variables exhibit their impact on each other.

Researcher follows ethical principles, codes of conduct and regulations to guarantee their study is conducted responsibly, transparently and to the highest moral standards. Informed consent from participants is required to ensure their complete awareness of all aspects of the research, without any concealment of information concerning the utilization of their data.

4. Analysis of findings

4.1 Introduction

The importance of analysing findings emerges from the capacity to effectively evaluate data, discover patterns or trends and draw meaningful conclusions from the results. Researchers can evaluate the scientific importance of their discoveries by evaluating study findings, which assists in evidence-based practice and decision-making in numerous fields (Armijo-Olivo, 2018).

Furthermore, ensuring the precision and reliability of study results is critical in reducing errors and biases in gathering data. This may be accomplished by using legitimate measuring devices,

providing suitable training for researchers and using acceptable statistical approaches during data processing (Mandasini, 2022).

4.2 Analysis

4.2.1 Gender Analysis

A large proportion of the sample's participants identify as female or male, with 42.7% female and 41.7% male. Together, these two categories account for 84.4% of the overall sample, demonstrating a strong presence of binary gender identities.

However, the sample also includes individuals not identifying with the traditional gender binary.

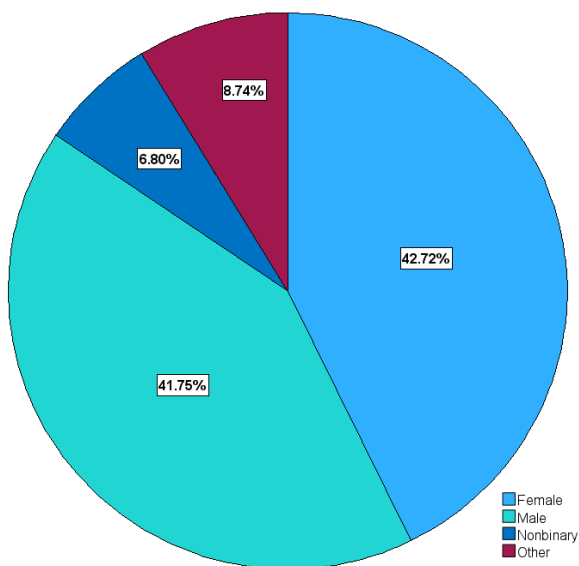


Figure 4 Gender analysis (SPSS version 29)

4.2.2 Age group analysis

Generation X has the largest segment of participants, accounting for 34.0% of the total. These findings indicate that the study primarily includes individuals in their middle years, who are often known for having stable professions and family obligations. The sample consists of millennials (28-43) and they make up the second-largest group, with 28.2% of the total. The sample includes Generation Z, which represents 25.2% of the participants and is the youngest

	Frequency	Percent
Female	44	42.7
Agender	1	1.0
Male	43	41.7
Bigender	1	1.0
Transgender	5	4.9
Nonbinary	7	6.8
Genderfluid	1	1.0
Queer	1	1.0
Total	103	100.0

Table 2 Gender analysis (SPSS version 29)

Specifically, 6.8% identify as nonbinary, which is a gender identity that differs from the traditional male-female polarisation. Furthermore, a smaller proportion of the participants identify as transgender (4.9%), agender (1.0%), bigender (1.0%), genderfluid (1.0%) and queer (1.0%). While less common in the sample, these identities are important in capturing the whole range of gender diversity.

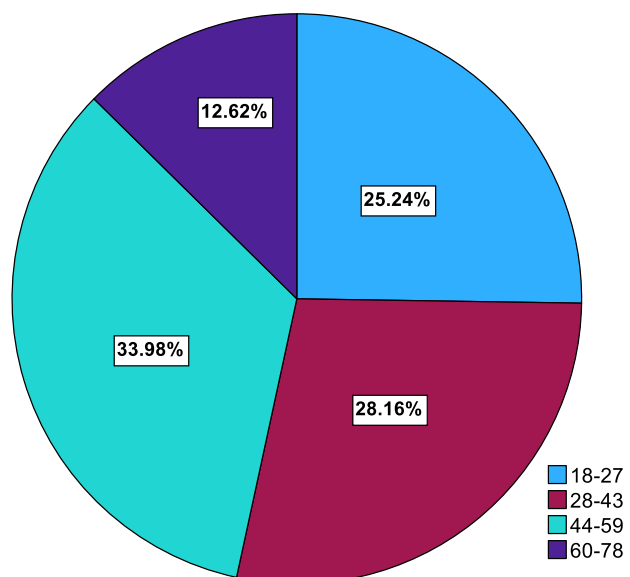


Figure 5 Age groups analysis (SPSS version 29)

generation. At 12.6%, the Baby Boomers (60-78), represent the smallest proportion of the sample.

