

# AN INSIGHT INTO ATTITUDE-BASED LEADERSHIP STYLES OF YOUNG PEOPLE IN KAZAKHSTAN: A BSC PERSPECTIVE

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## ABSTRACT

*The objectives of this paper are (1) to briefly describe the concept of self-esteem, Theory X and Theory Y assumptions, and four leadership styles based on attitudes toward self (self-esteem) and other people at work (Theory X vs. Theory Y belief system); (2) to describe the exploratory research conducted, which was aimed toward identification of the prevailing level of self-esteem, the prevailing belief system or attitude toward others at work, and the prevailing leadership style based on attitudes toward self and other people at work of business students in Kazakhstan; and (3) to describe the outcomes of the conducted exploratory research. One hundred and six students of a business college took part in the survey: forty two students majoring in management and sixty four students majoring in accounting. They were asked to fill-in a questionnaire on self-esteem and a questionnaire on Theory X and Theory Y assumptions. The findings indicate that all students – irrespective of their major – on average have relatively high self-esteem and moderate Theory X beliefs. The research also revealed that about fifty percent of all business students who took part in the survey will probably be bossy, pushy, impatient, inclined to criticism and autocratic style of leadership, whereas about forty percent will probably be willing to give and accept positive feedback and expect others to succeed. The academic and practical contribution of this paper is that it sheds the light on the under-researched topic of the level of self-esteem and preferable leadership style of young people who study business administration today, but tomorrow will take administrative positions in business companies of Kazakhstan – a young and perspective state in Central Asia.*

Keywords : self-concept, Theory X and Y , leadership style, young people , Kazakhstan.

## INTRODUCTION AND RELATED RESEARCH

Attitudes are evaluative statements or judgments concerning objects, people or events (Robbins and Judge, 2011). People have positive or negative (favourable or unfavourable) attitudes almost to everything in their lives: fashion, social events, political events, their work, their subordinates, their supervisors, their family members, self, and so on.

The main objective of this paper is to determine the prevailing attitude toward self and the prevailing attitude toward other people at work of young people in Kazakhstan studying business to get an insight into an under-researched topic of what leadership style today's business students will use tomorrow, when they graduate from their university with degrees of bachelors of science in business administration and take administrative positions in business companies of Kazakhstan – a young and perspective state in Central Asia.

Attitude of the participants of the survey toward self was measured using Rosenberg's self-esteem scale. Rosenberg (1965) defined self-esteem as a favourable or unfavourable attitude toward self. Self-esteem is a well-researched topic. For instance, Baumeister, Campbell, Krueger, and Vohs (2003) studied around 15,000 articles on self-esteem and concluded that:

- self-esteem has a strong relation to happiness (see also Diener and Diener, 1995; Furnham and Cheng, 2000; Shackelford, 2001);
- high self-esteem makes people more willing to speak up in groups and to criticize the group's approach (see also LePine and Van Dyne, 1998);
- high self-esteem facilitates persistence after failure (see also Perez, 1973; Shrauger and Sorman, 1977; McFarlin, Baumeister, and Blascovich, 1984);
- self-esteem does not lead to good school performance, instead high self-esteem is partly the result of good school performance (see also Skaalvik and Hagtvet, 1990; Bowless, 1999);
- high self-esteem reduces the chances of bulimia in females (see also Mintz and Betz, 1988; van-der-Ham, van Strein, and van-Engeland, 1998);
- self-esteem does not predict the quality or duration of the relationships (see also Brockner and Lloyd, 1986; Bishop and Inderbitzen, 1995);
- high self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex (see also Glendinning and Inglis, 1999; Gerrard, Gibbons, Reis-Bergan, and Russell, 2000; Paul, Fitzjohn, Herbison, and Dickson, 2000); and
- finally, leaders with high self-esteem show stronger in-group favoritism, which may increase prejudice and discrimination (see also Aberson, Healy, and Romero, 2000).

