

# **AN EXPLORATORY COMPARISON OF ATTITUDE-BASED LEADERSHIP STYLES OF YOUNG PEOPLE IN THE UNITED STATES OF AMERICA AND IN KAZAKHSTAN**

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## **ABSTRACT**

*The objectives of this article 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 the United States of America; (3) to compare pilot results received in the USA with the previously obtained pilot results from Kazakhstan; and (4) to describe the outcomes of the conducted exploratory research. The academic and practical contribution of this paper is that it sheds the light on the under-researched topic of how leadership styles of young people who today study management, but tomorrow will take managerial positions in Kazakhstan and in the USA may differ.*

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

## **INTRODUCTION**

The purpose of this study, which is based on an earlier study (Frolova, 2013) is fourfold. The first is to briefly describe the concept of self-esteem, Theory X and Theory Y assumptions, (McGregor, 1960) and four leadership styles based on attitudes toward self (self-esteem) and other people at work (Theory X vs. Theory Y belief system). The second is 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 the United States of America. The third is to compare the pilot results received in the USA with the previously obtained pilot results from Kazakhstan (Frolova, 2013). The fourth is to describe the outcomes of the conducted exploratory research.

## LITERATURE REVIEW

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 (Frolova, 2013).

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 the participants of the survey toward other people at work was measured using a 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

Seventy four undergraduate students studying business in the United States of America were asked to complete a questionnaire on anonymous basis. Since all of them returned back useable questionnaires, the response rate of 100 percent was achieved. The students participating in the survey were mainly in their 3<sup>rd</sup> or 4<sup>th</sup> year of study.

**TABLE 1:: DEMOGRAPHIC DATA – USA**

	Freshman	Junior	Senior	Did not indicate	Total
Female	-	24 (32.4%)	13 (17.6%)	-	37 (50.0%)
Male	1 (1.4%)	27 (36.5%)	7 (9.5%)	-	35 (47.3%)
Did not indicate	-	-	-	2 (2.7%)	2 (2.7%)
Total	1 (1.4%)	51 (68.9%)	20 (27.0%)	2 (2.7%)	74 (100.0%)

The results obtained in the USA were compared to previously obtained results in Kazakhstan, where one hundred and six undergraduate students studying business completed a questionnaire on anonymous basis (Frolova, 2013).

**TABLE 2: DEMOGRAPHIC DATA – KAZAKHSTAN**

	Sophomore	Junior	Senior	Did not indicate	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%)

The questionnaire used in the survey contained two parts:

- 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

Self-esteem questionnaire findings showed that on average:

1. Students in the USA have very high level of self-esteem: mean= 24.30, standard deviation= 4.07. Students in Kazakhstan have relatively high level of self-esteem: mean= 19.90, standard deviation= 3.65 (Frolova, 2013).
2. There are 38% more students with high self-esteem among students from the USA than among students from Kazakhstan:

**TABLE 3: CLASSIFICATION OF STUDENTS BY THE LEVEL OF SELF-ESTEEM**

Self-Esteem	High	Relatively High	Relatively Low	Low
Students from the USA	55%	45%	0%	0%
Students from Kazakhstan	17%	74%	9%	0%
Difference	+38%	- 29%	- 9%	0%

3. In the questionnaire on self-esteem, on average, students from the USA eminently agreed with the statement "I feel that I am a person of worth, at least on an equal plane with others": mean = 2.66, standard deviation = 0.50, frequency of "strongly agree" answers = 68%. Students from Kazakhstan, on average, eminently agreed with the statement "I feel that I have a number of good qualities": mean = 2.40, standard deviation = 0.55, frequency of "strongly agree" answers = 42% (Frolova, 2013). These statements took the first places in the rating lists of students from the USA and Kazakhstan (The rating lists for students from each country show all 10 self-esteem statements with their mean values sorted in the descending order, where the mean value of each statement represents the relative contribution of this statement to average total score of students' self-esteem):