Overall, the age distribution in this group covers a wide range of generational perspectives, allowing for the investigation of how age and generational identity impact the variables being studied.

	N	%
18-27	26	25.2%
28-43	29	28.2%
44-59	35	34.0%
60-78	13	12.6%

*Table 3 Age groups analysis
(SPSS version 29)*

4.2.3 Language analysis

English is the predominant language spoken by the participants, accounting for 16.50% of the total. Spanish is the second most prevalent language, with a usage rate of 13.59% among participants. Romanian, at 13.69% of the sample, also exhibits a notable presence. The nearly equal proportion of Spanish and Romanian speakers implies a varied language heritage within the research. French, Italian and Portuguese are all highly prevalent, accounting for 11.65%, 10.68% and 10.68% of participants respectively. The languages spoken by 8.74%, 7.77% and 1.94% of participants are Mandarin, Arabic and Greek correspondingly. This indicates the inclusion of non-European languages and adds to the overall cultural diversity of the sample. However, Bulgarian, Dutch, Korean, Thai and Vietnamese were each spoken by under 1% of the participants.

The table's language diversity improves the research by providing insights into a wide range of cultural and linguistic perspectives.

	N	%
English	17	16.50%
Spanish	14	13.59%
Bulgarian	1	0.97%
French	12	11.65%
Italian	11	10.68%
Dutch	1	0.97%
Portuguese	11	10.68%
Mandarin	9	8.74%
Arabic	8	7.77%
Greek	2	1.94%
Romanian	14	13.69%
Korean	1	0.97%
Thai	1	0.97%
Vietnamese	1	0.97%

*Table 4 Spoken language analysis
(SPSS version 29)*

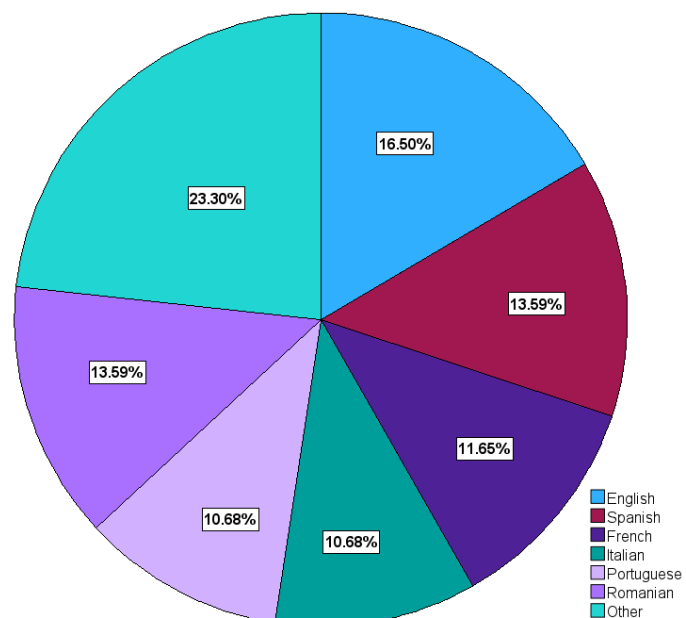


Figure 6 Spoken language analysis (SPSS version 29)

4.2.4 Leadership styles impact on affective commitment analysis

The correlation relating situational leadership style and affective commitment is highly robust and favourable, as evidenced by a correlation coefficient of 0.958. This indicates that when the utilisation of situational leadership rises, there is a corresponding increase in affective commitment.

The transactional leadership style, in contrast, demonstrates a sizable negative relationship with affective commitment, with a coefficient of -0.975. This indicates that when the frequency of transactional leadership actions increases, the intensity of affective commitment drops.

The correlation coefficient of 0.972 provides significant and positive evidence of the affiliation involving transformational leadership style and affective commitment. This correlation implies that transformational leadership, which prioritises vision, inspiration and the personal growth of subordinates, is likely to strengthen employees' emotional dedication to the organisation.

The authoritative leadership style exhibits a robust negative connection with affective commitment, with a value of -0.967. This implies that when leaders adopt an authoritative style, which involves giving clear instructions and exerting control, it could negatively impact the emotional connection and dedication of employees.

Finally, the laissez-faire leadership style exhibits a robust positive link with affective commitment, with a correlation figure of 0.964. This discovery indicates that employing a detached leadership style, in which staff are granted autonomy and independence, can result in increased levels of emotional dedication to the organisation.