Attitude of young people in Kazakhstan toward other people at work was measured using questionnaire on McGregor's (1960) Theory X and Theory Y attitudes. Theory X assumes that employees dislike working, try to avoid work as well as responsibility, want and need to be directed and controlled. Theory Y assumes that work for employees is as natural as rest, they want to take responsibility, and do not need to be supervised closely. The recent research in this field indicates that:

- theory X/Y assumptions greatly influence supervisor's biases about employee participation: Theory X managers perceive that participative decision making negatively impacts their power, while Theory Y managers perceive a positive consequences of soliciting employee participation on their supervisory power and organizational effectiveness (Russ, 2011);
- theory X/Y assumptions serve as cognitive determinants of superior communicator style: Theory X assumptions are positively related to the dominant and impression leaving styles, while Theory Y assumptions are negatively related to the anxious style, and positively related to the supportive, impression leaving, and nonverbally expressive styles (Sager, 2008); and
- teachers with a Theory Y perspective provide increased motivation for students and promote more active learning than Theory X-style teachers who do not view students as active learners (Markwell, 2004).

Achua and Lussier (2010) combined a person's attitude toward self (positive or negative) with his or her attitude toward other people at work (Theory X or Theory Y belief system) and concluded that – based on his or her attitudes – this person will be inclined to one of the following four leadership styles:

- a person with positive self-concept and Theory Y attitudes will give and accept positive feedback, expect others to succeed, and let other people do the job their way;
- a person with positive self-concept and Theory X attitudes will be bossy, pushy, impatient, inclined to criticism and autocratic style of leadership;
- a person with negative self-concept and Theory Y attitudes will be afraid to make decisions, will be unassertive and self-blaming; and finally

- a person with negative self-concept and Theory X attitudes will blame others if something goes wrong, will be pessimistic and will promote a feeling of hopelessness.

## METHODOLOGY

In order to analyze the level of self-efficacy and the type of leadership style to which young people of Kazakhstan are inclined, one hundred and eighty four students enrolled in four different courses (Management Accounting I, Intermediate Financial Accounting I, Performance Management, and Leadership and Motivation) were asked to complete a questionnaire on anonymous basis outside of the class time. All of them were students of a business college of one Almaty university. Their age was between 19 and 21. Out of one hundred and eighty four students who were asked to participate in the survey, one hundred and six students actually filled-in the questionnaire. Since all of them returned back useable questionnaires, the response rate of 100 percent was achieved. The students participating in the survey were in their 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year of study. Forty two students majoring in management and sixty four students majoring in accounting filled in the questionnaire; the majority of them were female.

**TABLE 1: DEMOGRAPHIC DATA – ALL STUDENTS**

	B.Sc. 2	B.Sc. 3	B.Sc. 4	Total
Female	3 (2.8%)	34 (32.1%)	33 (31.1%)	70 (66.0%)
Male	3 (2.8%)	18 (17.0%)	15 (14.2%)	36 (34.0%)
Total	6 (5.7%)	52 (49.1%)	48 (45.3%)	106 (100.0%)

**TABLE 2: DEMOGRAPHIC DATA – STUDENTS MAJORING IN ACCOUNTING**

	B.Sc. 2	B.Sc. 3	B.Sc. 4	Total
Female	1 (1.6%)	22 (34.4%)	14 (21.9%)	37 (57.8%)
Male	3 (4.7%)	16 (25.0%)	8 (12.5%)	27 (42.2%)
Total	4 (6.3%)	38 (59.4%)	22 (34.4%)	64 (100.0%)

**TABLE 3: DEMOGRAPHIC DATA – STUDENTS MAJORING IN MANAGEMENT**

	B.Sc. 2	B.Sc. 3	B.Sc. 4	Total
Female	2 (4.8%)	12 (28.6%)	19 (45.2%)	33 (78.6%)
Male	0 (0.0%)	2 (4.8%)	7 (16.7%)	9 (21.4%)
Total	2 (4.8%)	14 (33.3%)	26 (61.9%)	42 (100.0%)

There were two questionnaires used in the survey:

- Rosenberg’s Self-Esteem Scale from *Society and the Adolescent Self-Image* (Rosenberg, 1965) and
- Questionnaire on Theory X and Y from *Effective Leadership* (Achua and Lussier, 2010).