**TABLE 4: RATING LIST FOR STUDENTS FROM THE USA**

Self-Esteem Statement	Mean (SD)
I feel that I am a person of worth, at least on an equal plane with others.	2.66 (0.50)

I feel that I have a number of good qualities.	2.61 (0.49)
I feel I do not have much to be proud of (score was reversed).	2.61 (0.62)
All in all, I am inclined to feel that I am a failure (score was reversed).	2.53 (0.62)
At times I think I am no good at all (score was reversed).	2.49 (0.71)
I take a positive attitude toward myself.	2.38 (0.59)
I am able to do things as well as most other people.	2.36 (0.48)
On the whole, I am satisfied with myself.	2.34 (0.63)
I certainly feel useless at times (score was reversed).	2.22 (0.75)
I wish I could have more respect for myself (score was reversed).	2.11 (0.87)

**TABLE 5: RATING LIST FOR STUDENTS FROM KAZAKHSTAN**

Self-Esteem Statement	Mean (SD)
I feel that I have a number of good qualities.	2.40 (0.55)
I take a positive attitude toward myself.	2.32 (0.61)
I am able to do things as well as most other people.	2.21 (0.71)
I feel I do not have much to be proud of (score was reversed).	2.15 (0.69)
On the whole, I am satisfied with myself.	2.09 (0.72)
I feel that I am a person of worth, at least on an equal plane with others.	2.07 (0.73)
All in all, I am inclined to feel that I am a failure (score was reversed).	2.04 (0.66)
At times I think I am no good at all (score was reversed).	1.78 (0.86)
I certainly feel useless at times (score was reversed).	1.60 (0.74)
I wish I could have more respect for myself (score was reversed).	1.24 (0.88)

**TABLE 6: ITEM-BY-ITEM COMPARISON OF MEAN VALUES FOR SELF-ESTEEM QUESTIONNAIRE**

Item ##	Self-Esteem Statement	USA Mean (SD)	Kazakhstan Mean (SD)
1	I feel that I am a person of worth, at least on an equal plane with others.	2.66 (0.50)	2.07 (0.73)
2	I feel that I have a number of good qualities.	2.61 (0.49)	2.40 (0.55)
3	All in all, I am inclined to feel that I am a failure (score was reversed).	2.53 (0.62)	2.04 (0.66)
4	I am able to do things as well as most other people.	2.36 (0.48)	2.21 (0.71)
5	I feel I do not have much to be proud of (score was reversed).	2.61 (0.62)	2.15 (0.69)
6	I take a positive attitude toward myself.	2.38 (0.59)	2.32 (0.61)
7	On the whole, I am satisfied with myself.	2.34 (0.63)	2.09 (0.72)
8	I wish I could have more respect for myself (score was reversed).	2.11 (0.87)	1.24 (0.88)

9	I certainly feel useless at times (score was reversed).	2.22 (0.75)	1.60 (0.74)
10	At times I think I am no good at all (score was reversed).	2.49 (0.71)	1.78 (0.86)

**TABLE 7: FREQUENCY OF “STRONGLY AGREE”, “AGREE”, “DISAGREE”, AND “STRONGLY DISAGREE” ANSWERS GIVEN TO EACH SELF-ESTEEM QUESTIONNAIRE STATEMENT**

##	Self-Esteem Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		US	KZ	US	KZ	US	KZ	US	KZ
1	I feel that I am a person of worth, at least on an equal plane with others.	68%	27%	31%	56%	1%	14%	0%	3%
2	I feel that I have a number of good qualities.	61%	42%	39%	55%	0%	3%	0%	0%
3	All in all, I am inclined to feel that I am a failure (original answers).	0%	2%	8%	14%	32%	62%	59%	22%
4	I am able to do things as well as most other people.	36%	36%	64%	51%	0%	11%	0%	2%
5	I feel I do not have much to be proud of (original answers).	1%	0%	4%	17%	28%	51%	66%	32%
6	I take a positive attitude toward myself.	41%	40%	57%	53%	1%	8%	1%	0%
7	On the whole, I am satisfied with myself.	42%	29%	50%	53%	8%	16%	0%	2%
8	I wish I could have more respect for myself (original answers).	4%	20%	20%	46%	36%	25%	39%	9%
9	I certainly feel useless at times (original answers).	0%	5%	19%	41%	41%	44%	41%	10%
10	At times I think I am no good at all (original answers).	0%	5%	12%	36%	27%	36%	61%	24%