Independent Variable	Dependent Variable	Correlation	Count	Lower C.I.	Upper C.I.
Situational leadership style	Affective commitment	.958	103	.939	.972
Transactional leadership style	Affective commitment	-.975	103	-.983	-.964
Transformational leadership style	Affective commitment	.972	103	.959	.981
Authoritative leadership style	Affective commitment	-.967	103	-.978	-.952
Laissez-faire leadership style	Affective commitment	.964	103	.947	.975

Missing value handling: PAIRWISE, EXCLUDE. C.I. Level: 95.0

Table 5 Leadership styles and affective commitment correlation (SPSS Version 29)

4.2.5 Leadership styles across age groups analysis

✓ The mean scores for the Laissez-faire leadership style show a positive correlation with age, indicating that as individuals get older, their scores tend to increase. The youngest age

group (18-27) has the lowest average score of 2.4487, indicating a reduced inclination towards endorsing a Laissez-faire approach. With increasing age, the mean score also climbs, reaching its highest point at 3.4381 for the age group of 44-59. The mean of the older group (aged 60-78) is 3.2564, which is a little lower than the mean of the youngest group, but still greater (Appendix D).

✓ The mean scores for the Authoritative leadership style demonstrate an opposite tendency when compared to the Laissez-faire approach. The youngest age group (18-27) has the highest average score of 3.5256, indicating a greater preference for Authoritative leadership. This may indicate a tendency towards seeking explicit guidance and control at the beginning of their professional journeys. As individuals get older, the average scores tend to decline, with the age group of 44-59 achieving the lowest score of 2.4000. The mean score of the older group (60-78) exhibits a marginal rise to 2.5641, however, it remains lower than that of the youngest group (Appendix D).

✓ There is a noticeable rise in average scores associated with age when it comes to the Transformational leadership style. The youngest group has the lowest mean score of 2.6282, suggesting a diminished inclination towards transformational approaches. Nevertheless, there is a noticeable increase in mean scores as individuals get older, with the 44-59 age group exhibiting the highest mean score of 3.9143. The oldest age group (60-78) has a little lower average score of 3.6154, however, it remains much higher than the youngest age group (Appendix D).

✓ The Transactional leadership style follows the same trend as the Authoritative style, with higher mean scores among younger age groups. The 18-27 age group has a mean score of 3.4744, showing a significant preference for transactional leadership, which emphasises exchanges between leaders and followers, such as rewards and penalties. The 44-59 age group has the lowest mean score of 2.4190, indicating a decreasing preference for this style as one gets older. The mean score for the oldest group (60-78) is 2.6923, which is slightly higher than the 44-59 group but still lower than the youngest group (Appendix D).

✓ The Situational leadership style has the highest mean scores among all age groups, demonstrating a significant desire for adaptability in leadership. The mean scores grow with age, with the 44-59 age group achieving the highest (4.0857). This shows that when people gain more experience, they may place a higher value on situational leadership's flexibility and responsiveness. The youngest group has a mean score of 3.2564, which, while lower than the older groups, demonstrates a strong predilection for this style (Appendix D).

4.2.6 Affective commitment across age groups analysis

The total mean score across all age groups is 3.0430, indicating a moderate level of affective commitment within the entire sample. The standard deviation of 1.54638 reflects the variability in emotional attachment across the different age groups and the standard error of 0.15237 suggests a good level of precision in the overall estimate.

	N	Mean	Std. Deviation	Std. Error
18-27	26	2.3407	1.44226	.28285
28-43	29	2.8916	1.47212	.27337
44-59	35	3.6490	1.45288	.24558
60-78	13	3.1538	1.65725	.45964
Total	103	3.0430	1.54638	.15237

Table 6 Level of Affective Commitment per Age Group analysis (SP22 version 29)

- The Generation Z cohort has the lowest level of affective commitment among the various groups, with a mean score of 2.3407.
- Generation Z has a somewhat lower level of affective commitment compared to Millennials, as seen by their mean score of 2.8916. This finding indicates that Millennials have a somewhat stronger emotional connection to the organisation, which could be attributed to their longer duration of employment and more established career trajectories in comparison to younger individuals.
- Among all age groups, Generation X exhibits the highest mean score of 3.6490, indicating the most pronounced level of affective commitment. The significant emotional commitment observed in this age group can be linked to their stability and experience, which often result in greater emotional involvement in their roles within the organisation.
- The Baby Boomer cohort, with a mean score of 3.1538, likewise exhibits a reasonably elevated degree of affective commitment, but significantly lower than that of Generation X.

