

**THE INFLUENCE OF LEADERSHIP STYLES ON JOB SATISFACTION AT A  
CELLULOSE PULP MILL IN KWAZULU-NATAL:  
A CASE STUDY**

By

**Roland Loganathan**

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**APPROVED FOR FINAL SUBMISSION**  
**April 2013**

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**Dr H. L. Garbharran (B.A, Hons, M.P.A., D.P.A.)**  
**Supervisor**

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**DATE**

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**Prof D. Jinabhai (D.B.A.)**  
**Co-supervisor**

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**DATE**

## **DECLARATION**

I, Roland Loganathan, hereby declare that the work in this dissertation represents my own efforts and findings except where indicated. All related references, to the best of my knowledge, are accurately presented.

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Roland Loganathan

## **ABSTRACT**

Leadership is defined as a process by which an individual attempts to influence other group members towards achieving group goals. Leadership is also viewed as a process which people use to bring out the best in themselves and others. National culture is said to play a pivotal role in determining the effectiveness of leadership styles. Literature on leadership identifies transformational leadership, transactional leadership and laissez-faire leadership as the three common leadership styles in the current climate, with transformational leadership and transactional leadership being the most dominant.

Literature suggests that an employee's job satisfaction is strongly influenced by leadership style. Current leadership styles are related to job satisfaction by varying degrees. Several studies have indicated that transformational leadership results in higher levels of job satisfaction than transactional or laissez-faire leadership.

The overall aim of the study was to investigate the relationship between leadership styles and employee job satisfaction levels within the organisation. A quantitative study was conducted to accomplish the objectives of the study. Questionnaires were administered to employees within the selected target population in the organisation. The data received were analysed using statistical packages.

The results of the study show that there are statistically significant relationships between overall transactional leadership and job satisfaction, overall transformational leadership and job satisfaction and laissez-faire leadership and job satisfaction.

However, two attributes of transformational leadership best explain job satisfaction. Intellectual stimulation contributed most to explaining job satisfaction, followed by individualised consideration. The remaining attributes of transformational leadership, transactional leadership and laissez-faire leadership made no substantial contribution to job satisfaction.

*“How much better it is to gain wisdom than gold! And to gain understanding, rather than choosing silver” (Proverbs, 16:16).*

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This study is dedicated to my wife, parents and our sons, Caleb and Joshua Loganathan.

This study is a challenge to Caleb and Joshua Loganathan to do even better than what I have achieved. May this motivate you to excel into greater heights.

This project is also in memory of my late father, Mr Somers Loganathan and my late brother, Mr Jerry Loganathan, who both passed away during the compilation of this dissertation. I know that you will be proud of this day and smile down from heaven. May your souls rest in peace; you will forever be in our hearts. We miss you dearly!

## **TABLE OF CONTENTS**

<b>CHAPTER ONE: INTRODUCTION</b>	<b>PAGE</b>
1.1 INTRODUCTION	1
1.2 DEFINING CORE CONCEPTS	1
1.3 BACKGROUND	2
1.4 RESEARCH PROBLEM	4
1.5 RESEARCH OBJECTIVES	4
1.6 RATIONALE	5
1.7 RESEARCH METHODOLOGY	5
1.8 LIMITATIONS	6
1.9 OUTLINE OF CHAPTERS	7
1.10 CONCLUSION	8
 <b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 INTRODUCTION	9
2.2 JOB SATISFACTION	9
2.2.1 The Global Approach	10
2.2.2 The Facet Approach	11
2.3 JOB SATISFACTION THEORIES	11
2.3.1 Need Theories	13
2.3.1.1 Maslow's Hierarchy of Needs	13
2.3.1.1.1 Physiological Needs	14
2.3.1.1.2 Security Needs	14
2.3.1.1.3 Affiliation Needs	14
2.3.1.1.4 Esteem Needs	14
2.3.1.1.5 Self Actualisation Needs	14
2.3.1.2 McClelland's Needs Theory	15
2.3.2 Job Characteristics Theories	18
2.3.2.1 Herzberg's Two-Factor Theory	18
2.3.2.2 Job Characteristics Model of Hackman and Oldham	20

2.3.3	Equity Theory	23
2.3.3.1	Adams Equity Theory	23
2.4	LEADERSHIP	26
2.4.1	Leadership Styles	27
2.4.1.1	Transformational Leadership	27
2.4.1.1.1	Ideolised Influence	29
2.4.1.1.2	Intellectual Stimulation	30
2.4.1.1.3	Individualised Consideration	30
2.4.1.2	Transactional Leadership	31
2.4.1.2.1	Active Management by Exception	32
2.4.1.2.2	Constructive Transaction	33
2.4.1.2.3	Passive Management by Exception	33
2.4.1.3	Laissez-Faire Leadership	34
2.5	LEADERSHIP STYLES AND JOB SATISFACTION	35
2.5.1	Transformational Leadership and Job Satisfaction	35
2.5.1.1	Ideolised Influence and Job Satisfaction	35
2.5.1.2	Intellectual Stimulation and Job Satisfaction	36
2.5.1.3	Individualised Consideration and Job Satisfaction	37
2.5.2	Transactional Leadership and Job Satisfaction	38
2.5.2.1	Active Management by Exception and Job Satisfaction	38
2.5.2.2	Constructive Transaction and Job Satisfaction	39
2.5.2.3	Passive Management by Exception and Job Satisfaction	40
2.5.3	Laissez-Faire Leadership and Job Satisfaction	41
2.6	CONCLUSION	41

## **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1	INTRODUCTION	42
3.2	OBJECTIVES OF THE STUDY	42
3.3	RESEARCH DESIGN	42
3.3.1	Types of Research Designs	42
3.3.1.1	Exploratory Research	43
3.3.1.2	Descriptive Research	43
3.3.1.3	Explanatory Research	44

3.3.2	Research Philosophy	44
3.3.2.1	Quantitative Research	44
3.3.2.2	Qualitative Research	44
3.3.3	Setting of the Study	45
3.3.3.1	Natural Settings	45
3.3.3.2	Contrived Settings	45
3.4	TIME HORIZON	46
3.4.1	Cross Sectional Study	46
3.4.2	Longitudinal Study	46
3.5	SAMPLING DESIGN	46
3.5.1	Target Population	46
3.5.2	Sample Size	47
3.6	SAMPLE METHOD	47
3.7	QUESTIONNAIRE DESIGN	48
3.7.1	Questionnaire Content	48
3.8	DATA COLLECTION	50
3.9	DATA ANALYSIS	50
3.9.1	Descriptive Statistics	51
3.9.2	Frequencies and Percentages	51
3.9.3	Inferential Statistics	51
3.10	PILOT SURVEY	52
3.11	VALIDITY	52
3.12	RELIABILITY	52
3.13	ETHICAL ISSUES	53
3.14	CONCLUSION	53

## **CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION OF RESULTS**

4.1	INTRODUCTION	54
4.2	FINDINGS OF THE STUDY	54
4.3	PROFILE OF THE SAMPLE	57
4.4	DESCRIPTIVE STATISTICS	61
4.5	INFERENTIAL STATISTICS	63
4.5.1	Hypothesis One	63
4.5.2	Hypothesis Two	65
4.5.2.1	Transformational Leadership and the Demographic Variables	65
4.5.2.2	Transactional Leadership and the Demographic Variables	69
4.5.2.3	Laissez-faire Leadership and the Demographic Variables	72
4.5.3	Hypothesis Three	75
4.5.4	Hypothesis Four	78
4.6	RELIABILITY AND VALIDITY	80
4.7	CONCLUSION	81

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1	INTRODUCTION	82
5.2	SUMMARY OF THEORETICAL STUDY	82
5.3	SUMMARY OF EMPIRICAL STUDY	82
5.4	CONCLUSIONS OF RESEARCH OBJECTIVES	84
5.5	RECOMMENDATIONS FOR PRACTICE	85
5.5.1	Recommendations Based on Research Design	85
5.5.2	Recommendations Based on Findings	86
5.6	LIMITATIONS OF THE STUDY	90
5.7	RECOMMENDATIONS FOR FUTURE RESEARCH	90
5.8	CONCLUSION	91



BIBLIOGRAPHY	92
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## APPENDICES:

APPENDIX A:	Letter of Consent to Respondent	97
APPENDIX B:	Letter of Consent to Organisation	98
APPENDIX C:	Respondents Biographical Information	100
APPENDIX D:	Job Satisfaction Questionnaire	101
APPENDIX E:	Leadership Style Questionnaire	103
APPENDIX F:	SPSS Statistical Analysis Results	106

## LIST OF TABLES

TABLES	PAGE
1.1 Sample Population	6
2.1 Job inputs and rewards	24
3.1 Actual response rate by grade	47
4.1 Descriptive statistics of the study variables and their dimensions	61
4.2 Pearson Correlation Analysis – Transformational Leadership and Job Satisfaction	63
4.3 Pearson Correlation Analysis – Transactional Leadership and Job Satisfaction	64
4.4 Pearson Correlation Analysis – Laissez-faire Leadership and Job Satisfaction	64
4.5 T-Test - Transformational Leadership and Gender	65
4.6 F-Test – Transformational Leadership and Grade	66
4.7 F-Test – Transformational Leadership and Age	66
4.8 F-Test – Transformational Leadership and Years of Service	67
4.9 F-Test – Transformational Leadership and Race	68
4.10 F-Test – Transformational Leadership and Department	68
4.11 T-Test – Transactional Leadership and Gender	69
4.12 F-Test – Transactional Leadership and Grade	69
4.13 F-Test – Transactional Leadership and Age	70
4.14 F-Test – Transactional Leadership and Years of Service	71
4.15 F-Test – Transactional Leadership and Race	71
4.16 F-Test – Transactional Leadership and Department	72
4.17 T-Test – Laissez-faire Leadership and Gender	72
4.18 F-Test – Laissez-faire Leadership and Grade	73
4.19 F-Test – Laissez-faire Leadership and Age	73
4.20 F-Test – Laissez-faire Leadership and Years of Service	74
4.21 F-Test – Laissez-faire Leadership and Race	74
4.22 F-Test – Laissez-faire Leadership and Departments	75
4.23 T-Test – Job Satisfaction and Gender	75
4.24 F-Test – Job Satisfaction and Grades	76

4.25	F-Test – Job Satisfaction and Age	76
4.26	F-Test – Job Satisfaction and Years of Service	77
4.27	F-Test – Job Satisfaction and Race	77
4.28	F-Test – Job Satisfaction and Departments	77
4.29	Chronbach’s Reliability Statistic for Job Satisfaction	78
4.30	Multiple Regression Analysis	78
4.31	Multiple Regression Analysis Model Summary	79
4.32	ANOVA	79
4.33	Regression Coefficients	80

## LIST OF FIGURES

FIGURES		PAGE
2.1	Motivational theories that address Job Satisfaction	12
2.2	Maslow's Hierarchy of Needs	13
2.3	McClelland's Needs Theory	16
2.4	Overview of Herzberg's Two Factor Theory	18
2.5	Motivators and Hygiene Factors of Herzberg's Two-Factor Theory	19
2.6	Job Characteristics Model of Oldham and Hackman	21
2.7	Transformational Leadership Attributes	29
2.8	Transactional Leadership Attributes	32
4.1	Frequency distribution – Gender	57
4.2	Frequency distribution – Age	58
4.3	Frequency distribution – Grades	58
4.4	Frequency distribution – Departments	59
4.5	Frequency distribution – Years of Service	60
4.6	Frequency distribution – Race	60

## **CHAPTER ONE**

### **1.1 INTRODUCTION**

Research has demonstrated, to some degree, statistical associations between leadership styles and employee job satisfaction levels. Emery and Barker (2007) reviewed this association, and found that employees managed under a transformational leadership style displayed higher levels of job satisfaction, against associated factors such as charisma and intellectual stimulation. Conversely, employees managed under a transactional leadership style, displayed higher levels of job dissatisfaction, against associated factors such as management by exception.

A study conducted by Flynn (2009), reveals that leadership is a process whereby one influences the behaviour of another through personality and intellect rather than violence or threat. Leaders are unique, and varying leadership styles may influence transformation differently, with some leaders being more effective than others. According to Naidu and Van Der Walt (2005:2), an effective leadership style influences change and creates the impetus for transformation. Leadership is viewed as one of the fundamental drivers of organisational success for both now and the future. Therefore, the role of a leader is pivotal to organisational success in the current climate.

This chapter will provide a brief background about leadership styles and its relevance to employee job satisfaction levels at Sappi Saiccor. It will discuss the research problem of the study, the goals and objectives of the study, rationale of the study, research methodology, limitations and overview of the study.

### **1.2 DEFINING CORE CONCEPTS AND TERMINOLOGY**

It is essential to define core concepts of this research to facilitate a broader understanding of issues to be discussed. Core concepts will be explained systematically in accordance with the progression of the thesis.

**Leadership Styles** is the adaptation of varying techniques used by leaders to provide guidance and influence participation of subordinates in a specified course to be navigated (Flynn, 2009:2).

**Transformational leadership** is a people-oriented leadership style that encourages subordinates to excel beyond normal performance levels for the sake of the organisation. In this process, emotional attachments occur between the leader and follower (Mester, Visser and Roodt, 2005:74).

**Transactional leadership** is a task-orientated leadership style, relating to reward based performance initiatives (Naidu and Van De Walt, 2005:2).

**Laissez-Faire leadership** is a passive style that is reflected by high levels of avoidance, indecisiveness and indifference (McColl-Kennedy and Anderson, 2005:116).

**Job Satisfaction** is the amount of positive overall feelings that individuals have towards their jobs (Peerbhai, 2005:13). People develop attitudes towards their jobs by considering their feelings, behaviours and beliefs.