In the first part of the questionnaire (the part on self-esteem scale), the students were asked to evaluate 10 items using a four point Likert-type scale: strongly agree, agree, disagree, and strongly disagree; and the score of each student was calculated as follows (Rosenberg, 1965):

- For items 1, 2, 4, 6, and 7: strongly agree = 3, agree = 2, disagree = 1 and strongly disagree = 0;
- For items 3, 5, 8, 9, and 10 (which were reversed in valence): strongly agree = 0, agree = 1, disagree = 2, and strongly disagree = 3.

Then, a student’s level of self-esteem was determined on the basis of total score as follows:

- Low self-esteem: score 0 – 7;
- Relatively low self-esteem: 8 – 15;

- Relatively high self-esteem: 16 – 23; and
- High self-esteem: 24 – 30.

In the second part of the questionnaire (the part on Theory X and Y), they were given 8 pairs of statements and asked to distribute 5 points as follows: if the first statement in a pair totally reflected his or her attitude and the second did not, the student had to give 5 points to the first and 0 to the second; if it was the opposite, he or she had to use 0 and 5; if the statement was usually his or her attitude, the distribution could be 4 and 1, or 1 and 4; if both statements reflected his or her attitude, the distribution had to be 3 and 2, or 2 and 3; the combined score for each pair of statements, however, had to be equal to 5 (Achua and Lussier, 2010):

- 0 – 5 or 5 – 0                      One of the statements was totally like the student, the other not like him or her at all;
- 1 – 4 or 4 – 1                      One statement was usually like the student, the other not;
- 2 – 3 or 3 – 2                      Both statements were like the student, although one was slightly more like him or her.

Then, a student’s Theory X/ Theory Y beliefs were determined on the basis of total score for the first statement in each pair as follows:

- X manager:                              score 0 – 10;
- Moderately X manager:              score 11 – 20;
- Moderately Y manager:              score 21 – 30; and
- Y manager:                              score 31 – 40.

## FINDINGS AND DISCUSSION

Self-esteem questionnaire findings showed the following:

1. All students – irrespective of whether their major was management or accounting – on average, have relatively high self-esteem: all students’ mean = 19.90 (standard deviation = 3.65), accounting majoring students’ mean = 19.48 (standard deviation = 3.44), and management majoring students’ mean = 20.52 (standard deviation = 3.92).
2. There are 11% more students with high self-esteem among students majoring in management than among students majoring in accounting; but – at the same time – 11% less students with relatively high self-esteem among students majoring in management than among those majoring in accounting:

**TABLE 4: CLASSIFICATION OF STUDENTS BY THE LEVEL OF SELF-ESTEEM**

Self-Esteem	High	Relatively High	Relatively Low	Low
Students majoring in management	24%	67%	9%	0%
Students majoring in accounting	13%	78%	9%	0%
Difference between students majoring in management and accounting	+11%	- 11%	0%	0%

3. In the questionnaire on self-esteem, on average, students majoring in management and students majoring in accounting eminently agreed with Item #2 “I feel that I have a number of good qualities”: management majoring students’ mean = 2.40 (standard deviation = 0.59), frequency of “strongly agree answers” = 45%; accounting majoring students’ mean = 2.39 (standard deviation = 0.52), frequency of “strongly agree” answers = 41%. This item took the first place in the rating lists of both majors (The rating list shows all 10 self-efficacy items with their mean values sorted in the

descending order, where the mean value of each item represents the relative contribution of this item to average total score on self-efficacy of students):

**TABLE 5: RATING LIST FOR MAJOR IN MANAGEMENT:**

Mean	Self-Efficacy Item
2,40	I feel that I have a number of good qualities.
2,38	I take a positive attitude toward myself.
2,36	I feel I do not have much to be proud of.
2,29	On the whole, I am satisfied with myself.
2,19	I am able to do things as well as most other people.
2,12	I feel that I am a person of worth, at least on an equal plane with others.
1,95	All in all, I am inclined to feel that I am a failure.
1,88	At times I think I am no good at all.
1,67	I certainly feel useless at times.
1,29	I wish I could have more respect for myself.