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

1. Students in the USA on average have moderate Theory Y beliefs: mean = 23.5, standard deviation = 5.39. Students in Kazakhstan on average have moderate Theory X beliefs: mean = 19.24, standard deviation 6.13 (Frolova, 2013).
2. There are 7% less students with strong Theory X beliefs, 24% less students with moderate Theory X beliefs, 25% more students with moderate Theory Y beliefs, and 6% more students with strong Theory Y beliefs in the USA than in Kazakhstan:

**TABLE 8: 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 from the USA	1%	26%	65%	8%
Students from Kazakhstan	8%	50%	40%	2%
Difference	- 7%	- 24%	25%	6%

3. Out of 8 pairs of statements offered for evaluation to students in the USA, mean value of the first statement (which reflects Theory Y beliefs) was higher than mean value of the second statement (which reflects Theory X beliefs) in 6 pairs:

**TABLE 9: PREVELANCE OF THEORY X BELIEFS AND THEORY Y BELIEFS AMONG STUDENTS IN THE USA**

Pair ##	Theory X and Theory Y Statements	Mean (SD)	Prevalence of Beliefs
1	People enjoy working.	3.18 (1.26)	Theory Y
	People do not like to work.	1.81 (1.26)	
2	Employees don't have to be closely supervised to do their job well.	3.23 (1.27)	Theory Y
	Employees will not do a good job unless you closely supervise them.	1.77 (1.27)	
3	Employees will do a task well for you if you ask them to.	3.30 (1.26)	Theory Y
	If you want something done right, you need to do it yourself.	1.70 (1.26)	
4	Employees want to be involved in making decisions.	3.74 (1.11)	Theory Y
	Employees want the managers to make the decisions.	1.26 (1.11)	
5	Employees will do their best work if you allow them to do the job their own way.	2.53 (1.39)	Theory Y
	Employees will do their best work if they are taught how to do it the one best way.	2.47 (1.39)	
6	Managers should let employees have full access to information that is not confidential.	2.78 (1.72)	Theory Y
	Managers should give employees only the information they need to know to do their job.	2.22 (1.72)	
7	If the manager is not around, the employees will work just as hard.	2.36 (1.53)	Theory X
	If the manager is not around, the employees will take it easier than when being watched.	2.64 (1.53)	
8	Managers should share the management responsibilities	2.34	Theory X

	with group members.	(1.56)	
	Managers should perform the management functions for the group.	2.66 (1.56)	

4. Out of 8 pairs of statements offered for evaluation to students in Kazakhstan, 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 (Frolova, 2013):

**TABLE 10: PREVELANCE OF THEORY X BELIEFS AND THEORY Y BELIEFS AMONG STUDENTS IN KAZAKHSTAN**

Pair ##	Theory X and Theory Y Statements	Mean (SD)	Prevalence of Beliefs
1	People enjoy working.	2.83 (1.59)	Theory Y
	People do not like to work.	2.17 (1.59)	
2	Employees don't have to be closely supervised to do their job well.	2.05 (1.52)	Theory X
	Employees will not do a good job unless you closely supervise them.	2.95 (1.52)	
3	Employees will do a task well for you if you ask them to.	1.95 (1.48)	Theory X
	If you want something done right, you need to do it yourself.	3.05 (1.48)	
4	Employees want to be involved in making decisions.	2.62 (1.36)	Theory Y
	Employees want the managers to make the decisions.	2.38 (1.36)	
5	Employees will do their best work if you allow them to do the job their own way.	2.22 (1.54)	Theory X
	Employees will do their best work if they are taught how to do it the one best way.	2.80 (1.56)	
6	Managers should let employees have full access to information that is not confidential.	2.93 (1.77)	Theory Y
	Managers should give employees only the information they need to know to do their job.	2.08 (1.77)	
7	If the manager is not around, the employees will work just as hard.	1.88 (1.43)	Theory X
	If the manager is not around, the employees will take it easier than when being watched.	3.12 (1.43)	
8	Managers should share the management responsibilities with group members.	2.75 (1.47)	Theory Y
	Managers should perform the management functions for the group.	2.25 (1.49)	