### **1.3 BACKGROUND**

According to Uhl-Bien, Marion and McKelvey (2007:299), organizations are being faced with competitive landscapes shaped by globalization, technology, economy and politics. The world of business is constantly faced with challenges by the external environment, demand for increased participation and competition. Employees are seen as intangible assets that contribute to the continued success and development of an organisation.

Leadership is defined as a process by which an individual attempts to influence other group members towards achieving group goals (Flynn, 2009:2). Leadership is also viewed as a process which people use to bring out the best in themselves and others. The concept of leadership has evolved through the years with current leadership styles adopting one or more traits of their predecessors. According to

Naidu and Van Der Walt (2005:2), an effective leadership style influences change. Therefore, the role played by a leader could be viewed as that of an influential change-agent. Transactional and transformational leadership styles were identified in the early 1970's (Flynn, 2009:6). Literature on leadership identifies transformational leadership, transactional leadership and laissez-faire leadership as the three common leadership styles in the current climate, with transformational leadership and transactional leadership being the most dominant (Mester, Visser and Roodt, 2003:72).

Job satisfaction can be broadly defined as the extent to which employees are content with their jobs (Mester *et al.*, 2003:72). A major breakthrough into understanding job satisfaction was through the Hawthorne studies (Olson, Verley, Santos and Salas 2004:23). Findings of the study revealed that good working conditions enhanced job satisfaction levels among employees. Findings also revealed that people work for purposes other than pay. Employees' moods and emotions are core building blocks that form the affective element of job satisfaction. Job satisfied employees show higher levels of commitment to their jobs and organisations.

Leadership theory suggests that transformational leadership, transactional leadership and laissez-faire leadership styles are related to job satisfaction. According to Mester *et al.*, (2003:74), several studies have indicated that transformational leadership results in higher levels of job satisfaction than transactional or laissez-faire leadership. Findings from studies conducted by Naidu and Van Der Walt (2005:3) in South Africa reveal that transformational and transactional leadership styles did not correlate significantly to the constructs of job satisfaction.

Therefore, this research study seeks to establish a relationship between job satisfaction and leadership styles, in order to critically challenge the views expressed above.

## **1.4 RESEARCH PROBLEM**

The purpose of this study is to investigate whether there is a relationship between leadership styles and employee job satisfaction at Sappi Saiccor. Sappi Saiccor, a dissolving pulp manufacturer, was originally founded through a joint venture between a British and Italian pulp manufacturing consortium. The company relies entirely on international trade (Stone, 2002:1- 4). Whilst the organisation has been exposed to varying leadership styles from its inception, management tries to maintain good relationships with employees.

The perceived leadership style identified in various departments of the organisation is largely transactional in nature, with less emphasis placed on interpersonal relationships. Some departments are characterized by low levels of employee engagement, especially at shop floor level. Employees often strive for personal recognition and acceptance from senior management, at the expense of valuable team efforts made by subordinates, which often goes unnoticed. Employee alignment to the organisation's vision, goals and objectives is also severely lacking at shop floor level, resulting in high levels of resistance to change.

According to Madlock (2008:64), job satisfaction is related to job performance. Pattersen, Warr and West (2004:5) also suggest that a job satisfied employee is a productive employee. As a result, the study intends to establish job satisfaction levels associated with varying leadership styles within the selected pulp mill in order to investigate the relationship between these two variables. The value extracted from this study lies in the hope that a common platform is identified from which transformation and organisational success are realized.

## **1.5 RESEARCH OBJECTIVES**

The overall aim of the study is to investigate the relationship between leadership styles and job satisfaction.



The following sub-objectives are drawn from the overall aim of the study:

- To identify employee perceptions of their leader's style;
- To determine employee job satisfaction levels related to their leader's style;
- To examine the influence of the biographical variables on job satisfaction and leadership style respectively; and
- To determine which leadership style best predicts overall job satisfaction.

## **1.6 RATIONALE**

Given the concerns regarding leadership style and job satisfaction, this study is intended to determine whether there is a relationship between these variables and predict which leadership style best influences overall job satisfaction. Findings of the study will contribute to the effectiveness of the organisation, thereby adding to its competitive advantage. Findings from this study will also contribute to the body of knowledge already available. This study would be beneficial to the organisation, employees and other researchers. Furthermore, findings will allow the organisation to become more effective by understanding the drivers that relate to job satisfaction. Other researchers conducting similar studies will be able to compare their results to this study, thereby adding to what is already known in this area.

## **1.7 RESEARCH METHODOLOGY**

Data was collected by means of self-administered questionnaires given to the target population. The questionnaire was designed to ascertain employees' views of leadership styles and job satisfaction levels. This research study was descriptive, quantitative, explanatory and cross-sectional in nature (Welman and Kruger 2003:86). Simple random sampling was used as the preferred type of probability sampling for this research. According to Welman and Kruger (2003:53), simple random sampling affords each member of the population the same chance of being included in the sample.

The target population for the study included all employees ranging from grade 7 to grade 12, involved in operations on a daily basis. The grading system is based on a sliding scale, with grade 7 being senior employees and grade 12 junior employees. Grade 7 belonged to first line supervisors while grades 8, 9, 10, 11 and 12 belonged to production personnel. Self – administered questionnaires were distributed to 240 respondents (Table 1.1) in the organisation. According to Sekaran and Bougie (2010:295), 148 is a reliable sample size (n) for a given population size (N) of 240 employees.

**Table 1.1: Sample Population**

<b>Employee Grades</b>	<b>Population</b>	<b>Target sample size</b>	<b>Actual sample size</b>
Grade 7 – 12	240	148	153

The statistical programme, SPSS version 15.0, was used to analyse the data. To ascertain the influence of the biographic variables on leadership style and job satisfaction, inferential statistics such as the T-Test and ANOVA were used. Correlation analysis was used to determine the relationship between leadership styles and job satisfaction. Descriptive statistics involved the use of frequency tables to obtain the profile of the sample. Cronbach's Alpha was used to determine the reliability of the questionnaire and factor analysis was used to determine its validity. Multiple regression analysis was applied to ascertain which leadership style was the best predictor of overall job satisfaction.

## **1.8 LIMITATIONS**

The study was limited to a review of literature pertaining to transformational leadership, transactional leadership, laissez-faire leadership and job satisfaction in varying manufacturing organisational settings. Due to logistical and time constraints, the study was confined to Saiccor mill, Sappi Chemical Cellulose Division, which is located at Umkomaas Drift on the south coast of KwaZulu-Natal, South Africa.

This study was conducted to establish job satisfaction levels with varying leadership styles among salaried employees within production departments in the selected pulp mill only. The results can therefore not be generalized throughout the organisation. However, other researchers and organisations may use the results from this study.

## **1.9 OUTLINE OF CHAPTERS**

The report on this research study comprises of five chapters which cover the following areas, namely:

### **1.9.1 CHAPTER 1: INTRODUCTION**

This chapter introduces the study and provides an overview of the research problem, objectives, rationale of the study, research methodology and associated limitations of the study.

### **1.9.2 CHAPTER 2: LITERATURE REVIEW**

The literature review provides an overview of job satisfaction and leadership styles. It strategically draws content from the current body of knowledge, critically analyzing shortcomings and controversies from associated research initiatives related to the research problem. It also presents scientifically supported evidence from past studies of relationships between the subject constructs to be measured.

### **1.9.3 CHAPTER 3: RESEARCH METHODOLOGY**

The research methodology chapter describes the methodology employed for collection and gathering of data for this study. It provides insight into the description of the sample, the measuring instrument, data collection procedures and various techniques of data analysis. It also reviews the validity and reliability of the research study, highlighting shortcomings where errors might have occurred.

#### **1.9.4 CHAPTER 4: ANALYSIS OF RESULTS**

The purpose of this chapter is to present the statistical analysis of the data obtained from the research instrument. Analysis will be processed and presented in meaningful terms for clear interpretation by the reader.

#### **1.9.5 CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter contains meaningful conclusions drawn from the analysis of results when compared to previous related literature. Recommendations for further studies in this field are made.

#### **1.10 CONCLUSION**

The problem to be investigated was formulated with a brief related background. Objectives of the study were defined and a literature review was conducted. Delimitations relating to the study and administering of the questionnaires were addressed. The methodology used to collect and analyse data for presentation was also addressed.

The following chapter will encompass a more detailed and structured review of related literature pertaining to the field of this intended research study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter discusses literature related to job satisfaction and leadership styles. It reviews theories, models and sources of job satisfaction and leadership styles. It also critically analyses this relationship between these variables based on findings and recommendations from previous research.

The strategic aim of the literature review is to build a conceptual foundation from which understanding can be drawn from previous related literature. Findings and revelations will introduce a stigma that could influence developmental opportunities throughout the research process. The review incorporates national and international research initiatives that relate to the field of this study.

#### **2.2 JOB SATISFACTION**

Job satisfaction has received considerable attention, resulting in the construct being extensively researched over the past years. Job satisfaction can be broadly defined as the extent to which employees are content with their jobs (Mester *et al.*, 2003:72). People develop attitudes towards their jobs by considering their feelings, behaviours' and beliefs. High satisfaction levels lead to positive feelings while low satisfaction levels lead to negative feelings (Peerbhair, 2005:13). A major breakthrough into understanding job satisfaction was through the Hawthorne studies conducted by Elton Mayo and F.J. Roethlisberger (Bendix and Wickstrom, 2000:364). Findings of the study revealed that good working conditions enhanced job satisfaction levels among employees. Findings also revealed that people work for purposes other than pay. Employees' moods and emotions are core building blocks that form the affective element of job satisfaction. Job satisfied employees show higher levels of commitment to their jobs and organizations'. This could result in increased efficiency levels and low turnover with an overall positive effect on the success of the organisation.

Herzberg's Two-Factor Theory is based on the belief that satisfaction is associated with positive intrinsic sources (achievement, recognition and promotion), termed motivators, while dissatisfaction is associated with negative extrinsic sources (pay, policies, working conditions and supervision), termed hygiene factors (Robbins, Odendaal and Roodt, 2003:134). Strategic changes to motivators and a plausible increase in hygiene factors can yield higher satisfaction levels. In retrospect, Vroom's Expectancy Theory argues that job satisfaction is evaluated by what one can expect from one's job versus what the job is perceived to be offering (Chaudhry, Randeree 2012:63). In this approach, one could either increase rewards or reduce expectations to increase satisfaction.

Literature also suggests that many factors influence employee job satisfaction which include: salaries, fringe benefits, achievement and recognition, autonomy, working conditions, job importance, co-workers, degree of aptitude, job security, interpersonal relationships, supervisory support, workplace flexibility and genetic factors (Chaudhry, Randeree 2012:64).

There are generally two approaches that are visited in the study of job satisfaction, namely:

### **2.2.1 The Global Approach**

The global approach views job satisfaction as an overall feeling towards one's job. This approach takes a macro perspective when the general perceived attitude of an employee is the subject of interest. In the global approach, the summation of many vital elements of which the job is composed of, into a single result, may lead to the neglect of major determinants of job satisfaction. Thus, the global approach could be seen as biased if single facets of low satisfaction levels cannot be ascertained. However, Alegre and Chiva (2006:683) claim that although a single result is obtained, no validity or reliability seems to be lost.

### **2.2.2 The Facet Approach**

The facet approach focuses on different elements of job satisfaction such as remuneration and the work environment (Peerbhai, 2005:12). The degree to which an employee expresses satisfaction with different aspects of the job establishes the overall degree of job satisfaction. The facet approach allows for a more detailed analysis of an employee's job satisfaction, clearly identifying efficiencies or deficiencies, and which facets are preferred over others. Different facets of the job are categorized into aspects of job satisfaction, making it easy to spot anomalies if organizations' want to improve in areas of dissatisfaction.

Literature cites that although job satisfaction is a multi-faceted construct, emphasis is placed on the facet sum approach to measure overall job satisfaction. Many researchers have successfully adopted this approach in their studies (MacMillan, McGrath and Nerkar, 1996:167-188). Popular instruments that utilise this concept are the Minnesota Job Satisfaction Questionnaire developed by Weiss, Darwiss, England and Lofquist (1967), the Job Descriptive Index developed by Smith, Kendal, and Hulin (1969) and the Job Diagnostic Survey developed by Hackman and Oldham (1980).

In summary, job satisfaction could be defined as a multifaceted construct that considers an employee's perceived feelings pertaining to an array of intrinsic and extrinsic elements about one's job. Simply, working with satisfaction is a pleasurable on - the - job experience which could lead to high vitality and success rates among employees (Moe, Pazzaglia and Ranconi, 2010:1145).

## **2.3 JOB SATISFACTION THEORIES**

Literature suggests that job satisfaction is addressed through the theories of motivation. The success of any organisation hinges largely on the motivation levels of employees Peerbhai (2005:13). Motivated employees display higher levels of commitment to their jobs and organizations. A motivated workforce would result in increased efficiency levels and lower turnover with an overall positive effect on the success of the organisation. Hence, it presents a continuous challenge for

organisation's to create a motivating atmosphere for employees to operate in, in order to realize organizational success. Therefore, one could only be motivated if one derives satisfaction from the present job content. Simply stated, one must firstly derive satisfaction from the job content, before being motivated to excel to higher levels. According to Odurukwe (2005:247), motivation results from a person's desire to achieve personal goals. He also states that a set of needs has a direct influence on a person's behaviour.

According to Peerbhai (2005:18), motivational theories that address job satisfaction are the Need theories, the Equity theory, and the Job Characteristics theories. Andersson, Gudmundson and Lundberg (2009:891) also identify the Need theories, the Equity theory and Job Characteristics theory as appropriate theories that address job satisfaction adequately. Motivational theories become useful when trying to establish how various motives affect human behaviour. These theories will collectively be called Job Satisfaction Theories and will be discussed in more depth. Motivational theories pertaining to job satisfaction are depicted in figure 2.1

**Figure 2-1: Motivational theories that address Job Satisfaction**



**Source: Self-generated**



### 2.3.1 Need Theories

This theory is based on the presumption that all people have needs with each need having a different weighting for different individuals. All of these needs vary in intensity and are primarily influenced by environmental factors. Odurukwe (2005:251) claims that every individual has a set of personal needs and it is this set of needs that influences a person to adopt a specific behaviour. Thus, individuals will be motivated to behave in a manner that will result in these needs being satisfied.