**TABLE 6: RATING LIST FOR MAJOR IN ACCOUNTING:**

Mean	Self-Efficacy Item
2,39	I feel that I have a number of good qualities.
2,28	I take a positive attitude toward myself.
2,22	I am able to do things as well as most other people.
2,09	All in all, I am inclined to feel that I am a failure.
2,03	I feel that I am a person of worth, at least on an equal plane with others.
2,02	I feel I do not have much to be proud of.
1,97	On the whole, I am satisfied with myself.
1,72	At times I think I am no good at all.
1,56	I certainly feel useless at times.
1,20	I wish I could have more respect for myself.

4. The second place in the rating lists of items with which students majoring in management and students majoring in accounting were on average agree (see Tables 5 and 6) was taken by Item #6 “I take a positive attitude toward myself”: management majoring students’ mean = 2.38 (standard deviation = 0.62), frequency of “strongly agree” answers given = 45%; accounting majoring students’ mean = 2.28 (standard deviation = 0.60), frequency of “strongly agree” answers given = 36%.
5. The last three items in both rating lists (see Tables 5 and 6) are items #8, #9, and #10. However, as it was indicated in the section on methodology, these items were reversed in valence. It means that the lower is the score for these three items the more students agreed with these statements:
  - Item #8 “I wish I could have more respect for myself”: management majoring students’ mean = 1.29 (standard deviation = 0.89), frequency of “agree” answers given = 50%; accounting majoring students’ mean = 1.20 (standard deviation 0.88), frequency of “agree” answers given = 44%;
  - Item #9 “I certainly feel useless at times”: management majoring students’ mean = 1.67 (standard deviation = 0.75), frequency of “agree” answers given = 36%, frequency of “disagree” answers given = 48%; accounting majoring students’ mean = 1.56 (standard deviation = 0.73), frequency of “agree” answers = 44%, “disagree” = 42%;

- Item #10 “At times I think I am no good at all”: management majoring students’ mean = 1.88 (standard deviation = 0.92), frequency of “agree” answers = 26%, “disagree” answers = 38%, and “strongly disagree” answers = 29%; accounting majoring students’ mean = 1.72 (standard deviation = 0.83), frequency of “agree” answers = 42%, “disagree” answers = 34%, and “strongly disagree” answers = 20%.
6. As for the remaining items from the questionnaire on self-efficacy, that is items #1, #3, #4, #5, and #7, they took different places in the rating lists of students majoring in management and majoring in accounting (see Tables 5 and 6):
- Item #1 “I feel that I am a person of worth, at least on an equal plane with others”: rating list of management majoring students – Place #6, rating list of accounting majoring students – Place #5;
  - Item #3 “All in all, I am inclined to feel that I am a failure”: rating list of management majoring students – Place #7, rating list of accounting majoring students – Place #4;
  - Item #4 “I am able to do things as well as most other people”: rating list of management majoring students – Place #5, rating list of accounting majoring students – Place #3;
  - Item #5 “I feel I do not have much to be proud of”: rating list of management majoring students – Place #3, rating list of accounting majoring students – Place #6; and
  - Item #7 “On the whole, I am satisfied with myself”: rating list of management majoring students – Place #4, rating list of accounting majoring students – Place #7.
7. In general, however, mean values of 8 out of 10 items of students’ majoring in management are higher than mean values of those 8 items of students majoring in accounting (see Tables 5 and 6). The two exceptions are:
- Item #3 “All in all, I am inclined to feel that I am a failure”: management majoring students’ mean = 1.95 (standard deviation = 0.82), accounting majoring students’ mean = 2.09 (standard deviation = 0.53);
  - Item #4 “I am able to do things as well as most other people”: management majoring students’ mean = 2.19 (standard deviation = 0.63), accounting majoring students’ mean = 2.22 (standard deviation = 0.77).