5. Attitudes of students from the USA and Kazakhstan coincide in relation to pairs of statements #1, #4, #6 (where Theory Y is the prevailing belief) and #7 (where

Theory X is the prevailing belief). However, the difference in mean values of the first and second statements in answers given by students from the USA is significant for pairs #1 and #4 and is insignificant for pairs #6 and #7, whereas the difference in mean values of the first and second statements in answers given by students from Kazakhstan is significant for pairs #7 and is insignificant for pairs #1, 4, and 6. This suggests that students from the USA who took part in the survey have stronger Theory Y beliefs and weaker Theory X beliefs than students from Kazakhstan who took part in the survey.

**TABLE 11: COMPARISON OF PREVELANCE OF THEORY X AND THEORY Y BELIEFS AMONG STUDENTS FROM THE USA IN PAIRS #1, #4, #6, AND #7**

Pair ##	Theory X and Theory Y Statements	Mean	Prevalence of Beliefs	Difference
1	People enjoy working.	3.18	Theory Y	1.37 Significant
	People do not like to work.	1.81		
4	Employees want to be involved in making decisions.	3.74	Theory Y	2.48 Significant
	Employees want the managers to make the decisions.	1.26		
6	Managers should let employees have full access to information that is not confidential.	2.78	Theory Y	0.56 insignificant
	Managers should give employees only the information they need to know to do their job.	2.22		
7	If the manager is not around, the employees will work just as hard.	2.36	Theory X	- 0.28 insignificant
	If the manager is not around, the employees will take it easier than when being watched.	2.64		

**TABLE 12:: COMPARISON OF PREVELANCE OF THEORY X AND THEORY Y BELIEFS AMONG STUDENTS FROM KAZAKHSTAN IN PAIRS #1, #4, #6, AND #7**

Pair ##	Theory X and Theory Y Statements	Mean	Prevalence of Beliefs	Difference
1	People enjoy working.	2.83	Theory Y	0.66 insignificant
	People do not like to work.	2.17		
4	Employees want to be involved in making decisions.	2.62	Theory Y	0.24 insignificant
	Employees want the managers to make the decisions.	2.38		
6	Managers should let employees have full access to information that is not confidential.	2.93	Theory Y	0.85 insignificant
	Managers should give employees only the information they need to know to do their job.	2.08		
7	If the manager is not around, the employees will work just as hard.	1.88	Theory X	- 1.24 significant

	If the manager is not around, the employees will take it easier than when being watched.	3.22		
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**TABLE 13:: FREQUENCY DISTRIBUTION OF SCORES ASSIGNED TO PAIRS OF STATEMENTS #1, #4, #6, AND #7 BY STUDENTS FROM THE USA**

Pair ##	Theory X and Theory Y Statements	0	1	2	3	4	5
1	People enjoy working.	1%	11%	18%	23%	34%	14%
	People do not like to work.	14%	34%	24%	16%	11%	1%
4	Employees want to be involved in making decisions.	0%	4%	9%	24%	32%	30%
	Employees want the managers to make the decisions.	30%	32%	24%	9%	4%	0%
6	Managers should let employees have full access to information that is not confidential.	15%	12%	12%	23%	16%	22%
	Managers should give employees only the information they need to know to do their job.	22%	16%	23%	12%	12%	15%
7	If the manager is not around, the employees will work just as hard.	14%	19%	20%	22%	16%	9%
	If the manager is not around, the employees will take it easier than when being watched.	9%	16%	22%	20%	19%	14%