#### 2.3.1.1 Maslow's Hierarchy of Needs

One of the best known theories of motivation is Maslow's hierarchy of needs. The use of Maslow's hierarchy of needs is utilised in a wide range of studies due to its ease of understanding. According to Dye, Mills and Weatherbee (2005:1375), Maslow's theory is widely accepted because of continued and widespread interest in his work and is, therefore, the preferred choice over other theorists in this field of study. Maslow hypothesized that a hierarchy of needs exists within every individual. Needs are prioritized and categorized into five levels in ascending hierarchical order as shown in figure 2.2.

**Figure 2-2 – Maslow's Hierarchy of Needs**



Source: Adapted from Stum (2001:4).

The physiological and security needs were described as lower order needs and the affiliation, esteem and self-actualisation needs as higher order needs (Peerbhai, 2005). The hierarchy of needs are explained in greater detail below:

#### **2.3.1.1.1 Physiological Needs**

These are the lowest order needs and include basic survival elements such as food, air, water and shelter.

#### **2.3.1.1.2 Security Needs**

These needs also form the basis of the lower order needs and include elements such as the need for safety and stability. The individual searches for an environment that is safe from dangers.

#### **2.3.1.1.3 Affiliation Needs**

These needs rank in the middle order of the hierarchy and include elements such as the need for affection, love and relationships. The need for social acceptance and affiliation also forms part of this category.

#### **2.3.1.1.4 Esteem Needs**

The pursuance for feelings of self-worthiness and individual importance occurs at this higher level in the hierarchy.

#### **2.3.1.1.5 Self-Actualization Needs**

These needs are located at the highest level in the hierarchy. Here, the impetus lies in the quest for personal fulfillment, thereby allowing for an increased growth potential for both the individual and others.

One could only proceed to a higher level in the hierarchy if basic needs were firstly satisfied. Maslow also cites that people are motivated by unsatisfied needs and not

by needs that have already been gratified (Odurukwe, 2005). So, if a need is satisfied, it no longer motivates and individual. However, satisfaction gained from the accomplishment of a current need will become a motivator to satisfy a need at the next level.

Dye, Mills and Weatherbee (2005:1377) contend that although Maslow's theory of needs provided vital insights into management theory, it has suffered some lost opportunities, namely:

- His theory was based on the culture and values in the American social system. Therefore, its logic could be questionable in societies that embrace different value systems;
- The placement of his theory in the management context leads many to conclude that the theory is a managerial tool enabling managers to better understand the nature of the beast, and the appropriate lifeline to be afforded to employees. Maslow simply saw the hierarchy as a path of enlightenment for employees, hoping that organisations would create space for such employees to realize their full potential;
- Universally, a need level is often determined by culture. The higher the culture, the more secure it is, hence the higher the need level; and
- Although the theory makes a broad contribution to humankind, it is seen as a tool for manipulating employee motivation.

Nevertheless, Maslow created a simple systematic approach to job satisfaction and motivation. His theory has afforded tools for managers to better understand the drivers of job satisfaction and personal growth.

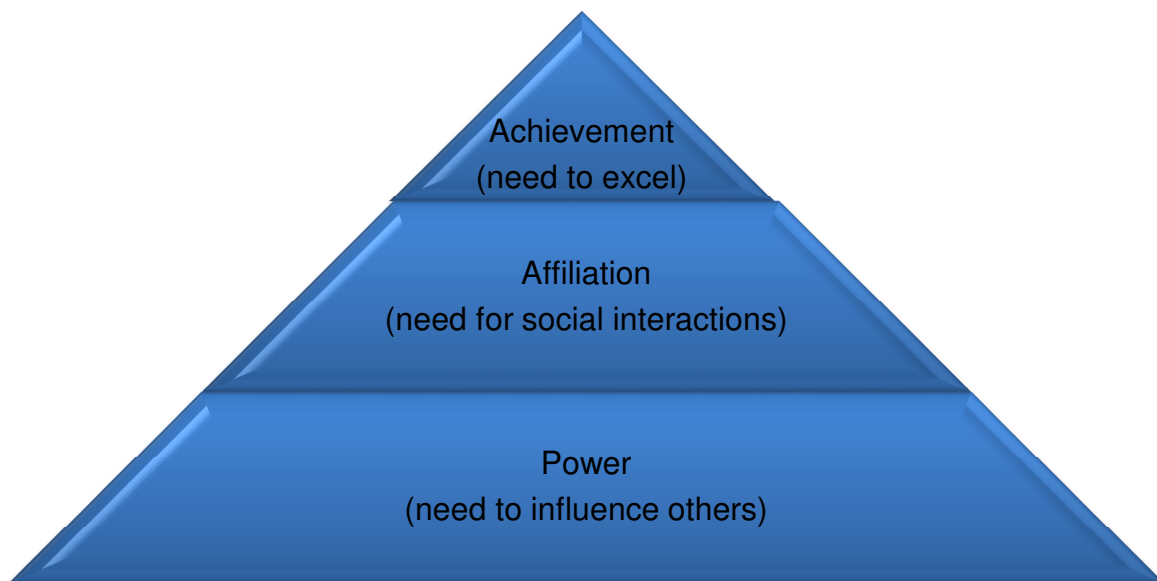
### **2.3.1.2 McClelland's Needs Theory**

David McClelland developed a theory based on the belief that culture influences how individuals view their jobs and lives. Needs are found in varying degrees and the combination of these needs shape a person's behaviour and attitude. Some people often exhibit a strong bias toward a particular need and the subsequent mix invariably affects their behaviour and working style. David McClelland is noted for

describing the three types of motivational needs depicted in figure 2.3. The theory is also referred to as the “achievement-motivation” theory (Dagnan, Disley and Hatton: 2009). The first is the need for achievement which is the need for the pursuance and attainment of goals and striving for excellence. Here, there is a strong need for feedback on progress and a sense of accomplishment (Hansemark, 1998:28). The second is the need for affiliation, which is the need for friendship and social networking with others. This need is synonymous to that of team players, where people are liked and become popular amongst team members.

The third is the need for power, where the impetus lies for an individual to be influential and to make a difference. Here, there is a strong need for control and for a person’s idea to prevail over that of others. The attainment of status and prestige are the drivers in this area of motivation.

**Figure 2.3: McClelland’s Needs Theory**



Source: Adapted from Peerbhai (2005:24).

McClelland suggested that people display a combination of the characteristics mentioned above. While a person may favour one motivational need above another, the mix may lead to a difference in behaviour and working style.

A strong need for affiliation may undermine a manager's objectivity because of the need to be accepted. In contrast, a strong need for affiliation may increase group acceptance for an employee in the lower ranks of an organisation. In this case, motivation may arise through recognition from cooperation or teamwork, leading to an increase in effectiveness and productivity.

Achievement motivated people are goal driven and strive for excellent results. They are the ones who generally make things happen, attempting to do things better or faster. They feel that achievement is more satisfying than financial gain or material rewards and would favour jobs that satisfy their needs. Objective feedback is deemed to be essential to measure success rates of planned initiatives. Individuals who display a high need for achievement may ignore affiliation and recognition needs of peers or subordinates, when striving for results, hence, they may not lead to being effective managers (Peerbhai 2005:25). Alternatively, McClelland also proposes that achievement - motivated people make the best leaders. According to Frolich, Shedon and Schuler (2009), the feeling of competence matches the desire to go beyond set standards of excellence, thereby motivating individuals to continue with the task at hand. Conversely, the lack of felt competence may demotivate individuals to energetically pursue these tasks.

People that are driven by the need for power have an unwavering desire to be influential among peers, thereby enhancing their reputation through influence.

Frolich, Shedon and Schuler (2009) suggest that individuals with a high need for power may end up being effective leaders. Oshagbemi (2003:1217) claims that rank (job status) is also a significant predictor of job satisfaction. Therefore, people in higher ranking positions, who are motivated by power, would experience increased levels of job satisfaction which supports claims made by Frolich, Shedon and Schuler (2009). This driver generates a need to be influential and make an impact, allowing for peoples' ideas to prevail, thereby increasing personal status and prestige.

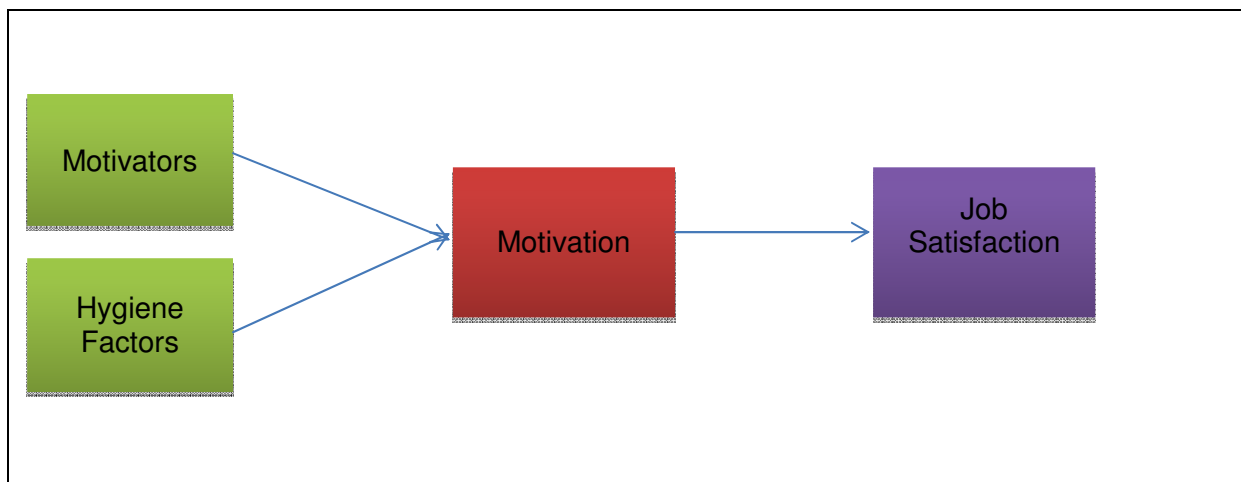
The next category of theories that will be examined are the job characteristics theories.

## 2.3.2 Job Characteristics Theories

### 2.3.2.1 Herzberg's Two- Factor Theory

This theory is based on the belief that a satisfied employee is a productive employee. Herzberg claims that motivators are the only way to increase satisfaction and this arises from a challenging job. Hygiene factors do not directly relate to the task but influence the conditions that encompass performing the task. The theory assumes that the content of a person's job is the source of motivation. Therefore, jobs should include motivators that are intrinsically rewarding in order to realize job satisfaction. Motivators result in positive job attitudes because they satisfy the worker's need for self-actualization which is also supported by Maslow's Theory of Needs. When needs are met, they result in motivation, hence, job satisfaction.

**Figure 2.4: Overview of Herzberg's Two Factor Theory**

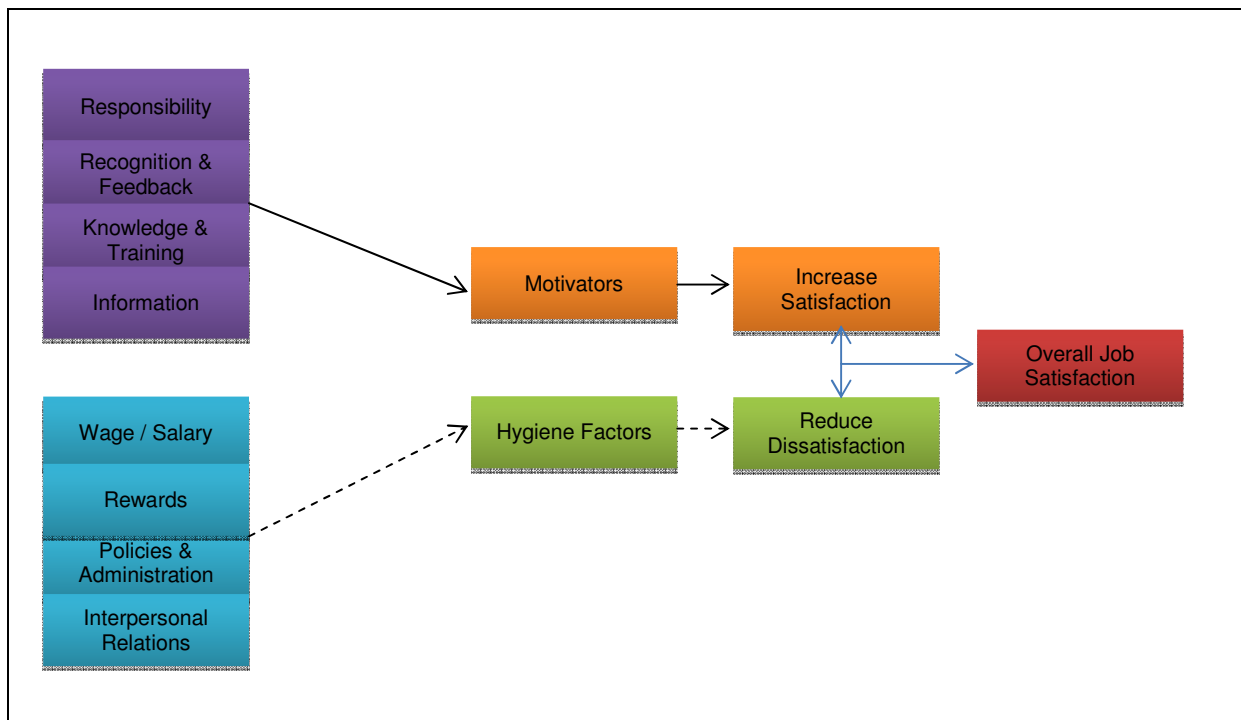


Source: Adapted from Anderson, Gudmundson and Lundberg (2009:893).