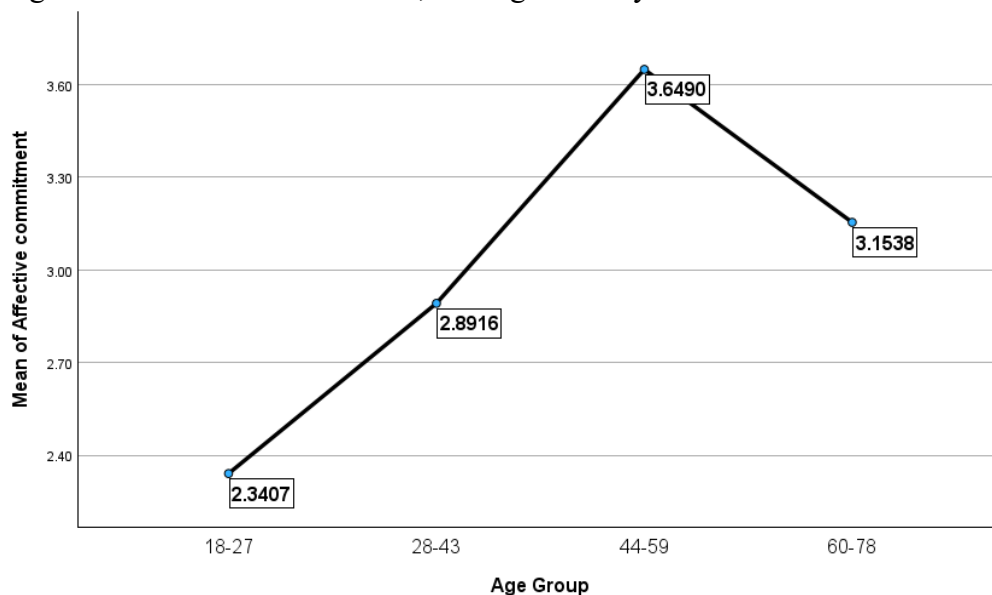


Figure 7 Level of Affective Commitment per Age Group (SPSS version 29)

Baby Boomers typically exhibit a significant emotional connection to their organisation, which may be attributed to varying career stages and retirement strategies.

4.3 Discussion

This investigation explored the effect of various leadership styles on the level of employee emotional commitment at Ceres Power Ltd. The key findings indicated notable associations between different leadership styles and emotional commitment. Situational and transformational leadership styles had significant positive relationships, but transactional and authoritative styles displayed negative correlations. The results of this research align with the current literature review on leadership and employee commitment; however, several subtle distinctions were identified.

4.3.1 Interpretation of the findings

The research objectives aimed to:

1. Review literature on how different leadership styles affect employee commitment.
2. Analyse the connection between different leadership styles and employee affective commitment.
3. Identify which leadership styles most effectively foster affective commitment.
4. Provide recommendations for enhancing employee affective commitment through leadership practices.

The discoveries of this study largely corroborate existing literature on the correlation involving various leadership styles and the affective commitment of employees.

4.3.1.1 Literature review on leadership styles and their impact on employee affective commitment

Consistent with previous research by Ahmad and Gelaidan (2011) and Abasilim, Gberville and Osibanjo (2019), this study discovered a positive connection involving transformational leadership and affective commitment ($r = 0.972$). This aligns with the notion that transformational leaders inspire and motivate employees, fostering a stronger emotional connection to the organisation.

However, the study's findings on transactional leadership diverge somewhat from existing literature. While Duyen *et al.* (2023) found a positive influence of transactional leadership on organisational commitment, this study revealed a strong negative correlation ($r = -0.975$) between transactional leadership and affective commitment. This discrepancy may be attributed to differences in organisational context or the specific aspects of commitment measured.

The strong positive correlation ($r = 0.958$) found between situational leadership and affective commitment supports the theoretical framework proposed by Hersey and Blanchard, which

highlights the importance of modifying leadership approaches in accordance with employee capacity and situational demands (Sunarso, 2024).

4.3.1.2 Correlation between various leadership styles and employee affective commitment

The research revealed clear correlations between various leadership styles and affective commitment at Ceres Power Ltd. The research exposed that transformational and situational leadership styles had the most positive relationships with affective commitment. This indicates that these methods are the most successful in promoting emotional attachment among employees. For instance, the substantial correlation coefficient of 0.972 for transformational leadership indicates that leaders who inspire and encourage their team members are far more inclined to foster greater emotional connections inside the organisation.

Transactional and authoritarian leadership styles had significant negative associations with affective commitment, with correlation coefficients of -0.975 and -0.967, respectively. This implies that at Ceres Power Ltd., employing strategies centred around stringent regulation, incentives and penalties might harm employees' emotional attachment to the organisation. These findings offer a useful understanding of the leadership dynamics inside the organisation and how they affect employee engagement.