**TABLE 14: FREQUENCY DISTRIBUTION OF SCORES ASSIGNED TO PAIRS OF STATEMENTS #1, #4, #6, AND #7 BY STUDENTS FROM KAZAKHSTAN**

Pair ##	Theory X and Theory Y Statements	0	1	2	3	4	5
1	People enjoy working.	11%	11%	16%	23%	22%	17%
	People do not like to work.	17%	22%	23%	16%	11%	11%
4	Employees want to be involved in making decisions.	8%	10%	31%	24%	18%	9%
	Employees want the managers to make the decisions.	9%	18%	24%	31%	10%	8%
6	Managers should let employees have full access to information that is not confidential.	13%	13%	13%	15%	18%	27%
	Managers should give employees only the information they need to know to do their job.	26%	19%	15%	13%	13%	13%
7	If the manager is not around, the employees will work just as hard.	19%	27%	22%	15%	13%	4%
	If the manager is not around, the employees will take it easier than when being watched.	4%	13%	15%	22%	27%	19%

6. Attitude of students from the USA and Kazakhstan did not coincide in relation to the other 4 pairs of statements – that is pairs #2, #3, #5, and #8. In pairs of statements #2, #3, and #5, students from the USA on average preferred the first statement (which reflects theory Y beliefs), while students from Kazakhstan

preferred the second statement (which reflects Theory X beliefs). In pair of statements #8, however, students from the USA preferred the second statement (Theory X), while students from Kazakhstan – first statement (Theory Y).

**TABLE 15: COMPARISON OF PREVELANCE OF THEORY X AND THEORY Y BELIEFS AMONG STUDENTS FROM THE USA AND KAZAKHSTAN IN PAIRS #2, #3, #5, AND #8**

Pair ##	Theory X and Theory Y Statements	USA		Kazakhstan	
		Mean	Prevalence of Beliefs	Mean (SD)	Prevalence of Beliefs
2	Employees don't have to be closely supervised to do their job well.	3.23	Theory Y	2.05	Theory X
	Employees will not do a good job unless you closely supervise them.	1.77		2.95	
3	Employees will do a task well for you if you ask them to.	3.30	Theory Y	1.95	Theory X
	If you want something done right, you need to do it yourself.	1.70		3.05	
5	Employees will do their best work if you allow them to do the job their own way.	2.53	Theory Y	2.22	Theory X
	Employees will do their best work if they are taught how to do it the one best way.	2.47		2.80	
8	Managers should share the management responsibilities with group members.	2.34	Theory X	2.75	Theory Y
	Managers should perform the management functions for the group.	2.66		2.25	

**TABLE 16: FREQUENCY DISTRIBUTION OF SCORES ASSIGNED TO PAIRS OF STATEMENTS #2, #3, #5, AND #8 BY STUDENTS FROM THE USA**

Pair ##	Theory X and Theory Y Statements	0	1	2	3	4	5
2	Employees don't have to be closely supervised to do their job well.	7%	3%	12%	27%	42%	9%
	Employees will not do a good job unless you closely supervise them.	9%	42%	27%	12%	3%	7%
3	Employees will do a task well for you if you ask them to.	3%	5%	19%	22%	35%	16%
	If you want something done right, you need to do it yourself.	16%	35%	22%	19%	5%	3%
5	Employees will do their best work if you allow them to do the job their own way.	9%	14%	26%	24%	20%	7%
	Employees will do their best work if they are taught how to do it the one best way.	7%	20%	24%	26%	14%	9%

8	Managers should share the management responsibilities with group members.	15%	19%	19%	22%	16%	9%
	Managers should perform the management functions for the group.	9%	16%	22%	19%	19%	15%

**TABLE 17: FREQUENCY DISTRIBUTION OF SCORES ASSIGNED TO PAIRS OF STATEMENTS #2, #3, #5, AND #8 BY STUDENTS FROM KAZAKSTAN**