The theory further claims that satisfaction or happy feelings is associated with positive intrinsic sources (achievement, recognition, promotion, possibility for growth, responsibility and the job itself), termed motivators, while dissatisfaction is associated with negative extrinsic sources (pay, policies, working conditions and supervision, factors in personal life, status and job security), termed hygiene factors

(Robbins, Odendaal and Roodt, 2003:134). Galanou, Georgakopoulos, Sotiropoulos and Vasilopoulos (2010:106) suggest that factors that lead to satisfaction were intrinsic motivators which had little to do with pay but were more inclined towards responsibility and recognition. Herzberg's motivation and hygiene factors are depicted in figure 2.5.

**Figure 2.5: Motivators and Hygiene Factors of Herzberg's Two Factor Theory**



Source: Adapted from Andersson, Gudmundson and Lundberg (2009:893).

The motivators are explained below:

- Responsibility is viewed as being given responsibility and accountability for a position being occupied in an organisation. It also includes being given autonomy for decision making purposes;
- Recognition and feedback is viewed as receiving praise for a job well done and constructive feedback when goals are achieved;
- Knowledge and training is viewed as the impartation of knowledge and on-the-job training with the possibility for growth and advancement in the organisation; and

- Information is viewed as sharing information regarding the organization's vision and objectives.

According to Peerbhai (2005:27), the hygiene factors prevent dissatisfaction, but do not motivate. It is a preconception that hygiene factors should inherently be factored as part of the basic job design; hence, it could be viewed as a prerequisite for any job. Alternatively, the absence of hygiene factors does not stimulate any satisfaction. However, managers can attempt to motivate employees through creating a hygienic working environment within which employees can operate, hence, enhancing overall satisfaction for an individual.

Critics of Herzberg's theory argue that similar constructs cannot be measured for migrant and resident workers, as their need levels differ by a large degree. Findings from work done by Andersson, Gudmundson and Lundberg (2009:893) reveal that feedback and responsibility had a greater impact on satisfaction than knowledge and training. Responsibility is seen as an indication of self-control and status in a working environment. It is also argued that the theory does not accommodate for differences between various people but assumes that every person will react similarly towards shifts in hygiene or motivation factors. Herzberg's theory suggests that challenging jobs which offer opportunities for advancement motivate people (Garg and Rastogi, 2005:573).

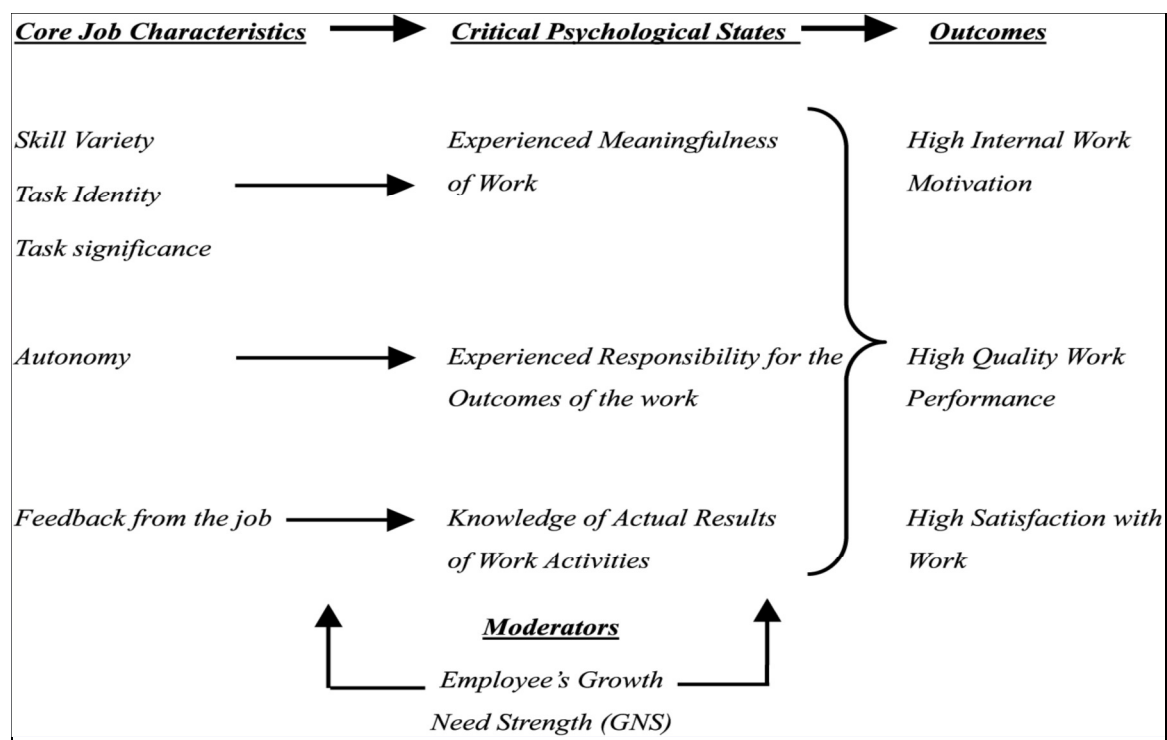
#### **2.3.2.2 Job characteristics model of Hackman and Oldham**

Richard Hackman and Greg Oldham developed the Job Characteristics Model. Their theory is based on the belief that certain job characteristics enhance psychological conditions which result in motivation, performance and satisfaction. Additionally, Friday and Friday (2002:426) contend that the motivating potential for a job results in many positive job-related outcomes. According to Goris (2007:738), the model proposes that a combination of growth needs and motivators of the job being performed could produce acceptable levels of satisfaction. Satisfaction could be predicted for people in jobs with both high and low growth needs. This finding contradicts the claim made by Herzberg's theory that only a challenging job with opportunities for advancement and growth motivate people.



The job characteristics are variety of skill, task identity, task significance, autonomy and constructive feedback (Robbins, Odendaal and Roodt, 2003:442). The model identifies a match between the characteristics of the job itself and the individual's needs, and has been extensively applied in work design initiatives. It also highlights variables of performance and satisfaction. Job enrichment interventions with proactive performance feedback sessions could result in increased performance and satisfaction levels.

**Figure 2.6: Job Characteristics Model of Oldham and Hackman**



Source: Adapted from Rastogi and Garg (2005: 576).

The five core job characteristics are briefly discussed below:

Autonomy is viewed as the degree to which a job offers independence. It also identifies the amount of freedom and control that is afforded to an employee to accomplish objectives, make decisions and organise working schedules. Constructive feedback refers to the relaying of discrete information about an employee's job performance. Skill variety refers to the extent to which an employee

is required to utilise various skills and abilities in order to multi task. Skill variety may also reduce monotony by creating a more challenging environment for the employee. Task identity refers to the degree to which a job has a predefined description of its start and finish, with a measurable outcome. Task significance refers to the importance of a specific task. If a task is seen to be significant by an employee, it will have a positive effect on the outcome of the task. The task also holds significance within the organisation and in a broader context, the individual's social networking environment (Garg and Rastogi, 2005:575).

The five main job characteristics are known to influence critical psychological states, which, in turn, enhance levels of job satisfaction. These are explained below:

- Meaningfulness refers to the extent to which employees view their work as adding value to the organisation. Organisations that provide adequate levels of skill variety, task identity and task significance are known to provide meaningfulness for employees;
- Responsibility refers to the extent to which employees assume personal accountability for the results they produce. Adequate levels of autonomy will enhance experienced responsibility for the outcome of results from a particular task; and
- Knowledge of results refers to the extent to which employees are able to comprehend how effectively they perform their jobs. Constructive feedback will provide employees with knowledge of results about a particular task (Garg and Rastogi, 2005:576).

The next category of job satisfaction theories to be discussed is the equity theory.

### **2.3.3 Equity Theory**

Equity is defined as a type of justice based on merit or contributions. Equity is assumed to be a cognitive process of evaluation whereby an employee seeks a balance between efforts in the workplace and anticipated rewards (Dagnan, Disley and Hatton, 2009). The equity theory suggests that job satisfaction is not only dependent on the extent to which a person believes reward exceeds effort. Rather job satisfaction depends on the comparison of an employee's rewards versus that of others in a similar position. Comparison features more strongly in the equity theory than in earlier motivation theories.

#### **2.3.3.1 Adams Equity Theory**

Adams equity theory was developed in the 1960's. The theory is based on the belief that people benchmark themselves with colleagues in similar positions to determine the level of fairness in reward and remuneration systems of an organisation. It extends beyond the individual but compares the situation of an individual with that of others with respect to equity and fairness. It also suggests that people do not work in a vacuum (Dagnan, Disley and Hatton, 2009:56).

People see themselves and more importantly the way they are treated within their working environment, not in isolation. People expect rewards for their inputs, and when this is achieved, they feel motivated. Conversely, when they feel unfairly treated, they would be susceptible to feelings of demotivation. Inputs are viewed as the contributions made by an employee while rewards are viewed as what they perceive to receive in return (Galanou, Georgakopoulos, Sotiropoulos and Vasilopoulos, 2010:109).

Table 2.1 lists examples of inputs and rewards.

**Table 2.1: Job Inputs and Rewards**

Inputs	Rewards
Qualifications	Fringe benefits
Experience	Remuneration
Loyalty	Job security
Personal skills	Job status
Intellectual ability	Recognition
Effort	Career advancement
Personality traits	Participation
Seniority	Opportunity for personal development

Source: Adapted from (Dagnan, Disley and Hatton, 2009:56)

The equity theory suggests that whenever comparisons are made, both inputs and rewards are considered to determine the level of perceived equity. People are always in search of a balance between inputs and rewards. This ratio is then compared to others in a similar position within the organisation. When individuals perceive a match between their ratios to that of others, they experience equity, hence satisfaction. If there is a mismatch or imbalance in ratio comparisons, the employee will experience inequity. Inequity can manifest itself as either positive (over-rewarded) or negative (under-rewarded) depending on whether it favours the employee or the person the employee compares with (Dagnan, Disley and Hatton: 2009:57). It is this inequity that creates tension or distress in the employee.

Previous studies show that employees may experience anger or frustration in instances where perceived inequity is negative, while they may experience guilt or self-conviction when perceived inequity is positive. Foote and Harmon (2005:91) also claim that distress may occur regardless of whether the inequity is over-rewarding or under-rewarding. The tension or distress created by positive or negative inequity will influence the employee to minimize or eradicate the inequity. The equity theory also explains why an individual can be motivated one day, but while maintaining status quo with their terms and conditions of employment, they could still be demotivated, if they learn of a perceived inequity ratio that exists between themselves and a fellow

employee. A common analogy revolves around the allocation of pay increases and the theory has proved relevance in this regard. This act of inequity may result in disappointment and a notion of injustice, demotivating the individual. What matters more is the ratio of inputs to rewards and procedural fairness compared to the actual reward itself. Dagnan, Disley and Hatton, (2009:57), proposes some behavioural guidelines for equity resolution. These are discussed below:

- Alter inputs or rewards to match that of the person being compared with;
- Adjust comparative standards for the purposes of standardization;
- Adjust perceptions of inputs and rewards;
- Withdraw from the task or seek an alternative job;
- Make demands for more rewards; and
- Convince management to include employees in the design of reward systems.

The equity theory is also criticized and debated in current literature. Dagnan, Disley and Hatton, (2009:57) claim that the theory provides little explanation about the process utilised to compare one employee with another in a similar position and, also, methods of equity resolution. In addition, the assumption that employees rely on equity based evaluations to determine fairness is also questionable. It has also been claimed that other motivational aspects could influence perception and behaviour rather than fairness alone.

Galanou, Georgakopoulos, Sotiropoulos and Vasilopoulos (2010:109) argue that difficulties exist in setting objective measurement criteria for rewards. Rewards should be evenly and fairly distributed, but satisfactory methods to achieve this task are somewhat lacking. Foote and Harmon (2005:91) claim that while some individuals view specific elements as inputs, others may view them as rewards which may skew an individual's perceptions of equity or inequity. They also claim that social, psychological and religious/ethnic factors also influence perceptions of equity, which have to be considered. It is also generally argued that the theory provides insight into scenarios of under-compensation but lacks usefulness in understanding scenarios of over-compensation. Hence, the theory is useful in describing factors that lead to the lack of job satisfaction rather than increased levels of job satisfaction.

The job satisfaction theories that were briefly examined will enable a broader understanding of the construct. The next category to be reviewed is that of leadership.

## **2.4 LEADERSHIP**

Leadership is a process by which an individual influences working colleagues toward accomplishing common goals (Flynn, 2009:2). It involves influencing the participation of colleagues and providing guidance in a specified course to be navigated. According to Naidu and Van Der Walt (2005:2), an effective leadership style influences change and creates the impetus for transformation. The role played by a leader could be viewed as an influential change-agent. Banerji and Krishnan (2000:406) view leadership as a process whereby leaders develop a shared vision and set the tone to influence the behaviours of all in the organisation towards achieving common values. The shared vision creates alignment by developing a common mental model for employees to follow. Jones and Rudd (2007:522) define leadership as a relationship between leaders and followers within a social group. It entails supplying a vision, creating power and using this power for individuals to realize the vision.