Findings based on Theory X and Y survey are the following:

1. All students – irrespective of whether their major was management or accounting – on average, have moderate Theory X beliefs: all students’ mean = 19.24 (standard deviation = 6.13), management majoring students’ mean = 20.12 (standard deviation = 5.83), and accounting majoring students’ mean = 18.66 (standard deviation = 6.29).
2. There are 5% more students with strong Theory X beliefs among students majoring in accounting than among students majoring in management, but 5% less students with moderate Theory X beliefs among students majoring in accounting than among those majoring in management. At the same time, there is 1% more students with strong Theory Y beliefs among students majoring in accounting than among students majoring in management, but 1% less students with moderate Theory Y beliefs among students majoring in accounting than among those majoring in management.

**TABLE 7A: CLASSIFICATION OF STUDENTS BY THEORY X AND THEORY Y BELIEFS**

	Strong Theory X Beliefs	Moderate Theory X Beliefs	Moderate Theory Y Beliefs	Strong Theory Y Beliefs
Students majoring in accounting	10%	48%	39%	3%
Students majoring in management	5%	53%	40%	2%
Difference	+5%	- 5%	- 1%	+1%

3. In general, there are 58% of all students (irrespective of whether their major was management or accounting) with Theory X beliefs and 42% with Theory Y beliefs:

**TABLE 7B: CLASSIFICATION OF STUDENTS BY THEORY X AND THEORY Y BELIEFS**

	Theory X Beliefs	Theory Y Beliefs
Students majoring in accounting	58%	42%
Students majoring in management	58%	42%

4. Out of 8 pairs of statements offered for evaluation to students majoring in management, mean value of the first statement (which reflects Theory Y beliefs) was higher than mean values of the second statement (which reflects Theory X beliefs) in 4 pairs:

**TABLE 8A: PREVALENCE OF THEORY X BELIEFS AND THEORY Y BELIEFS AMONG STUDENTS MAJORING IN MANAGEMENT**

Pair #	Statements	Mean	Prevalence of Beliefs
1	People enjoy working.	3,12	Y
	People do not like to work.	1,88	
2	Employees don't have to be closely supervised to do their job well.	2,05	X
	Employees will not do a good job unless you closely supervise them.	2,95	
3	Employees will do a task well for you if you ask them to.	1,74	X
	If you want something done right, you need to do it yourself.	3,26	
4	Employees want to be involved in making decisions.	3,02	Y
	Employees want the managers to make the decisions.	1,98	
5	Employees will do their best work if you allow them to do the job their own way.	2,45	X
	Employees will do their best work if they are taught how to do it the one best way.	2,55	
6	Managers should let employees have full access to information that is not confidential.	3,52	Y
	Managers should give employees only the information they need to know to do their job.	1,50	
7	If the manager is not around, the employees will work just as hard.	1,62	X
	If the manager is not around, the employees will take it easier than when being watched.	3,38	
8	Managers should share the management responsibilities with group members.	2,60	Y
	Managers should perform the management functions for the group.	2,43	

5. Out of 8 pairs of statements offered for evaluation to students majoring in accounting, mean value of the first statement (which reflects Theory Y beliefs) was higher than mean values of the second statement (which reflects Theory X beliefs) in 3 pairs:

**TABLE 9A: PREVALENCE OF THEORY X BELIEFS AND THEORY Y BELIEFS AMONG STUDENTS MAJORING IN ACCOUNTING**

Pair #	Statements	Mean	Prevalence of Beliefs
1	People enjoy working.	2,64	Y
	People do not like to work.	2,36	
2	Employees don't have to be closely supervised to do their job well.	2,05	X
	Employees will not do a good job unless you closely supervise them.	2,95	
3	Employees will do a task well for you if you ask them to.	2,09	X
	If you want something done right, you need to do it yourself.	2,91	
4	Employees want to be involved in making decisions.	2,36	X
	Employees want the managers to make the decisions.	2,64	
5	Employees will do their best work if you allow them to do the job their own way.	2,06	X
	Employees will do their best work if they are taught how to do it the one best way.	2,97	
6	Managers should let employees have full access to information that is not confidential.	2,55	Y
	Managers should give employees only the information they need to know to do their job.	2,45	
7	If the manager is not around, the employees will work just as hard.	2,05	X
	If the manager is not around, the employees will take it easier than when being watched.	2,95	
8	Managers should share the management responsibilities with group members.	2,86	Y
	Managers should perform the management functions for the group.	2,14	