4.3.1.3 The leadership style that fostering affective commitment

According to the correlation analysis, transformational leadership emerged as the style most strongly associated with fostering affective commitment ($r = 0.972$). This aligns with existing literature that emphasizes the beneficial effect of transformational leadership on employee engagement and commitment (Yuan *et al.*, 2021).

Situational leadership similarly presented a significant positive connection with affective commitment ($r = 0.958$), suggesting that leaders who customise their leadership style to the requirements of those they lead and the specific situation can effectively foster emotional attachment to the organization.

Interestingly, laissez-faire leadership also demonstrated a strong positive correlation with affective commitment ($r = 0.964$). This finding contrasts with some previous research, such as Bučiūnienė and Škudienė (2008), who revealed a negative relationship between laissez-faire leadership and affective commitment. This discrepancy may be due to the specific organizational culture at Ceres Power Ltd, where employees might value autonomy and self-direction.

4.3.1.4 Recommendations

According to the outcomes, it is recommended that Ceres Power Ltd. gives priority to the development and implementation of transformational and situational leadership methods

throughout all management levels. This may involve leadership training programs that concentrate on inspiring motivation, personalised attention, and adaptable leadership strategies. In addition, the organisation should evaluate its use of transactional and authoritarian leadership styles, perhaps limiting their implementation to particular circumstances where they may be vital.

In addition, given the variations in affective commitment among different age groups, it is recommended to customise leadership strategies for distinct generational groups. For example, younger employees may benefit from more supporting and mentoring approaches, while experienced personnel may respond more positively to increasing autonomy and proactive engagement.

4.3.2 Discussion Summary

This chapter analysed the study's significant discoveries, connecting them to the current literature and research objectives. The findings broadly confirmed prior studies on the beneficial influences of transformational and situational leadership on affective commitment. However, several findings, especially with transactional and laissez-faire leadership, varied from the current literature, demonstrating the need for specific to the environment knowledge of leadership effectiveness.

These findings both confirm and challenge prior research, offering fresh perspectives on leadership dynamics in the manufacturing industry.

4.3 Summary

A correlation analysis of these leadership styles and affective commitment shows substantial relationships. The discussion section interpreted these findings in relation to existing literature and research objectives, identifying transformational and situational leadership as the most effective in fostering affective commitment at Ceres Power Ltd. Transformational leadership, with a correlation value of 0.972, had the largest positive link with affective commitment, indicating that leadership that fosters a feeling of purpose and drive is particularly beneficial in developing employees' emotional bonds with their organisation.

The analysis of leadership styles across age groups provides vital insights into how preferences for leadership methods change with age and may influence affective commitment within organisations. The findings show that younger people (18-27 years old) had a larger preference for Authoritarian and Transactional leadership styles, with mean scores of 3.5256 and 3.4744, respectively. However, as people age, their preferences shift dramatically towards transformational and situational leadership approaches.

5. Conclusion, Limitations and Recommendations

5.1 Introduction

This project aimed to find the connection involving various leadership approaches and affective commitment. Employee attitudes and behaviours—including their emotional connection to the company, often known as affective commitment—are greatly influenced by leadership styles. The research aims to improve understanding of how different leadership styles impact workers' emotional attachment to their organisations.

This chapter offers a comprehensive summary of the main discoveries, examines the consequences and limitations of the investigation and presents recommendations for future investigations and real-world implementations.

5.2 Conclusions

The study's findings demonstrate notable correlations between leadership styles and affective commitment. The research discovered substantial positive associations involving transformational, situational leadership styles and affective commitment. In contrast, authoritative and transactional leadership styles were shown to have negative correlations with affective commitment. In addition, the research revealed clear preferences for leadership styles among all generations, indicating a change in leadership expectations as employees advance in their careers.

5.3 Summary of the research findings and outcomes

The primary outcomes of this research are as follows:

1. Leadership styles and affective commitment:
 - Transformational leadership showed the strongest positive correlation with affective commitment ($r = 0.972$).
 - Situational leadership also exhibited a high positive relationship ($r = 0.958$).
 - Transactional ($r = -0.975$) and authoritative ($r = -0.967$) leadership styles exhibited strong negative correlations with affective commitment.
2. Leadership choices that are influenced by age:
 - Younger employees (18-27) showed a higher preference for authoritative and transactional leadership styles.
 - Older age groups demonstrated increasing preferences for transformational and situational leadership approaches.
 - The laissez-faire leadership style showed a positive correlation with age.
3. Affective commitment across age groups:
 - Generation X exhibited the highest level of affective commitment (mean = 3.6490).
 - Generation Z showed the lowest level of affective commitment (mean = 2.3407).

- A general trend of increasing affective commitment with age was observed, with a slight decrease in the oldest age group.