Leadership is also viewed as a process of initiating, executing and evaluating aspects of organisational change. Literature suggests that leadership styles are situational and have enhanced individual and organisational success in many ways. Leaders actively create the tempo and provide guidelines for employees to follow (Naidu and Van Der Walt, 2005:1). Literature also cites leadership as a process which ordinary people use to bring about the best from themselves and others. It entails empowering others to make decisions, thereby translating the vision into reality through effective execution of the strategy. It is also viewed as a process of influencing people to do more than is normally expected of them. Jones and Rudd (2007:521) explain that effective leadership requires leading others to think innovatively and promoting the discovery of new solutions to problems.

With the view that leadership is about coping with change, this study identifies leadership as the ability to influence employees to engage in transformation

interventions by aligning individual goals with that of the leader, and ultimately, the organisation. Transformation is viewed as the ability to do things differently than in the past. It can also be viewed as the creation of a new entity, not improving on something that already exists. Therefore, transformation interventions will be defined as interventions that bring about change to do things differently, which is supported by Naidu and Van Der Walt (2005:3).

Literature on leadership identifies transformational leadership, transactional leadership and laissez-faire leadership as the three common leadership styles in the current climate, with transformational leadership and transactional leadership being the most dominant (Mester, Visser, and Roodt, 2003:72).

The three most dominant leadership styles in the current climate will be discussed below.

## **2.4.1 Leadership Styles**

### **2.4.1.1 Transformational Leadership**

Research highlights transformational leadership as a preferred style to enhance performance levels in organisations. According to Nielsen, Yarker, Brenner, Randall and Borg (2008:466), transformational leaders are described as leaders who broaden and elevate the interests of their followers, stimulate awareness and enable them to transcend their own interests for the betterment of the organisation. Transformational leadership is viewed as a people-oriented leadership style where emotional attachments occur between the leader and follower Mester, Visser, and Roodt (2003:74). Much emphasis is placed on emotions and values where the role of the leader plays an integral part in making activities meaningful for followers. The degree to which a leader is seen to be transformational largely depends on one's influence on the follower. According to Maxwell (2005:66), transformational leaders gain influence through a relationship-building process and are seen to be trusting and supportive. Transformational leaders strategically enhance job satisfaction levels by imparting a clear mission, vision and values to their followers. They have the ability to inspire and motivate followers to perform extraordinary behaviours,

enhancing their performance levels. Undoubtedly, the transformational leader must harness skills to effectively communicate the vision and appeal to the interests of followers. A transformational leader takes a firm stand when faced with issues of controversy and expresses confidence regarding the attainment of specific goals.

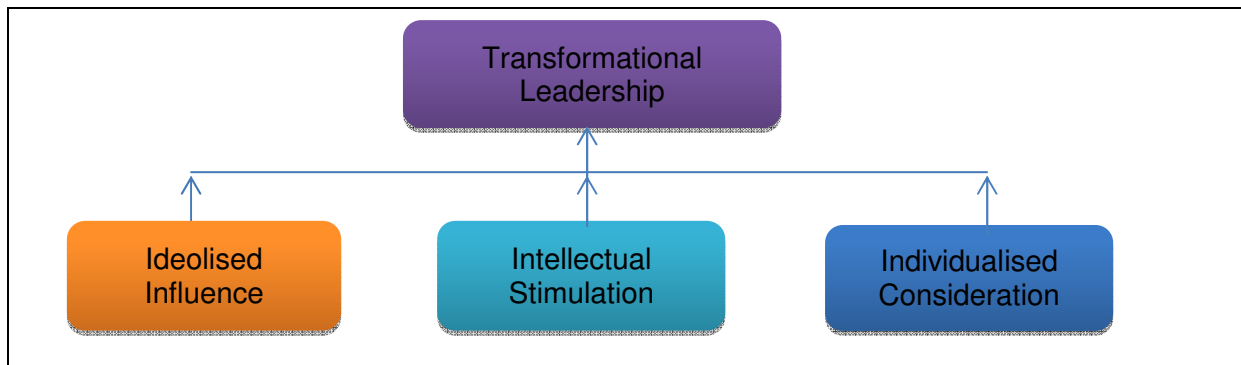
Transformational leaders also inspire, develop, encourage and coach followers through trust and support. According to Adler and Reid (2008:26), employees are most satisfied when their leader is supportive and considerate. A successful transformational leader influences followers to perform extraordinary behaviours to go beyond the call of duty. Naidu and Van Der Walt (2005:2) view transformational leaders as people who inspire their followers to work towards the good of the company both in the short-term and long-term. Inspiration is created through influence and awareness about outcomes that relate to the realization of the organisation's vision. Ozaralli (2002:335) describes transformational leadership as a process whereby a strong personal identification is maintained with the leader. Employees are energized and empowered through participation to embrace an exciting and optimistic vision of the future rather than receiving personal monetary gain. The transformational leader is able to create stamina to effectively implement and sustain transformation initiatives in an organisation.

Participation and empowerment are strategically afforded to employees to act in a proactive manner to enhance the vision. Banerji and Krishnan (2000:405) also explain that transformational leadership interventions are becoming a necessity for growing organisations to become competitive in the global environment. Personal values that could have started out as separate but related, ultimately end up being fused into one common purpose, unleashing high amounts of energy and enthusiasm that reinforces the concept of a shared vision. Transformational leaders have the ability to influence followers to perform at maximum levels. This is achieved through their influence to inspire and challenge innovative thinking among followers with a view to solving problems differently.

The main attributes that form the basis of effective transformational leadership are illustrated in figure 2.7.



**Figure 2. 7: Transformational leadership attributes**



Source: Self-generated

Attributes of transformational leadership will be discussed below. The first attribute to be discussed is ideolised influence.

#### **2.4.1.1.1 Ideolised Influence**

The leader embraces high moral and ethical values and reinforces pride, respect and faith among followers. The leader makes an effort to promote his/her beliefs and values through influence (Flynn, 2009:3). Ideolised influence comes into play when the leader expresses a sense of conviction and confidence, when making high-impact decisions in the face of threats (Nielsen, Yarker, Brenner, Randall and Borg, 2008:467). Through role modeling, followers are encouraged to take calculated risks when solving complex problems and observe how they can become more responsible and confident. Through Ideolised influence, leaders are able to provide followers with a sense of vision and mission, exhibit confidence whilst instilling emotions within their followers. Ozaralli (2002:335) also describes Ideolised influence as a process where the leader instills faith, pride and respect among followers through inspiration. Coaching and mentoring initiatives allow for autonomy in decision making within a supportive environment.

The next attribute to be discussed is intellectual stimulation.

#### **2.4.1.1.2 Intellectual stimulation**

Intellectual stimulation centres on promoting innovative ideas and creativity among followers. Intellectual stimulation occurs when the leader encourages creativity among followers to look for new and more efficient ways of solving problems compared to methods employed in the past (Mester *et al.*, 2003:73). Much effort is placed on encouraging followers to proactively search for new ideas and to “think out of the box” when faced with challenges during daily activities. The leader encourages followers to challenge their conventional problem solving abilities and explore other avenues in order to stimulate deeper and innovative thinking (Barling, Comotis, Gatien, Kelloway and Kelly, 2003:163). Thinking abilities of followers are enhanced when status quo is challenged. This process generates new insights and revelations among followers thereby increasing their criteria for success. Brainstorming and problem solving techniques are utilized to guide the innovative thinking process.

The last attribute to be discussed is individualised consideration.

#### **2.4.1.1.3 Individualised Consideration**

Individualised consideration centres on identifying and addressing individual needs of followers through coaching and mentoring initiatives. Mester *et al.*, (2003:73) explain individualised consideration as a process whereby the leader identifies individual uniqueness, links the individuals’ current needs to the organisation’s needs and provides coaching, mentoring and growth opportunities. Effective leaders must demonstrate concern for individual needs and attend to these needs on an individual basis. A common realization is that the skills and experience levels, needs and expectations vary considerably among individuals. Therefore, an interpersonal connection is paramount to understanding followers personally, with the view of strategically addressing their concerns. A supportive and caring climate is created by the leader, who plays the role of a listener who carefully identifies strengths, weaknesses and development potentials of individuals. The leader’s aim is to assist with individual personal development, while assessing ways to help individuals in meeting their aspirations. Leaders allow followers to grow through personal challenges, through the process of delegated authority.

From the examination of the above literature, a transformational leader can be viewed as a people orientated person who aligns followers towards the vision and goals of an organisation. The transformational leader can also be characterized as an empathetic person who focuses on people development.

Previous studies have indicated that transformational leadership results in higher levels of job satisfaction than transactional leadership. Therefore, the next leadership style to be discussed is transactional leadership.

#### **2.4.1.2 Transactional Leadership**

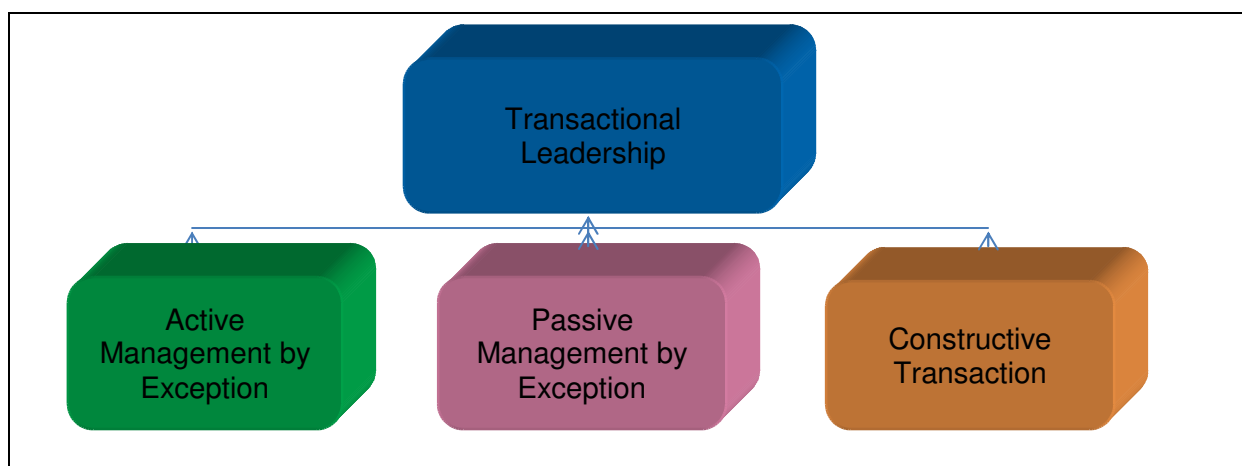
Transactional leadership refers to a task-orientated leadership style, relating to reward- based performance initiatives. Transactional leaders motivate employees towards attainment of stated goals by clarifying job roles. Transactional leaders are seen as leaders who reward employees for task completion, thereby attaining power from the transactions. According to Naidu and Van De Walt (2005:2), a high degree of focus is placed on goal achievement together with a rational exchange reward system for good performance and punishment for sub-standard performance. Cilliers, Eden and Deventer (2008:253) also view transactional leadership as a social exchange process whereby tasks are agreed to and clarified between the leader and follower on the basis that a successfully completed task will result in a reward and avoidance of punishment. According to Adler and Reid (2008:26), a transactional leader views the leader-follower relationship as a "*quid pro quo*" agreement where a mutual trade-off is commonly agreed to by both parties. A transactional leader-follower relationship is governed more by contractual agreements rather than trust. Shokane, Stanz and Slabbert (2004:1) contend that transactional leadership entails the management of employees' behaviours and organisational resources towards achieving short term objectives.

The transactional leader can, therefore, be viewed as a manager who focuses on day – to – day administrative functions, taking on a conservative approach to work, in order to obtain immediate results. The leader can also be viewed as a person who is marginally concerned about empowering followers to engage in personal development for purposes of going beyond their self-interest. Consequently, the

transactional leader is seen as a more task than relation- orientated person, who depends on the need for power to engage in constructive transactions with followers (Andreassen, Hetland, Pallesen and Notelaers, 2011:510).

From the examination of the above literature, a transactional leader can be viewed as a task- orientated person who utilizes power to exercise command and control in order to gain compliance from followers. The leader implicitly clarifies task requirements with associated rewards for compliance or punishment for non-compliance. The main attributes in this study that form the basis of effective transformational leadership is illustrated in Figure 2.8.

**FIGURE 2.8: Transactional leadership attributes**



Source: Self-generated

The first attribute of transactional leadership that will be discussed, is active management by exception.

#### **2.4.1.2.1 Active Management by Exception**

The leader actively monitors activities of followers, in search of errors, deviations from standards or failures. Mester *et al.*, (2003:73) also agree and view this dimension as a proactive management style whereby the leader closely watches performance of followers and takes corrective action to avoid potential problems

before they arise. An example can be illustrated where a leader continuously observes an employee's problem solving ability when problems arise. The leader hastily corrects the employee who does not apply effective problem solving techniques. The leader is also seen as a monitor who applies corrective measures when deviations from set standards are noted. The leader is inclined to reinforce rules in order to minimize mistakes, utilising negative reinforcement patterns. This dimension is known to be more task than relation orientated. In summary, the leader intervenes if actual effort does not match expected effort by the follower, which is viewed as an exception. The next transactional leadership attribute to be discussed is constructive transaction.

#### **2.4.1.2.2 Constructive Transaction**

The leader-follower interaction is proactive where emphasis is placed on rewards for meeting expected goals. The leader obtains agreement from followers on what must be done and what the rewards would be for the followers involved with the task. Success criteria are agreed upon by both parties with the achievement being either rewarded or punished. Positive reinforcement patterns are used where the leader implicitly clarifies performance standards in order to reinforce follower credibility that valued rewards will be a result of good performance (Xirasagar, 2008:603). The leader also proactively determines needs' levels and expectations of subordinates and makes recommendations to enhance performance levels, in an attempt to provide equitable rewards when tasks are successfully accomplished. According to Mester *et al.*, (2003:73), the leader uses rewards, praise and promises to motivate followers to achieve performance levels agreed to by both parties.