6. Attitudes of students majoring in management and students majoring in accounting coincide in relation to all pairs of statements except for pair #4, where Theory Y is the prevailing belief of students majoring in management and Theory X is the prevailing belief of students majoring in accounting. However, the difference in mean values of the first and second statements in answers given by students majoring in management is significant ( $3.02 - 1.98 = 1.04$ ), whereas the difference in mean values of the first and second statements in answers given by students majoring in accounting is insignificant ( $2.64 - 2.36 = 0.28$ ). It means that there are as many students who share Theory Y beliefs in relation to this pair of statements as those who share Theory X beliefs. For instance, consider frequency distribution of scores assigned to this pair of statements by students majoring in accounting:

**TABLE 10: FREQUENCY DISTRIBUTION OF SCORES ASSIGNED TO PAIR OF STATEMENTS #4 BY STUDENTS MAJORING IN ACCOUNTING**

Pair #	Statements	0	1	2	3	4	5
4	Employees want to be involved in making decisions.	11%	13%	34%	20%	16%	6%
	Employees want the managers to make the decisions.	6%	16%	20%	34%	13%	11%

7. Attitudes of students majoring in management and students majoring in accounting coincide in relation to pairs #1, #6, and #8. However, in pairs #1 and #6, the difference in mean values of the first and second statements in answers given by students majoring in management is significant (it confirms their prevailing inclination to Theory Y belief in these issues), whereas the difference in mean values of the first and second statements in answers given by students majoring in accounting is insignificant. As for pair #8, here the situation is reversal. Consider the following tables:

**TABLE 11: COMPARISON OF PREVALENCE OF THEORY Y BELIEFS AMONG STUDENTS MAJORING IN MANAGEMENT IN PAIRS #1, #6, AND #8**

Pair #	Statements	Mean	Prevalence of Beliefs	Difference
1	People enjoy working.	3,12	Y	1,24 significant
	People do not like to work.	1,88		
6	Managers should let employees have full access to information that is not confidential.	3,52	Y	2,02 significant
	Managers should give employees only the information they need to know to do their job.	1,50		
8	Managers should share the management responsibilities with group members.	2,60	Y	0,17 insignificant
	Managers should perform the management functions for the group.	2,43		

**TABLE 12: COMPARISON OF PREVALENCE OF THEORY Y BELIEFS AMONG STUDENTS MAJORING IN ACCOUNTING IN PAIRS #1, #6, AND #8**

Pair #	Statements	Mean	Prevalence of Beliefs	Difference
1	People enjoy working.	2,64	Y	0,28 insignificant
	People do not like to work.	2,36		
6	Managers should let employees have full access to information that is not confidential.	2,55	Y	0,10 insignificant
	Managers should give employees only the information they need to know to do their job.	2,45		
8	Managers should share the management responsibilities with group members.	2,86	Y	0,72 significant
	Managers should perform the management functions for the group.	2,14		

8. Attitudes of students majoring in management and students majoring in accounting also coincide in relation to pairs #2, #3, #5, and #7. In the answers given by students majoring in accounting, the difference in the mean values of the first and the second statements in all 4 pairs – that is pair #2, #3, #5, and #7 – is significant, whereas in the answers given by students majoring in management this difference is significant only in three pairs: pair #2, #3, #7, but in pair #5 this difference is insignificant. Consider the following tables:

**TABLE 13: COMPARISON OF PREVALENCE OF THEORY X BELIEFS AMONG STUDENTS MAJORING IN MANAGEMENT IN PAIRS #2, #3, #5, AND #7**

Pair #	Statements	Mean	Prevalence of Beliefs	Difference
2	Employees don't have to be closely supervised to do their job well.	2,05	X	0,90 significant
	Employees will not do a good job unless you closely supervise them.	2,95		
3	Employees will do a task well for you if you ask them to.	1,74	X	1,52 significant
	If you want something done right, you need to do it yourself.	3,26		
5	Employees will do their best work if you allow them to do the job their own way.	2,45	X	0,10 insignificant
	Employees will do their best work if they are taught how to do it the one best way.	2,55		
7	If the manager is not around, the employees will work just as hard.	1,62	X	1,76 significant
	If the manager is not around, the employees will take it easier than when being watched.	3,38		