5.4 Contribution of the research

This work enhances the current pool of information in several ways:

1. This study presents empirical data that supports the connection between particular leadership styles and affective commitment. It gives valuable insights into which techniques are likely to be the most effective in promoting employee engagement.
2. The study highlights the significance of taking into account generational differences in leadership preferences, indicating that a universal approach to leadership may be less efficient than customised techniques.
3. The study provides useful insights for organisations aiming to improve staff retention and engagement tactics for different age groups by analysing affective commitment.
4. The findings add to the current discussion about how leadership is evolving in response to changes in the demographics and aspirations of the workforce.

5.5 Limitations of the research

Although the research has produced interesting insights, it is important to acknowledge that it also has certain limits. The study's sample size, although sufficient for statistical analysis, may not accurately reflect the wider population, therefore limiting the generalisability of the findings. Furthermore, the study specifically examines one organisation, which might have distinct cultural or contextual elements that impact the results. The research's cross-sectional design further restricts the capacity to establish associations between leadership styles and affective commitment. Future research could benefit from longitudinal studies and using a more varied sample to validate and expand beyond these findings.

5.6 Recommendations

Considering the results derived from this study, the following recommendations are proposed:

- A. For organizations and leaders:
 1. Adopt a flexible leadership approach that can adapt to the preferences of different age groups within the workforce.
 2. Give more importance to transformational and situational leadership styles, especially when trying to improve affective commitment among employees.
 3. Develop leadership training programs that address generational differences in leadership expectations and preferences.
- B. For future research:
 1. Conduct longitudinal studies to examine how leadership preferences and affective commitment evolve over time within individuals and cohorts.

2. Explore the implications of cultural factors on the correlation involving leadership styles and affective commitment.
3. Investigate the potential moderating effects of factors such as industry type, organizational culture and personality traits on the observed relationships.
4. Expand the sample size and diversify the demographic representation to improve the validity of the findings.

5.7 Summary

The research has provided useful findings into the complicated correlation involving different leadership styles and affective commitment within the workplace. The findings emphasise the need to employ adaptable leadership strategies that may address the varied requirements of a workforce. The study suggests that transformational and situational leadership styles are the most successful in promoting emotional commitment. However, it also emphasises the need for leadership techniques that take into account the changing preferences of employees as they advance in their careers. Although it has certain limits, this research makes a substantial contribution to our awareness of effective leadership in modern organisations and provides a basis for future studies in this crucial field of organisational behaviour.

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Appendices

Appendix A – Questionnaire

Please select the appropriate answer for you:

1. What is your gender identity?
 - A. Female
 - B. Male
 - C. Transgender
 - D. Nonbinary
 - E. Other (please specify)
 - F. Prefer not to say
2. How old are you?
 - A. 18 - 27
 - B. 28 - 43
 - C. 44 - 59
 - D. 60 - 78
3. Which is your first language?
 - A. English
 - B. Spanish
 - C. French
 - D. Italian
 - E. Portuguese
 - F. Mandarin
 - G. Arabic
 - H. Romanian
 - I. Other (please specify)
 - J. Prefer not to say
4. Please select the highest level of education that you have attained.
 - A. Doctorate degree
 - B. Master's degree
 - C. Bachelor's degree
 - D. Associate degree
 - E. Trade/technical/vocational training
 - F. High school/college graduate, diploma or equivalent
 - G. Some high school
 - H. Other
 - I. Prefer not to say

Please select the appropriate box which is on the scale of “Strongly Disagree” to “Strongly Agree” for the following statements:

	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My leader changes their communication style depending on the team's needs.					
6.	My leader expects immediate compliance with their directives.					
7.	My leader gives more autonomy as the team becomes more skilled.					
8.	My leader takes a hands-off approach, intervening only when necessary.					
9.	My leader encourages innovation and creative thinking in our team.					
10.	My manager gives me a high degree of autonomy in my day-to-day work.					
11.	My leader closely monitors performance and provides frequent feedback.					
12.	My leader focuses on maintaining established structures and processes.					
13.	My leader provides minimal guidance, expecting team members to solve problems on their own.					
14.	My leader is the primary source of expertise and guidance in our team.					
15.	My leader shows genuine interest in my personal and professional development.					
16.	My leader primarily motivates through rewards and consequences.					
17.	My leader adapts their approach based on team members' skills and experience.					

