

References

- Ahmad, F., Abbas, T., Latif, S., & Rasheed, A. (2014). Impact of TL on Employee Motivation in Telecommunication Sector. *Journal of Management Policies and Practices*, 2(2), 11-25.
- Amundsen, S., & Martinsen, Ø. L. (2014). Empowering leadership: Construct clarification, conceptualization, and validation of a new scale. *The Leadership Quarterly*, 25(3), 487-511.
- Anderman, E. M., & Anderman, L. H. (2020). *Classroom Motivation: Linking Research to Teacher Practice*. Routledge.
- Antonakis, J. (2012). Transformational and charismatic leadership. *The nature of leadership*, 256-288.
- Avolio, B. J. (1999). *Full leadership development: Building the vital forces in organizations*. Sage.
- Avolio, B. J., & Bass, B. M. (2001). *Developing potential across a full range of Leadership Tm: Cases on transactional and TL*. Psychology Press.
- Avolio, B. J., & Bass, B. M. (2001). *Developing potential across a full range of Leadership Tm: Cases on transactional and TL*. Lawrence Erlbaum.
- Babbie, E. R. (2020). *The practice of social research*. Cengage learning.
- Babin, B. J., & Zikmund, W. G. (2015). *Exploring marketing research*. Cengage Learning.
- Balwant, P. T. (2016). Transformational instructor-leadership in higher education teaching: a meta-analytic review and research agenda. *Journal of Leadership Studies*, 9(4), 20-42.
- Balwant, P. T. (2018). The meaning of student engagement and disengagement in the classroom context: Lessons from organisational behaviour. *Journal of Further and Higher Education*, 42(3), 389-401.
- Balwant, P. T., Birdi, K., Stephan, U., & Topakas. (2019). Transformational instructor-leadership and academic performance: a moderated mediation model of student engagement and structural distance. *Journal of Further and Higher Education*, 43(7), 884-900.
- Balwant, P. T., Birdi, K., Stephan, U., & Topakas, A. (2019). Transformational instructor-leadership and academic performance: A moderated mediation model of student engagement and structural distance. *Journal of Further and Higher Education*, 43(7), 884-900.
- Balwant, P. T., Stephan, U., & Birdi, K. (2014). Practice what you preach: Instructors as transformational leaders in higher education classrooms. *Academy of Management Proceedings*,
- Barbuto, J. E. (2005). Motivation and Transactional, Charismatic, and TL: A Test of Antecedents. *Journal of Leadership and Organizational Studies*, 11(4), 26-40.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173-1182.
- Bartram, T., & Casimir, G. (2007). The relationship between leadership and follower in-role performance and satisfaction with the leader: The mediating effects of empowerment and trust in the leader. *Leadership & Organization Development Journal*, 28(1), 4-19.
- Bass, B. M. (1999). Two decades of research and development in TL. *European journal of work and organizational psychology*, 8(1), 9-32.

- Cavana, R., Delahaye, B., & Sekeran, U. (2001). *Applied business research: Qualitative and quantitative methods*. John Wiley & Sons.
- Charbonneau, D., Barling, J., & Kelloway, E. K. (2001). TL and Sports Performance: The Mediating Role of IM. *Journal of Applied Social Psychology, 31*(7), 1521-1534.
- Chen, K.-C., & Jang, S.-J. (2010). Motivation in online learning: Testing a model of SDT. *Computers in Human Behavior, 26*, 741-752.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioural Sciences*. Lawrence Erlbaum.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.
- Collis, J., & Hussey, R. (2013). *Business research: A practical guide for undergraduate and postgraduate students*. Macmillan International Higher Education.
- Conchie, S. M. (2013). TL, IM, and Trust: A Moderated-Mediated Model of Workplace Safety. *Journal of occupational health psychology, 18*(2), 198-210.
- Conger, J. A., Kanungo, R. N., & Menon, S. T. (2000). Charismatic leadership and follower effects. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 21*(7), 747-767.
- Cooper, D., & Schindler, P. S. (2014). *Business Research Methods* (12th ed.). McGraw-Hill.
- Cooper, D. R., & Schindler, P. S. (2006). *Marketing research*. McGraw-Hill/Irwin New York.
- Cooper, D. R., & Schindler, P. S. (2014). *Business Research Methods*. McGraw-Hill.
- Cooper, D. R., Schindler, P. S., & Sun, J. (2006). *Business research methods* (Vol. 9). McGraw-hill New York.
- Curtis, W., Ward, S., Sharp, J., & Hankin, L. (2014). *Education Studies: An Issue Based Approach*. Sage Publication.
- Darlington, R. B., & Hayes, A. F. (2016). *Regression Analysis and Linear Models: Concepts, Applications, and Implementation*. The Guilford Press.
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality, 19*(2), 109-134.
- Deci, E. L., & Ryan, R. M. (2000). The " what" and " why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry, 11*(4), 227-268.
- Deci, E. L., & Ryan, R. M. (2012). Optimizing Students' Motivation in the Era of Testing and Pressure: A SDT Perspective. In L. W. Chia, C. K. J. Wang, & R. M. Ryan (Eds.), *Building Autonomous Learners*. Springer.
- Deci, E. L., & Ryan, R. M. (2012). SDT.
- Den Hartog, D. N., & Belschak, F. D. (2012). When Does TL Enhance Employee Proactive Behavior? The Role of Autonomy and Role Breadth Self-Efficacy. *Journal of Applied Psychology, 97*(1), 194-202.
- Deschamps, C., Rinfret, N., Lagacé, M. C., & Privé, C. (2016). TL and change: How leaders influence their followers' motivation through organizational justice. *Journal of Healthcare Management, 61*(3), 194-213.
- Dumdum, U. R., Lowe, K. B., & Avolio, B. J. (2013). A meta-analysis of transformational and transactional leadership correlates of effectiveness and