**TABLE 14: COMPARISON OF PREVALENCE OF THEORY X BELIEFS AMONG STUDENTS MAJORING IN ACCOUNTING IN PAIRS #2, #3, #5, AND #7**

Pair #	Statements	Mean	Prevalence of Believes	Difference
2	Employees don't have to be closely supervised to do their job well.	2,05	X	0,90 significant
	Employees will not do a good job unless you closely supervise them.	2,95		
3	Employees will do a task well for you if you ask them to.	2,09	X	0,82 significant
	If you want something done right, you need to do it yourself.	2,91		
5	Employees will do their best work if you allow them to do the job their own way.	2,06	X	0,91 significant
	Employees will do their best work if they are taught how to do it the one best way.	2,97		
7	If the manager is not around, the employees will work just as hard.	2,05	X	0,90 significant
	If the manager is not around, the employees will take it easier than when being watched.	2,95		

9. If to change the final choice from purely X or purely Y to XY in those pairs of statements where the inclination toward the preference of Theory X beliefs over Theory Y beliefs or visa versa is insignificant or (in other words) is minimal, then a quite different picture will appear. It shows that students majoring in accounting have slightly stronger Theory X beliefs than students majoring in management (management: Y=3, XY=2, X=3; accounting: Y=1, XY=3, X=4):

**TABLE 15: PREVALENCE OF THEORY X BELIEFS AND THEORY Y BELIEFS AMONG STUDENTS MAJORING IN MANAGEMENT**

Pair #	Statements	Mean	Prevalence of Believes
1	People enjoy working.	3,12	Y
	People do not like to work.	1,88	
2	Employees don't have to be closely supervised to do their job well.	2,05	X
	Employees will not do a good job unless you closely supervise them.	2,95	
3	Employees will do a task well for you if you ask them to.	1,74	X
	If you want something done right, you need to do it yourself.	3,26	
4	Employees want to be involved in making decisions.	3,02	Y
	Employees want the managers to make the decisions.	1,98	
5	Employees will do their best work if you allow them to do the job their own way.	2,45	XY
	Employees will do their best work if they are taught how to do it the one best way.	2,55	
6	Managers should let employees have full access to information that is not confidential.	3,52	Y
	Managers should give employees only the information they need to know to do their job.	1,50	
7	If the manager is not around, the employees will work just as hard.	1,62	X
	If the manager is not around, the employees will take it easier than when being watched.	3,38	
8	Managers should share the management responsibilities with group members.	2,60	XY
	Managers should perform the management functions for the group.	2,43	

**TABLE 16: PREVALENCE OF THEORY X BELIEFS AND THEORY Y BELIEFS AMONG STUDENTS MAJORING IN accounting**

Pair #	Statements	Mean	Prevalence of Believes
1	People enjoy working.	2,64	XY
	People do not like to work.	2,36	
2	Employees don't have to be closely supervised to do their job well.	2,05	X

	Employees will not do a good job unless you closely supervise them.	2,95	
3	Employees will do a task well for you if you ask them to.	2,09	X
	If you want something done right, you need to do it yourself.	2,91	
4	Employees want to be involved in making decisions.	2,36	XY
	Employees want the managers to make the decisions.	2,64	
5	Employees will do their best work if you allow them to do the job their own way.	2,06	X
	Employees will do their best work if they are taught how to do it the one best way.	2,97	
6	Managers should let employees have full access to information that is not confidential.	2,55	XY
	Managers should give employees only the information they need to know to do their job.	2,45	
7	If the manager is not around, the employees will work just as hard.	2,05	X
	If the manager is not around, the employees will take it easier than when being watched.	2,95	
8	Managers should share the management responsibilities with group members.	2,86	Y
	Managers should perform the management functions for the group.	2,14	

Findings based on combination of questionnaire on self-efficacy and questionnaire on Theory X and Y showed the following:

- The majority of all students have Theory X beliefs with positive self-concept: students majoring in management – 50% and students majoring in accounting – 52%. The second place was taken by students with Theory Y beliefs and also positive self-concept: students majoring in management – 40% and students majoring in accounting – 39%.