The last transactional leadership attribute to be discussed is passive management by exception.

#### **2.4.1.2.3 Passive Management by Exception**

Andreassen, Hetland, Pallesen and Notelaers (2011:511) view passive management by exception as part of a passive leadership style. Xirasagar (2008:603) also views passive management by exception as a process whereby the leader takes a passive,

reactive approach and waits for errors to occur before taking appropriate action. The leader is not inclined to set standards and put new systems in place and assumes that the status quo is acceptable. An example can be illustrated where the leader gives a follower a low performance rating without discussing prior work performance. The leader only considers deviations from standards and errors made by the follower while no merit is given for effort or good performance. The recourse often entails negative feedback or reprimand, with associated negative behavioural consequences from followers.

Transformational and transactional leadership styles have been briefly reviewed in order to establish differences and commonalities between the two leadership styles. The last leadership style to be discussed is laissez-faire leadership.

#### **2.4.1.3 Laissez-Faire Leadership**

According to McColl-Kennedy and Anderson (2005:116), laissez-faire leadership is a passive style that is reflected by high levels of avoidance, indecisiveness and indifference. It is also commonly viewed as the absence of leadership where the leader takes a “hands-off” approach, abdicating responsibility, delaying decisions and gives no feedback to employees’ (Xirasagar, 2008:603). The leader makes no attempt to motivate followers or to satisfy their individual needs. It is also viewed as an avoidance of leadership responsibilities which could result in a lack of direction for the organisation. The laissez-faire leader is also viewed as an inactive rather than proactive individual who procrastinates, wherever possible. There are no rewards or feedback to subordinates and developmental needs are left to individuals for self - management.

Jones and Rudd (2007:524) view laissez-faire leadership as a lethargic leadership style where the leader displays no sense of motivation or urgency. The leader assumes that followers are intrinsically motivated and should be left alone to accomplish their tasks.

After an in-depth review into the study of the three leadership styles and various job satisfaction models, it becomes necessary to understand the relationship between them. This will be discussed below.

## **2.5 LEADERSHIP STYLES AND JOB SATISFACTION**

Mester *et al.*, (2003:73) infer that the role of a leader has a direct influence on job satisfaction among followers. Madlock (2008:64) explains that employees are most satisfied when they perceive their leaders to possess a combination of relational (transformational) and task-oriented (transactional) behaviours. The main attributes of transformational leadership, transactional leadership and laissez-faire leadership in relation to job satisfaction are discussed below.

### **2.5.1 Transformational Leadership and Job Satisfaction**

Studies conducted by Berson and Linton (2005:51) support previous findings that a positive relationship exists between transformational leadership style and job satisfaction. Results of a study conducted by Nielsen *et al.*, (2008:465) reveal that transformational leadership was positively associated with better employee working conditions. Results of the study are also supported by Herzberg's Two-Factor Theory, which suggests that good working conditions lead to increased job satisfaction levels. Attributes of transformational leadership and their relevance to job satisfaction will be discussed below.

The first attribute to be discussed is idealised influence and its relation to job satisfaction.

#### **2.5.1.1 Idealised Influence and Job Satisfaction**

According to Madlock (2008:62), effective and clear communication of vision and goals results in acceptance and higher satisfaction levels among followers. The leader reinforces high moral and ethical values with a view to impart a sense of mission among followers. Through Idealised influence, followers tend to identify with the leader's moral and ethical values, thereby gaining deeper respect. According to

Andrews (2003:28), effective leaders influence positive aspirations in people that result in high levels of satisfaction. Followers gain trust and admiration for the leader and voluntarily make sacrifices to make the vision a reality. Cilliers, Eden and Deventer, (2008:253) explain that Ideolised influence creates an energizing atmosphere that reinforces empowerment and ownership and responsibility among followers. Here empowerment is viewed as a motivator, which is explicitly supported by McClelland's theory of needs, where the attainment of power acts as motivator to be more influential among peers. The need for responsibility and belongingness is supported by both Maslow's hierarchy of needs and Herzberg's two factor theory Peerbhai (2005).

However, Bruch and Walter (2007:712) argue that the effect of Ideolised influence is more likely to emerge among upper rather than middle managers. This happens in a practical setting where followers are constrained by organisational regulations within its hierarchy. Their ability to engage in innovative decision making is far reaching, which results in a lower appeal to the effects of ideolised influence. Hence, their span of discretion is limited and they are more inclined to adapt to the expectations of their leaders. Cilliers, Eden and Deventer (2008:261) also claim that role clarity and goal alignment needs to be clear and unambiguous for successfully bringing out ideolised behaviours in followers.

The next attribute to be discussed is intellectual stimulation and it's relation to job satisfaction.

#### **2.5.1.2 Intellectual Stimulation and Job Satisfaction**

Results of a study conducted by Emery and Barker (2007:81) support the use of transformational leadership to increase job-satisfaction levels among employees, through mission alignment and intellectual stimulation. Andreassen, Hetland, Pallesen and Notelaers, (2011:508) explain further that challenging status quo and conventional ways of thinking, encourage followers to develop more efficient and new ways of solving problems. Transformational leaders are able to challenge outdated assumptions and traditions, thereby creating an atmosphere of creativity and innovation. Transformational leaders are also mindful of the intellectual ability of



followers. They encourage approaching problems from different angles, thus creating readiness for change (Cilliers, Eden and Deventer, 2008:255). This claim is supported by McClelland's need for achievement whereby satisfaction is gained from the success of doing things differently. The job characteristics model of Oldham and Hackman also supports the claim whereby internal motivation is gained through experienced meaningfulness from task variety and task significance.

Walter and Bruch (2007:713) argue that followers at lower levels of the organisation may lack the autonomy to promote innovative processes. This becomes evident where tasks and responsibilities are more rigid. Followers at lower levels often serve as enforcers of standards to protect the organisation's identity rather than being seen as innovators. It is also argued that due to the understanding of the nature of the job itself, managers have the ability to frame tasks in challenging ways for followers, thereby creating a stimulating environment. Results of a study conducted by Emery and Barker (2007:84) reveal that job satisfaction was positively correlated with intellectual stimulation.

The last attribute to be discussed is individualised consideration and its relation to job satisfaction.

#### **2.5.1.3 Individualised Consideration and Job Satisfaction**

Andreassen, Hetland, Pallesen and Notelaers, (2011:508) support transformational leadership as a preferred style that meets followers' needs. Positive outcomes of transformational leadership hinges on the ability of leaders to consider the individual needs and aspirations of followers. Transformational leaders take the role of a coach, mentor and advisor with the aim of enhancing the personal development of followers. Nielsen, Yarker, Brenner, Randall and Borg (2008:467) claim that through coaching and mentoring, followers are encouraged to make decisions in a supportive environment which creates a climate of autonomy and belongingness. Results from the study showed a strong correlation between transformational leadership and well-being. Followers are inclined to perform beyond normal requirements if they are inclined to believe that they are valued by the organisation and tasks are seen to be meaningful. The satisfaction gained from the realization that needs are met,

becomes a motivator to satisfy needs at a higher level, which is supported by Maslow's hierarchy of needs theory.

Bruch and Walter (2007:716) claim that individualised consideration enhances follower satisfaction through the process of advising, supporting and addressing individual needs. A stable platform is thus created allowing followers space to develop and self-actualise. It becomes increasingly important for the leader to exercise emotional intelligence when aligning personal needs of followers to that of the organisation. Moreover, the ultimate goal of the process is for the organisation to benefit through the transactional leadership process.

In addition, the process of delegating authority to nurture growth through personal challenges and experiences creates a sense of ownership and responsibility among followers. Followers can thus be constantly reminded that their individual needs are being cared for. The job characteristics model of Oldham and Hackman (psychological states) and Herzberg's two factor theory (motivators) support the claims made above.

Attributes of transactional leadership and their relevance to job satisfaction will now be discussed. The first attribute to be discussed is active management by exception.

## **2.5.2 Transactional Leadership and Job Satisfaction**

### **2.5.2.1 Active Management by Exception and Job Satisfaction**

Xirasagar (2008:603) claims that the leader displays behaviours intended to prevent potential problems before they arise. Applying the job characteristics model of Oldham and Hackman, feedback will provide employees with knowledge of results about a particular task. Although the follower may fear reprimand for non-compliance, satisfaction could be gained from knowing that tasks are over inspected in order to proactively prevent potential failures. Followers will also be motivated to ensure that tasks are performed with diligence in order not to face reprimand.

Conversely, findings from a study conducted by Andreassen, Hetland and Notelaers (2011:517) reveal that leadership based on actively searching for mistakes poses a serious threat to fulfilment of the autonomy need. Control measures applied by the leader will reduce autonomy levels among followers. It reduces the amount of freedom and control to accomplish objectives, make decisions and organise working schedules, which invariably inhibits the high quality work performance outcome, explained by the job characteristics model.

Additionally, excessive controlling behaviour by the leader can undermine a follower's sense of achievement at work. The follower may not be motivated to strive for the delivery of exceptional and speedy results, as explained by McClelland's need for achievement. Emery and Barker (2007:84) also claim that there is a negative correlation between management by exception (transactional leadership) and job satisfaction, especially when the leader utilizes a fault-finding approach.

The next attribute to be discussed is constructive transaction and its relation to job satisfaction.

#### **2.5.2.2 Constructive Transaction and Job Satisfaction**

According to Emery and Barker (2007:81), linking individual needs to what the leader expects to accomplish as well as providing rewards desired by followers, enhances job satisfaction among followers. The exchange agreement between leader and follower is proactive, where followers are confident to receive rewards when tasks are successfully completed. The act of engaging in constructive transaction is adequately supported by the hygiene factors of Herzberg's two factor theory, where the exchange of rewards, praise or recognition reduces dissatisfaction among followers. In addition, the exchange of rewards, praise and recognition will motivate followers to perform at higher levels to achieve agreed upon objectives set by the leader. This claim is adequately supported by the job characteristics model of Oldham and Hackman, where (feedback from the job), knowledge of actual results of work activities, results in satisfaction among followers. Additionally, the need for achievement will result in motivation to strive for excellent results in pursuit of agreed goals set by the leader which is supported by McClelland's needs theory.

Conversely, failure to achieve agreed goals may result in a feeling of incompetence or failure, demotivating followers to continue pursuing such activities. Failed attempts may also create a perception among followers that goals are far reaching or unattainable. Followers could also be demotivated when they perceive inequity in their reward systems, where efforts do not match rewards, as explained in Adams equity theory.

The last attribute to be discussed is passive management by exception and its relation to job satisfaction.

### **2.5.2.3 Passive Management by Exception and Job Satisfaction**

The passive style of the leader, as indicated by a more reactive rather than proactive approach may create a perception among followers that some degree of autonomy is afforded in performing tasks to completion. The perception would appear prudent given the common understanding that the leader would only intervene once problems become evident. Hence, followers may experience some fulfillment in their needs for autonomy which is supported by the job characteristics model of Oldham and Hackman.

In addition, the fear of failure would be embedded in the minds of followers due to the reactive approach of the leader who only intervenes when performance does not meet expectations, often reacting with negative consequences. Results of studies conducted by Emery and Barker (2007:84) reveal that a negative correlation exists between job satisfaction and management by exception (passive and active). According to Madlock (2008:65), common factors that lead to job dissatisfaction are largely driven by interpersonal relationships between the leader and follower. The finding is reinforced when the leader is viewed by followers as less supportive and absent when needed, especially during initial stages of problem identification.

The last leadership style (*laissez faire* leadership) and its relevance to job satisfaction will be discussed below.

### **2.5.3 Laissez- Faire Leadership and Job Satisfaction**

Little or no involvement by the leader could enhance autonomy and empowerment of followers to accomplish goals, thereby leading to their self-development and progress, which is supported by the job characteristics model of Oldham and Hackman. Followers, in this case, are afforded the opportunity to make decisions in order to shape their work environment to satisfy individual needs. Cilliers, Eden and Deventer (2008:255) also agree that laissez-faire leadership affords followers the possibility of self-management. They view the process of avoidance by the leader as an opportunity for followers to work unsupervised and become leaders in their own way, through self-development.

Madlock (2008:65) argues that inadequate supervision, as in the case of the laissez-faire leader, could result in weak interpersonal relationships, resulting in low employee satisfaction and productivity levels which are supported by Herzberg's Two-Factor Theory.

## **2.6 CONCLUSION**

Madlock (2008:64) explains that employees are most satisfied when they perceive that their leaders possess both relational and task-oriented behaviours. Job satisfaction is related to job performance, efficiency and reduced turn over. According to Andrews (2003:28), effective leaders influence positive aspirations in people that result in high levels of satisfaction. According to Naidu and Van Der Walt (2005:2), an effective leadership style influences change and creates the impetus for transformation. Pattersen, Warr and West (2004:5) also suggest that a job satisfied employee is a productive employee.

From the examination of the above literature, it can be concluded that varying leadership styles influence job satisfaction in some way or the other. The question of which style supersedes the other is largely based on the organisation's situational setting. Therefore, organizations need to take cognisance of the varying leadership styles when attempting to influence employee job satisfaction levels.

The following chapter addresses the research methodology employed in this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter outlines the research methodology utilised to collect the primary data. The chapter begins by explaining the research designs, sampling method, data collection, data analysis and ends with validity and reliability testing. Descriptive and inferential research was used to conduct the study. Quantitative data were collected to gain insight into the perceptions of job satisfaction with varying leadership styles.

#### **3.2 OBJECTIVES OF THE STUDY**

The overall objective of the study was to investigate the relationship between leadership styles and job satisfaction. The following sub-objectives are listed below:

- To identify employee perceptions of their leader's style;
- To determine employee job satisfaction levels;
- To examine the influence of the biographical variables on job satisfaction and leadership style respectively; and
- To determine which leadership style best predicts overall job satisfaction.