- Harrison, J. L. (2011). Instructor TL and Student Outcomes. *Emerging Leadership Journeys*, 3(1), 91-118.
- Harvey, S., Royal, M., & Stout, D. (2003). Instructor's TL: University student attitude and ratings. *Psychological Reports*, 92, 395-402.
- Henseler, J., Dijkstra, T. K., Sarstedt, M., Ringle, C. M., Diamantopoulos, A., Straub, D. W., Ketchen Jr, D. J., Hair, J. F., Hult, G. T. M., & Calantone, R. J. (2014). Common beliefs and reality about PLS: Comments on Rönkkö and Evermann (2013). *Organizational research methods*, 17(2), 182-209.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115-135.
- Hoaglin, D. C., Light, R. J., McPeck, B., Mosteller, F., & Stoto, M. A. (1982). *Data for decisions: Information strategies for policymakers*.
- House, R. J. (1996a). Path-Goal Theory of Leadership: Lessons, Legacy, and a Reformulated Theory. *Leadership Quarterly*, 7(3), 323-352.
- House, R. J. (1996b). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *The Leadership Quarterly*, 7(3), 323-352.
- House, R. J., & Podsakoff, P. M. (1994). Leadership effectiveness: Past perspectives and future directions for research. In J. Greenberg (Ed.), *Organizational behavior: The state of the science*. Erlbaum.
- Huang, J., & Cowden, P. (2009). Are Chinese Students Really Quiet, Passive and Surface Learners?—A Cultural Studies Perspective. *Comparative and International Education*, 38(2), 75-88.
- Huitt, W. (2003). The affective system. *Educational Psychology Interactive*.
- Huitt, W. (2003). *The Affective System*. Education Psychology Interactive.
- Indvil, J. (1986). Path-goal theory of leadership: a meta-analysis. *Academy of Management Proceedings*, 1986(1), 189-192.
- INTASC. (2001). *Testing Teacher Candidates: The Role of Licensure Tests in Improving Teacher Quality*. The National Academies of Sciences Engineering Medicines.
- Jang, H., Reeve, J., & Deci, E. L. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology*, 102(3), 588.
- Jang, H., Reeve, J., & Halusic, M. (2016). A new autonomy-supportive way of teaching that increases conceptual learning: Teaching in students' preferred ways. *The Journal of Experimental Education*, 84(4), 686-701.
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: a qualitative and quantitative review. *Journal of applied psychology*, 87(4), 765-780.
- Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. *Journal of Applied Psychology*, 89(5), 755-768.
- Kahai, S., Jestire, R., & Huang, R. (2013). Effects of transformational and transactional leadership on cognitive effort and outcomes during collaborative learning within a virtual world. *British Journal of Educational Technology*, 44(6), 969-985.
- Kanfer, R., & Ackerman, P. L. (1989). Motivation and cognitive abilities: An integrative/aptitude-treatment interaction approach to skill acquisition. *Journal of Applied Psychology*, 74(4), 657-690.

- Yammarino, F. J., & Dubinsky, A. J. (1994). TL theory: Using levels of analysis to determine boundary conditions. *Personnel psychology*, 47(4), 787-811.
- Yin, R. K. (2013). *Case study research: Design and methods*. Sage publications.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*. SAGE Publications.
- Yuen, P. Y., & Cheng, Y. C. (2000). Leadership for teachers' action learning. *International Journal of Educational Management*, 14(5), 198-209.

HKTGC