Pair ##	Theory X and Theory Y Statements	0	1	2	3	4	5
2	Employees don't have to be closely supervised to do their job well.	19%	22%	23%	16%	14%	7%
	Employees will not do a good job unless you closely supervise them.	7%	14%	16%	23%	22%	19%
3	Employees will do a task well for you if you ask them to.	20%	22%	25%	15%	12%	6%
	If you want something done right, you need to do it yourself.	6%	12%	15%	25%	22%	20%
5	Employees will do their best work if you allow them to do the job their own way.	16%	21%	21%	19%	15%	8%
	Employees will do their best work if they are taught how to do it the one best way.	8%	15%	19%	21%	19%	18%
8	Managers should share the management responsibilities with group members.	8%	14%	19%	30%	13%	16%
	Managers should perform the management functions for the group.	16%	13%	30%	19%	13%	8%

**TABLE 18: COMPARISON OF THE COMBINATIONS OF THE PREVALENCE OF BELIEFS (THEORY X VS THEORY Y) AND THE LEVEL OF SELF-ESTEEM (HIGH VS LOW)**

Combination	USA	Kazakhstan
Theory Y beliefs and high self-esteem	73%	40%
Theory Y beliefs and low self-esteem	0%	3%
Theory X beliefs and high self-esteem	27%	51%
Theory X beliefs and low self-esteem	0%	7%

## DISCUSSION AND CONCLUSION

This exploratory study provides a valuable comparison of attitude-based leadership styles of young people in the USA and in Kazakhstan. The results of the previous study conducted by the author revealed that students in Kazakhstan on average have relatively high self-esteem

(Frolova, 2013). However, as this study shows, students in the USA have even higher level of self-esteem.

The findings based on Theory X and Y survey revealed that students in Kazakhstan on average have moderate Theory X beliefs (Frolova, 2013), while students in the USA on average have moderate Theory Y beliefs. In particular, students from two countries have different views in the following:

- Students from the USA on average think that employees don't have to be closely supervised to do their job well (Theory Y belief), while students from Kazakhstan on average think that employees will not do a good job unless you closely supervise them (Theory X belief).
- Students from the USA on average think that employees will do a task well for you if you ask them to (Theory Y belief), while students from Kazakhstan on average think that if you want something done right, you need to do it yourself (Theory X belief).
- Students from the USA on average think that employees will do their best work if you allow them to do the job their own way (Theory Y belief), while students from Kazakhstan on average think that employees will do their best work if they are taught how to do it the one best way (Theory X belief).
- Students from the USA on average think that managers should perform the management functions for the group (Theory X belief), while students from Kazakhstan on average think that managers should share the management responsibilities with group members (Theory Y belief).

Nevertheless, the views of students from both countries coincide in the following:

- People enjoy working (Theory Y belief).
- Employees want to be involved in making decisions (Theory Y belief).
- Managers should let employees have full access to information that is not confidential (Theory Y belief).
- If the manager is not around, the employees will take it easier than when being watched (Theory X beliefs).

Finally, the comparative study shows that 27% of students who took part in the survey in the USA and 51% of students who took part in the survey in Kazakhstan have Theory X beliefs and high self-esteem. 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 autocratic. At the same time, 73% of students from USA and 40% of students from Kazakhstan have Theory Y beliefs and high self-esteem, meaning that they will likely give and accept positive feedback and expect others to succeed.

### **LIMITATIONS AND SUGGESTION FOR FUTURE RESEARCH**

This study has a number of limitations. First it is based on answers given by students of only one university in Kazakhstan and only one university in the USA. Second, the samples of

relatively small sizes were used – 74 students from the USA and 106 students from Kazakhstan. 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 different samples. Despite of these limitations, however, this study sheds the light on an under-researched topic of how leadership styles of young people who today study management, but tomorrow will take managerial positions in the USA and Kazakhstan may differ.

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