18.	My leader makes most decisions that affect our team without much input from others.					
19.	My leader inspires me to achieve beyond what I thought possible.					
20.	I feel a strong sense of belonging to this organisation					
21.	I feel emotionally attached to this organization.					
22.	This organisation has a great deal of personal meaning for me					
23.	I feel like a "part of the family" at my organisation					
24.	I would be very happy to spend the rest of my career with this organization					
25.	I enjoy discussing my organization with people outside it					
26.	I really feel as if this organization's problems are my own					

Appendix B – Participant Information Sheet

Participant Information Sheet



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
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Rhif Adnabod Cyfranogwr:

Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD SAMPLE PARTICIPANT INFORMATION SHEET

Teitl Y Prosiect: / Project Title:

Impact of Leadership Styles on Affective Employee Commitment

– Ceres Power case study

Dear Sir/Madam,

My name is *Florin Movilianu* and I am an *undergraduate student* in the School of Business, Finance and Management (London Campus), Faculty of Business and Management at the University of Wales Trinity Saint David, United Kingdom. At present, I am conducting research on *the impact of different leadership styles on affective employee commitment at Ceres Power Ltd*. The purpose of this research is to *assess the relationships between various leadership styles and employees' perceived levels of affective commitment*.

I would like to invite you to participate in my research project by answering the attached short questions developed by the researchers. Those questions will assess your opinions, experiences, knowledge, suggestions and views. Through your participation in the interviews, I hope to ascertain my research purpose to get the best opinion from you. I believe your opinion will be extremely helpful to me in carrying out this research.

All questions will be kept strictly confidential to the researchers involved and at **NO** time individual questions will be released to the general public. This gives you a chance to express your views on your programme in a confidential and anonymous forum and still be able to make a difference. Your participation in this study is completely voluntary so you can withdraw from the questionnaire at any stage.

Please note, that the questionnaire should take no more than 30 minutes to complete but however, but there is no time constraint. There are also no right or wrong answers. Attached to this letter along with the questionnaire is a consent form where you will better understand the researcher's intention.

As this is a new project, your feedback is also important to me and I would be much obliged if you could also complete the feedback sheet along with the questionnaire. I understand that your time is at a premium, but your opinions are very valuable to me.

After careful and precise analysis of the data obtained from these questionnaires, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of the current level of knowledge and future findings. The results of the research will be shared with the director of studies, supervisor, university and British Library.

I thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

Florin Movilianu

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Appendix C – Participant Consent Form

Participation Consent Form



PRIFYSGOL CYMRU
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Rhif Adnabod Cyfranogwr:

Participant Identification Number:

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FFURFLEN GANIATÂD CYFRANOGIAD

PARTICIPATION ONSENT FORM

Teitl Y Prosiect: / Project Title:

Impact of Leadership Styles on Affective Employee Commitment
– Ceres Power case study

Enw'r Ymchwilydd/Name of Researcher: **Florin Movilianu**

1	I confirm that I have read and understand the information sheet dated _____ for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
3	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	
4	I understand that my name will not appear in any reports, articles or presentations.	
5	I agree to take part in the above study.	
Name of Participant		Signature
Researcher		Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No one will hear any

audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

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Appendix D – Leadership Styles across age groups analysis table (SPSS version 29)

		N	Mean	Std. Deviation	Std. Error
Laissez-faire leadership style	18-27	26	2.4487	1.41403	.27731
	28-43	29	2.9080	1.31202	.24364
	44-59	35	3.4381	1.32540	.22403
	60-78	13	3.2564	1.55250	.43059
	Total	103	3.0162	1.40910	.13884
Authoritative leadership style	18-27	26	3.5256	1.45197	.28475
	28-43	29	2.9310	1.46488	.27202
	44-59	35	2.4000	1.44349	.24399
	60-78	13	2.5641	1.69085	.46896
	Total	103	2.8544	1.52800	.15056
Transformational leadership style	18-27	26	2.6282	1.58416	.31068
	28-43	29	3.3563	1.58598	.29451
	44-59	35	3.9143	1.53253	.25904
	60-78	13	3.6154	1.83508	.50896
	Total	103	3.3948	1.65338	.16291
Transactional leadership style	18-27	26	3.4744	1.45502	.28535
	28-43	29	2.9310	1.30439	.24222
	44-59	35	2.4190	1.36325	.23043
	60-78	13	2.6923	1.59549	.44251
	Total	103	2.8641	1.43974	.14186
Situational leadership style	18-27	26	3.2564	1.10074	.21587
	28-43	29	3.7126	.89852	.16685
	44-59	35	4.0857	.97466	.16475
	60-78	13	3.7436	1.08997	.30230
	Total	103	3.7282	1.03716	.10219

Appendix E – Application for Ethical Approval

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University’s insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	<i>Florin Movilianu</i>			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	<i>University of Wales Trinity Saint David</i>			
4	Campus:	<i>London</i>			
5	E-mail address:	<i>2112865@student.uwtsd.ac.uk</i>			
6	Contact Telephone Number:	<i>07498305613</i>			
<i>For students:</i>					
7	Student Number:	<i>2112865</i>			
8	Programme of Study:	<i>Business Management</i>			
9	Director of Studies/Supervisor:	<i>Dr Piyumika K. Gamage</i>			

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	NO	☒
				<i>Date</i>	
2	If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in)		☐			

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	<i>[List any other relevant documents here]</i>	☐

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	
2	Contact person name	
3	Contact person e-mail address	
4	Is your research externally funded?	YES ☐ NO ☐
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary YES ☐ NO ☐
7		Employed YES ☐ NO ☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered. YES ☐ NO ☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue YES ☐ NO ☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES ☐ NO ☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).	