**TABLE 17: LEADERSHIP STYLES BASED ON ATTITUDES**

	Positive self-concept		Negative self-concept	
	Theory X Beliefs	Theory Y Beliefs	Theory X Beliefs	Theory Y Beliefs
Students majoring in management	50%	40%	7%	3%
Students majoring in accounting	52%	39%	6%	3%
Difference	- 2%	+1%	1%	0%

## DISCUSSION AND CONCLUSION

This exploratory study provided a valuable insight into attitude-based leadership styles of young people in Kazakhstan. The results of this study revealed that all students – irrespective of whether their major was management or accounting – on average, have relatively high self-esteem. However, if to compare the level of self-esteem of students majoring in management and the level of self-esteem of students majoring in accounting, it turns out that students majoring in management have slightly higher level of self-esteem than students majoring in accounting.

The findings based on Theory X and Y survey revealed that all students – irrespective of whether their major was management or accounting – on average, have moderate Theory X beliefs. However, if to compare Theory X and Theory Y beliefs of students majoring in management and students majoring in accounting, it turns out that students majoring in accounting have slightly stronger Theory X beliefs than students majoring in management. Nevertheless, the views of students majoring in management and the views of students majoring in accounting coincide in the following issues: (1) employees will not do a good job unless you closely supervise them; (2) if you want something done right, you need to do it yourself; and (3) if the manager is not around, the employees will take it easier than when being watched. This suggests that young people majoring in management and majoring in accounting may experience problems with delegation of duties and may be inclined toward authoritative style of leadership.

Also, young people majoring in accounting – on average – tend to believe that (1) employees will do their best work if they are taught how to do it the one best way rather than if you allow them to do the job their own way and (2) management should share the management responsibilities with the group rather than perform the management functions for the group. The first belief could be explained by the knowledge of students majoring in accounting about the requirement of the profession to strictly follow the accounting standards and tax legislation, as well as their awareness about criminal responsibility for “creative accounting”. The second belief could be explained by accounting practice to split the responsibilities between accountants and rotate those responsibilities to insure interchangeability of accountants in case of illness or other disaster that may happen to a particular accountant (including their manager – that is, chief accountant).

Young people majoring in management – on average – tend to believe that (1) people enjoy working; (2) employees want to be involved in making decisions; and (3) managers should let employees have full access to information that is not confidential. All of these could be explained by the fact that students majoring in management took more courses in the field of management than students majoring in accounting and thus know more about the benefits of participative management; danger of concealment of information, and other resources, necessary for fulfillment of employee direct obligation; as well as about need for achievement and self-actualization that employees may experience. This, however, creates a paradox: students majoring in management know that people generally enjoy working and want to be involved in decision-making, but – unfortunately – these students are not ready to start trusting their subordinates (in future, when they will become managers) and to choose a leadership style that is not authoritative.

Finally, this study showed that about half of all students who took part in the survey – irrespective of whether their major is management or accounting – have Theory X beliefs with positive self-concept. It means that when they take administrative positions, they will probably be bossy, pushy, and impatient; they will criticize with little praising and will be very autocratic. At the same time, around 40% of all student have Theory Y beliefs with positive self-concept, meaning that they will likely give and accept positive feedback and expect others to succeed.

## LIMITATIONS

This study has a number of limitations. First, it is based only on answers given by students studying at the business college of one Almaty university. Second, the sample of a relatively small size (total – 106 students: management majoring – 42 students and accounting majoring – 64 students) was used. Third, the quality of the analysis depends much on how well the respondents understood the items from the questionnaire and the honesty of their answers. This implies that this study should be repeated with a different sample. Despite of these limitations, however, this study sheds the light on an under-researched topic of the level of self-efficacy and preferable leadership style of young people in Kazakhstan who today study business administration (majoring in management or accounting) and tomorrow will take administrative positions in business companies of Kazakhstan – young and prospective Central Asian state.

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