#### **3.3 RESEARCH DESIGN**

Research design provides a framework for the collection and analysis of data. Selection of the research design reflects decisions about the importance being given to a range of dimensions during the research process (Bryman and Bell 2007:44). Three types of research designs will be discussed below.

##### **3.3.1 Types of Research Designs**

The first type of research design to be discussed is exploratory research.

### **3.3.1.1 Exploratory Research**

Exploratory research is conducted for a new problem that is in its preliminary stage, and not clearly defined. This type of research assists in selecting the most appropriate research design, method of data collection and subjects to be investigated. Due to its inherent nature, it often concludes that a perceived problem does not actually exist, which may not be useful for decision making purposes. However, it may provide practical insight into the subject under investigation where the subject is new and limited data is available in the specific field of interest. Also, the nature of exploratory research creates a source of uncertainty and ambiguity in its early stages, where many unanswered questions need to become clear. Mansourian (2008:284) explains that dealing with uncertainty and ambiguity in the early stages of research is inevitable. Emphasis is placed on the researcher's endurance to bear uncertainty. Exploratory research was not used in this study because the problem is not new and has been previously researched. The second type of research design to be discussed is descriptive research.

### **3.3.1.2 Descriptive Research**

Descriptive research describes characteristics about a subject that is under investigation. Descriptions are used for frequencies, averages and other calculations. Although this type of research is factual and statistically accurate, it may not explain what caused a situation. Therefore, this type of research cannot be utilised to establish causal relationships between variables and it may also have a low requirement for internal validity. Generally, a survey is conducted to gather primary data for statistical evaluation and analysis which researchers can utilise to draw observations and arguments from. Finally, descriptive research involves analyzing a model in order to gain a better understanding and explanation of its characteristics (Bertrand, Fransoo and Will 2002:250). Descriptive research was used to describe the characteristics of the variables for this study.

The third type of research design to be discussed is explanatory research.

### **3.3.1.3 Explanatory Research**

The fundamental objective of explanatory research is to answer the question of “why”. It goes beyond descriptive and exploratory research in order to determine the actual reasons for occurrences. It explains things in detail and attempts to enhance reasons behind a theory, testing its predictions. It attempts to understand variances among variables, explaining behaviours between one or more dependent variables in terms of the behaviour of an independent variable (Voordijk 2011:338). It also attempts to arrive at the best answer from many given alternatives, contributing to a theories prediction where possible.

Explanatory research was used to explain the nature of the relationship between the study variables (Wellman and Kruger 2003:18-20).

### **3.3.2 Research Philosophy**

#### **3.3.2.1 Quantitative Research**

It is a position that affirms the importance of imitating the natural sciences associated to what should be regarded as acceptable knowledge in a discipline. It entails the collection of data which can be quantified with a view to exhibit the relationship between theory and the research as deductive (Bryman and Bell 2007:154). Surveys and experiments are used in quantitative research and researchers utilise this data to quantify results using statistical tools.

#### **3.3.2.2 Qualitative Research**

Qualitative research is defined as a process of organising data into categories and identifying relationships among the categories. It also implies that meaningfulness emerges naturally from the research context (McMillan and Schumacher 1993). Qualitative research is also viewed as a system of enquiry that informs and enhances the researcher’s understanding of a social or cultural phenomenon. Research takes place in a natural setting and normally employs a combination of interviews, observations and document reviews.



The study was quantitative in nature. The study focused on quantification of the collection and analysis of data, using a structured questionnaire. The questionnaire was administered over a wide range of respondents and results were analysed using numerical data. This research was undertaken to better understand and explain the nature of the relationship between the variables (Wellman and Kruger 2003:18-20).

### **3.3.3 Setting of the Study**

#### **3.3.3.1 Natural Settings**

Research takes place within the respondent's natural working environment, without distracting normal workflow. Respondents are observed in their real life working environments. This method normally consumes time because the researcher has no leverage to alter the natural working environment. Data is known to be more representative of real life situations rather than when situations are simulated (Boote and Mathews, 1999:15).

#### **3.3.3.2 Contrived Settings**

A contrived setting is one where a specific subject being studied is simulated by the researcher in order to gather data. This setting offers greater control to the researcher where data collection becomes more efficient and quick. However, data may not be representative of real life situations (Boote and Mathews, 1999:15).

The study was conducted in a natural working environment in all production related areas within the organisation. Questionnaires were manually completed by respondents in their respective offices or control rooms to which they belonged. Other respondents exercised options of completing their questionnaires electronically.

### **3.4 TIME HORIZON**

#### **3.4.1 Cross Sectional Study**

A cross sectional study can also be viewed as a social survey study where data is collected by a questionnaire or structured interview. This type of study involves collection of data for a wide range of variables at a single point in time. Response data on variables of interest are collected simultaneously. Data can then be analysed in order to establish relationships. Cross sectional design is known to be associated with quantitative research (Bell and Bryman 2007:55).

#### **3.4.2 Longitudinal Study**

Longitudinal design is typically used when the researcher wishes to map changes in variables over a longer time period. It involves repeat surveying of samples at different points in time. A sample should be surveyed at least twice, allowing for an adequate time lag between surveys (Bell and Bryman 2007:66).

This study was cross-sectional in nature as data was collected from various respondents of the sample population at one point in time (Wellman and Kruger 2003:86).

### **3.5 SAMPLING DESIGN**

#### **3.5.1 Target Population**

According to Wellman and Kruger (2003:119), the target population is a number of possible respondents that could be included in the research study. Therefore, results drawn from the sample of the population can be used for generalization of results. The target population for this study included all employees ranging from grade 7 to grade 12, involved in operations on a daily basis. The target population consisted of 240 employees.

### 3.5.2 Sample Size

The sample size is defined as the minimum number of respondents from which data could be drawn for the generalization of results (Wellman and Kruger, 2003:119). The actual response rate is depicted in Table 3.1.

**Table 3.1: Actual response rate per grade**

Position	Grade	Population	Actual Sample Size	Actual Percent
First Line Supervisor	7	22	16	72.7
Shift Supervisor	8	42	25	59.5
Shift Chargehand	10	41	29	70.7
Senior Operator	11	52	33	63.4
Operator	12	83	50	60.2
<b>Total</b>		<b>240</b>	<b>153</b>	<b>64</b>

According to Sekaran and Bougie (2010:295), 148 is a reliable sample size (n) for a given population size (N) of 240 employees. The sample size accounted for sixty two percent of the target population. The actual sample size amounted to 153 employees which is sixty four percent of the target population. The sampling fraction was 1 in 1.56. This means that the probability of inclusion in the sample was one employee for every 1.56 employees.

### 3.6 SAMPLE METHOD

Simple random sampling was used as the preferred type of probability sampling for this research. According to Wellman and Kruger (2003:53), simple random sampling affords each member of the population the same chance of being included in the sample. Bryman and Bell (2007:186) explain that with this sampling method, there is almost no opportunity for human bias because the process is not dependent on the employees' availability.

## **3.7 QUESTIONNAIRE DESIGN**

Two standard rating questionnaires were formulated and administered to employees within the sampling population. Questions were formulated from the review of relevant literature in order to provide valuable insight into the objectives of the study. Questions were also designed in a well-structured manner to maintain simplicity, make them easier to understand and prevent ambiguity.

### **3.7.1 Questionnaire Content**

The questionnaire consisted of seven pages. Appendix A explained the purpose and importance of the study. Respondents were also assured that their identity would remain anonymous and responses treated with confidentiality. Biographical data was captured in appendix C, followed by the job satisfaction questionnaire in Appendix D and the leadership styles questionnaire in Appendix E.

The research instrument consisted of four sections:

- Letter of consent;
- The biographical information section;
- The job satisfaction questionnaire; and
- The leadership styles questionnaire.

#### **3.7.1.1 Letter of Consent**

The purpose of the letter of consent was to introduce the researcher to the respondents. In addition, the reasons for conducting the research study were clearly outlined. Respondents were also assured that their identities and responses would be treated with confidentiality. Mention was also made that participation was voluntary and respondents could withdraw from the study at any time they wished to. Furthermore, a letter of consent was submitted to the general manager of the organisation, requesting permission to carry out the survey (Appendix B).

### **3.7.1.2 The Biographical Information Section**

The biographical questions comprised the following;

- Gender;
- Age ;
- Job grade;
- Production department;
- Years of service; and
- Race.

### **3.7.1.3 The Job Satisfaction Questionnaire**

Overall job satisfaction was measured using an adapted version of the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss, Darwisch, England and Lofquist (1967). The questionnaire was designed to measure satisfaction levels for various personal and job related facets. The questionnaire consisted of 20 questions, all of which utilised a five-point Likert measurement scale, with “very dissatisfied” forming the one end of the continuum and “very satisfied”, the other end. Instructions were given regarding the rating of the questions. “Very dissatisfied” indicated low levels of job satisfaction while “very satisfied” indicated high levels of job satisfaction. Respondents were required to tick the selected box for very dissatisfied, dissatisfied, neither satisfied nor dissatisfied, satisfied and very satisfied, respectively. The instrument was used for the work conducted by Patterson, War and West (2004) where they reported an alpha coefficient of 0.92.

### **3.7.1.4 The Leadership Styles Questionnaire**

Leadership styles were measured using an adapted version of the Multifactor Leadership Questionnaire (MLQ) developed by Bass, Avolio and Jung (1997). The purpose of the questionnaire was to distinguish the three leadership styles. The questionnaire measured five components of transformational leadership, three components of transactional leadership and one component of laissez faire leadership. The questionnaire consisted of 33 questions. Questions

2,6,8,9,10,13,14,15,18,19,21,23,24,25,28,29,30 and 33 deal with the three attributes of transformational leadership. Questions 1, 3,4,11,12,16,17,20,22,26 and 32 deal with the three attributes of transactional leadership. Questions 5,7,27 and 31 address laissez-faire leadership. All questions use a five-point Likert measurement scale, with “not at all” forming the one end of the continuum and “always”, the other end. Respondents were required to tick the selected box for not at all, once in a while, sometimes, fairly often and always, respectively.

Instructions were given regarding the rating of the questions. Of particular importance was the respondents’ understanding of the person to be assessed, i.e., their immediate supervisor.

### **3.8 DATA COLLECTION**

Bryman and Bell (2007:56) explain that surveys are used when the researcher wants to gather opinions of respondents from a large population. Since the aim of the research was to gather and measure, the survey method was applicable. Due to the sensitivity of the topic, all responses were treated as anonymous. Two standard rating questionnaires were formulated and administered to employees through internal e-mail and registered internal postage, for those without e-mail. All completed questionnaires were placed in sealed boxes at strategic points within the organisation. An independent research assistant was utilised for administering of questionnaires and data collection. The research assistant was also briefed about the subject matter in order to assist respondents who needed clarity on questions.

### **3.9 DATA ANALYSES**

SPSS package version 15.0 was used to analyse the data. The raw data was edited to ensure that it was free of errors. Editing was also necessary to allow for easy capturing into the SPSS package. Each questionnaire was evaluated and counted to ensure that all required fields were properly answered by the respondents. Questionnaires were also recounted to verify that the minimum sample size was achieved for the given population. Various analyses were performed from the captured data.

### **3.9.1 Descriptive Statistics**

Descriptive statistics were computed in the form of frequency tables to obtain the profile of the sample and to describe the basic features of the data. Frequency tables list items and utilise tally marks to record the number of times they occur.

### **3.9.2 Frequencies and Percentages**

A frequency is a count of the number of times an event occurred in a given category Bryman and Bell (2007:728). One such category is gender that is made up of males and females. The total number of times respondents indicated that they were male were computed as a frequency. The procedure also applied for females. Percentages were represented as the proportion of males or females from the total number of respondents.

In this study, frequencies were used to determine the profile of the sample. Percentages serve a two-fold purpose in data presentation. They simplify data by reducing all numbers to a common range 0-100. Secondly, they present data in a standard format for the purposes of comparison (Tlapana 2009:61).

### **3.9.3 Inferential Statistics**

To ascertain the influence of the biographic variables on leadership styles and job satisfaction, inferential statistics such as the T-Test and ANOVA were computed. Correlation analyses were used to determine the relationship between leadership styles and job satisfaction. Measures of central tendency and dispersion were calculated for dimensions of leadership style and the dimensions of job satisfaction as well as overall satisfaction (Bryman and Bell, 2007:357-365). Multiple regression analysis was used to ascertain which leadership style was the best predictor of overall job satisfaction.

### **3.10 PILOT SURVEY**

A pilot study is crucial when research is based on self-completed questionnaires. A pilot study is also desirable to ensure that the final survey questions operate well and the survey as a whole functions well. Pilot studies also enable the researcher to determine the adequacy of instructions and how well they flow (Bryman and Bell, 2007:274).

A pilot test was conducted using the questionnaires to detect possible flaws in measurement, identify unclear formulated items and, more importantly, to observe non-verbal behaviors. Necessary alterations were then done to the questionnaires before conducting the research.

### **3.11 VALIDITY**

For the purpose of this study, validity was established by means of face and content validity. Face validity is a property of a test intended to measure something (Kent, 2007:141). Content validity is a non-statistical type of validity also known as logical validity. A pilot test was conducted to detect possible flaws in measurement, to identify unclear formulated items and, more importantly, to observe non-verbal behaviours. The pilot test was conducted with ten employees from the sampling population. The questionnaire was designed to be simple and user friendly. In addition, the research assistant was in a capable position to address concerns from respondents.

### **3.12 RELIABILITY**

Reliability refers to the extent to which a measure of a concept is stable (Bryman and Bell, 2007:731). Reliability analysis was used to test internal consistencies of each construct ensuring a high degree of generalization across items within the test. For the purpose of this study, reliability was established by computing Cronbach's Coefficient Alpha (Kent, 2007:141). The central consideration of validity concerning the process of data collection is that of reliability.