SECTION E: Details of Research Activity

1	Indicative title:	<i>Impact of Leadership Styles on Affective Employee Commitment – Ceres Power case study</i>		
2	Proposed start date:	<i>10 June 2024</i>	Proposed end date:	<i>30 August 2024</i>
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			

3	Purpose of Research Activity <i>The purpose of this study, with a focus on Ceres Power Ltd., is to assess the relationships involving various leadership styles and employees' perceived levels of affective commitment</i> (this box should expand as you type)
4	Research Question • <i>What the main trends and patterns are in the research of the connection between leadership styles and affective commitment in the existing literature?</i> • <i>Which leadership styles exhibit the most influence on employee affective commitment, particularly to Ceres Power Ltd?</i> • <i>What are Ceres Power Ltd employees' perspectives of the leadership styles used by their supervisors at the company and how do these views relate to their degree of commitment to the organisation?</i> • <i>What can Ceres Power Ltd do to increase the influence of leadership styles on the staff's commitment?</i> • <i>How can Ceres Power Ltd improve the impact of leadership styles on the employees' commitment?</i> (this box should expand as you type)
5	Aims of Research Activity <i>The research aims to examine the impact of different leadership styles on the affective commitment of the employees at Ceres Power Ltd.</i> (this box should expand as you type)
6	Objectives of Research Activity • <i>Review literature on leadership styles and their impact on employee affective commitment.</i> • <i>Examine how leadership styles are related to employee affective commitment at Ceres Power Ltd.</i> • <i>Identify the most effective leadership styles for fostering affective commitment at Ceres Power Ltd.</i> • <i>Provide recommendations for Ceres Power Ltd on implementing leadership strategies to enhance employee commitment.</i> (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	<i>The study utilises a deductive methodology to determine the influence of various leadership styles on the level of commitment displayed by employees. For this study, the methodology of quantitative research is utilised and a survey questionnaire is utilised as the major instrument for data collection. The focal group of interest comprised individuals employed at a manufacturing company situated in the United Kingdom, with the intention of employing a sample size exceeding 100 staff members.</i> (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	<i>Ceres Power Ltd, Redhill, United Kingdom</i> (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	(this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	<i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒

15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	100 (this box should expand as you type)
11	Who will the participants be?	Employees at Ceres Power Ltd (this box should expand as you type)
12	How will you identify the participants?	Unique ID's (this box should expand as you type)

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐

15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.					
	If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Risk to participants: <i>None</i> (this box should expand as you type)	How you will mitigate the risk to participants: - (this box should expand as you type)				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities					
	<i>N/A</i> (this box should expand as you type)					
4	Risks to the investigator					

	For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: <i>None</i> <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: - <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: <i>None</i> <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: - <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: <i>None</i> <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: - <i>(this box should expand as you type)</i>

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☐	☒
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? <i>Participants will be de-briefed using the Participant Information Sheet and Participation Consent Form via Microsoft Forms.</i> <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. <i>Before continuing to the questionnaire participants will have a chance to give or not the consent by reading the information provided in the Participant Information Sheet and Participation Consent Form.</i> <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. <i>All participants will have assigned a unique ID when they are recording there's answers.</i> <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental,	☐	☒

	<i>economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.</i>		
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	<i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☒	☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	<i>Gender and spoken language data are gathered through surveys to determine gender diversity and give insights into the cultural and linguistic variation inside the organisation.</i> <i>(this box should expand as you type)</i>		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	“Cloud” storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	<i>The data collected is kept in a designated folder within a cloud platform, accessible exclusively with the researcher's authorised credentials.</i> <i>(this box should expand as you type)</i>		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒

17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	<i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	<i>The researcher and supervisor</i> <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<i>N/A</i> <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	<i>The acquired data is stored in a specifically assigned folder on a cloud platform, which can only be accessed with approved credentials. The data will be deleted after 3 months of the proposed end date.</i> <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	<i>N/A</i> <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.		
	In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	Florin Movilianu	Date: 10/06/2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) <i>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</i>
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>