The same methods used by other researchers must be able to produce similar results. The statistical tools used to evaluate each sub-problem and the findings of the study are reported in chapter four.

### **3.13 ETHICAL ISSUES**

Due to the sensitivity of the research topic, the primary responsibilities to all respondents were to obtain consent, protect from harm and maintain privacy. Respondents were given the choice to either participate in the study or not, and they reserved the right to withdraw from the study at any time they wished to do so. Respondents were also assured that responses would be treated with confidentiality and participants would remain anonymous throughout the research process.

### **3.14 CONCLUSION**

The overall objective and sub-objectives of the study were discussed. Descriptive research was used to describe the characteristics of variables for the study. Explanatory research was used to explain the nature of the relationship between the study variables. The study was quantitative in nature due to the application of a structured questionnaire. The study was conducted in a natural working environment within the organisation. SPSS package version 15.0 was used to analyse the data. Descriptive statistics were used to describe the basic features of the data. Inferential statistics were used to determine the relationship between leadership styles and job satisfaction. A pilot survey was conducted to establish reliability of the research instrument.

The following chapter will entail the analysis of data and discussion of results.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF RESULTS

#### 4.1 INTRODUCTION

This chapter commences with a detailed analysis of data that provides an insight into the findings of the study, accompanied by numerical and graphical representations of the data and interpretation of results. The presentation of detailed analysis and findings, which were extracted from questionnaires administered to employees at Saiccor, is discussed in this chapter.

Analysis of the data entailed the use of descriptive statistics in the form of frequency distribution tables and percentages. The hypotheses for this study were evaluated using inferential statistics in the form of the Pearson correlation analysis. Cronbach's Alpha was used to determine the reliability of the questionnaire and factor analysis was used for its validity. Multiple regression analysis was used to ascertain the strongest relationship between variables that were measured.

#### 4.2 FINDINGS OF THE STUDY

Employees perceived their supervisors displaying three types of leadership styles: laissez-faire leadership, transactional leadership and transformational leadership. The findings for each hypothesis are explained below.

##### 4.2.1 Hypothesis One

**There is a statistically significant relationship between transformational leadership and its dimensions, transactional leadership and its dimensions, laissez-faire leadership and job satisfaction, respectively.**

The empirical results show that there is a statistically significant relationship between overall transformational leadership and its attributes (idealised influence,

individualised consideration and intellectual stimulation) and job satisfaction. The following correlations were observed:

- Overall transformational leadership and job satisfaction ( $r=0.501$ ;  $p<0.05$ );
- Ideolised influence and job satisfaction ( $r=0.343$ ;  $p<0.05$ );
- Individualised consideration and job satisfaction ( $r=0.445$ ;  $p<0.05$ ); and
- Intellectual stimulation and job satisfaction ( $r=0.501$ ;  $p<0.05$ )

Findings from a study conducted by Adler and Reid (2008) show a statistically significant relationship between overall transformational leadership and job satisfaction. A correlation of  $r=0.646$  was observed. Findings of a study conducted by Linton and Berson (2005) also show that transformational leadership was a stronger predictor of job satisfaction. A correlation of  $r=0.64$  for  $p<0.01$  was observed in this case. Studies conducted by Emery and Barker (2007) reveal that intellectual stimulation was positively correlated with job satisfaction ( $r=0.130$ ,  $p<0.5$ ). Therefore, results observed from other studies support the findings of this study.

Empirical results show that there is a statistically significant relationship between overall transactional leadership and two of its attributes (active management by exception and constructive transaction) and job satisfaction. The following correlations were observed from this study namely:

- Overall transactional leadership and job satisfaction ( $r=0.403$ ,  $p<0.05$ );
- Active management by exception and job satisfaction ( $r=0.360$ ,  $p<0.05$ ); and
- Constructive transaction and job satisfaction ( $r=0.442$ ,  $p<0.05$ ).

Findings from a study conducted by Adler and Reid (2008) also show a statistically significant relationship between overall transactional leadership and job satisfaction. A correlation of  $r=0.582$  was observed. Findings from a study conducted by Linton and Berson (2005) reveal that a weak relationship exists between transactional leadership and job satisfaction. A correlation of  $r= -0.08$  for  $p<0.05$  was observed. Also, findings from the study conducted by Emery and Barker support the argument that a negative relationship exists between active management by exception and job satisfaction. A correlation of  $r= -0.244$  for  $p<0.1$  was observed.

Empirical results of the study also show that there is a statistically significant relationship between laissez-faire leadership ( $r=0.230$ ;  $p<0.05$ ) and job satisfaction.

#### **4.2.2 Hypothesis Two**

**There is a statistically significant difference in the perceptions of transformational leadership and its dimensions, transactional leadership and its dimensions and laissez-faire leadership among the respective demographic variables.**

Results show a statistically significant difference in the perceptions of transformational leadership ( $F=2.681$ ;  $p<0.05$ ), idealised influence ( $f=3.221$ ;  $p<0.05$ ) and individualised consideration ( $f=2.188$ ;  $p<0.05$ ) among the service groups. Results also show statistically significant relationship in the perceptions of transactional leadership “passive management by exception” ( $f=2.759$ ;  $p<0.014$ ) and laissez-faire leadership ( $f=3.551$ ;  $p<0.005$ ) among the service groups.

#### **4.2.3 Hypothesis Three**

**There is a statistically significant difference in the perceptions of job satisfaction among the respective demographic variables.**

There is no significant relationship in the perceptions of job satisfaction and its dimensions among the respective demographic variables.

#### **4.2.4 Hypothesis Four**

**The variance in job satisfaction will be significantly explained by transformational and transactional leadership and their respective dimensions.**

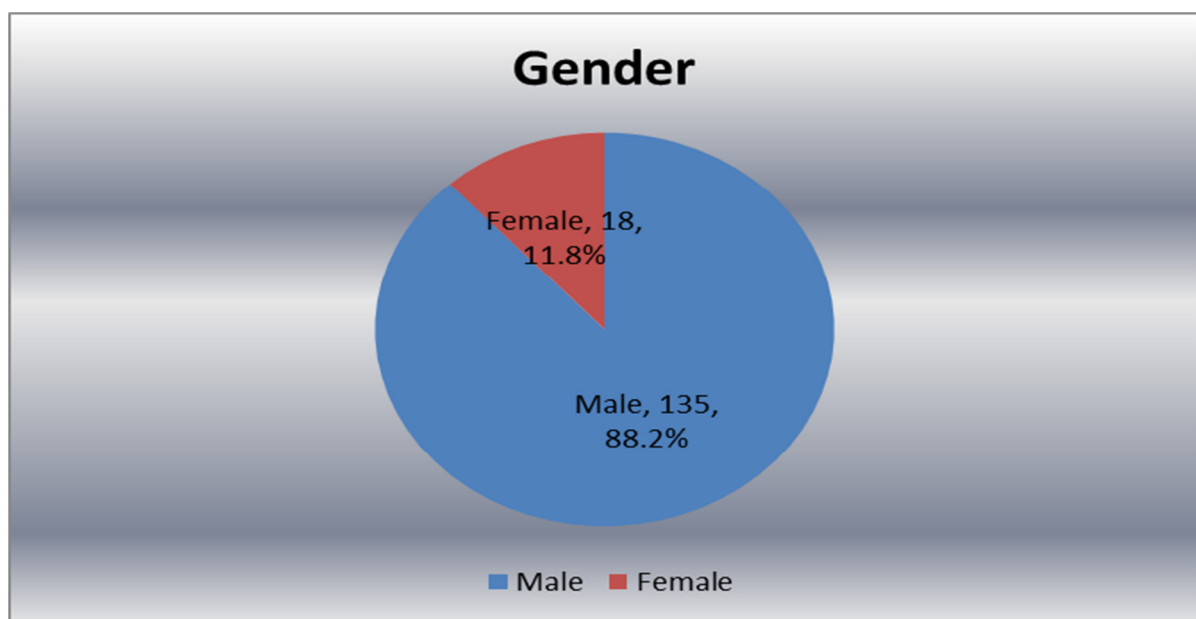
Results show that only the attributes of transformational leadership (intellectual stimulation and individualised consideration) explain variances in job satisfaction, with intellectual stimulation being more dominant ( $R^2=0.29$ ). Results from previous research conducted by Ayob, Ngui, Lo and Voon (2010:27) show that respondents

reported more satisfaction towards transformational leadership style with the inspirational motivation dimension ( $M=6.30$ ), followed by idealised influence ( $M=4.9825$ ) and individualised consideration ( $M=4.4075$ ).

### 4.3 PROFILE OF THE SAMPLE

The profile of the sample in terms of the demographic variables is shown in table 4.1.

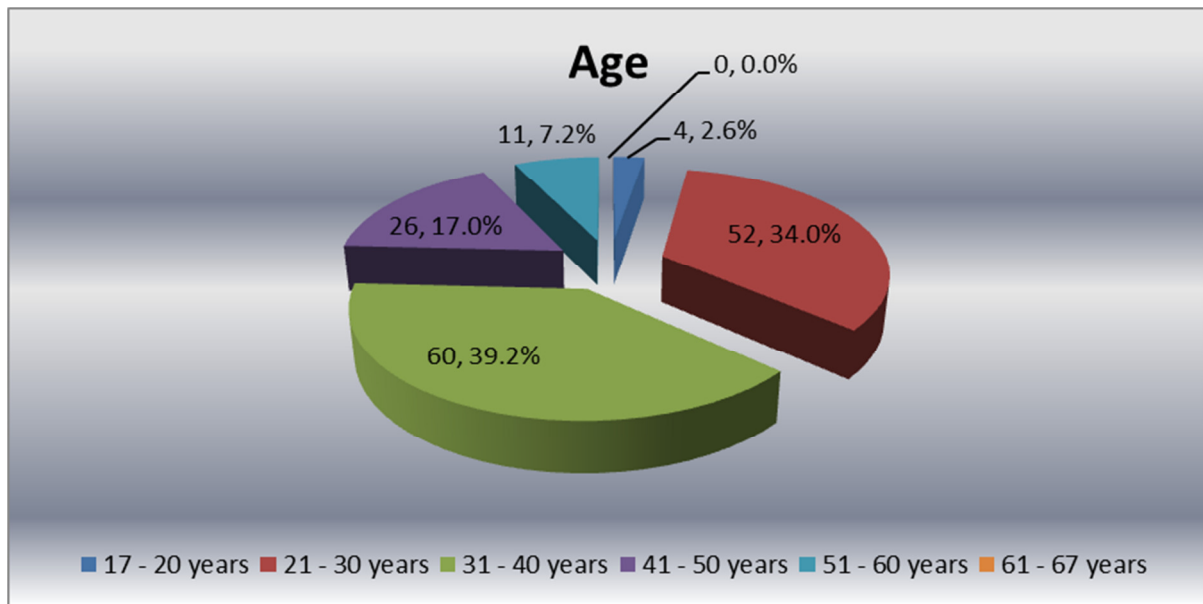
**Figure 4.1: Frequency distribution - Gender**



The majority of the participants were males (88.2%), with females comprising 11.8%.

The age distribution of respondents is shown in Table 4.2

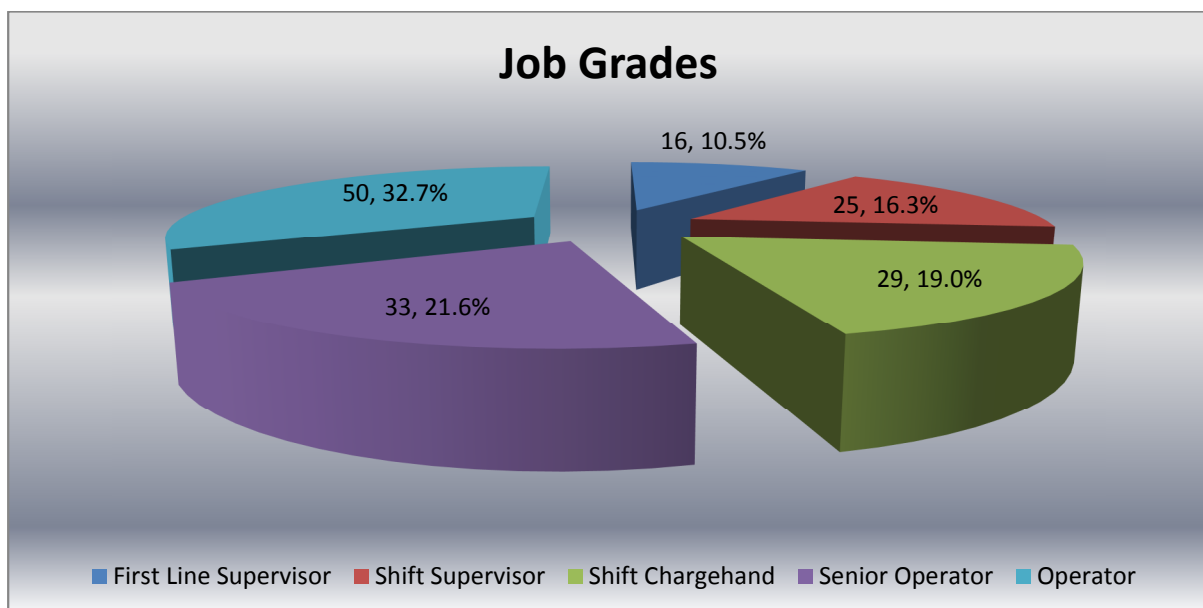
**Figure 4.2: Frequency distribution – Age**



In terms of age groups, the majority of the participants were between 21 and 40 (73.2%) followed by the 41-50 group (17%), the 51-60 group (7.2%) and the 17-20 group (2.6%).

Job grades are illustrated in Figure 4.3.

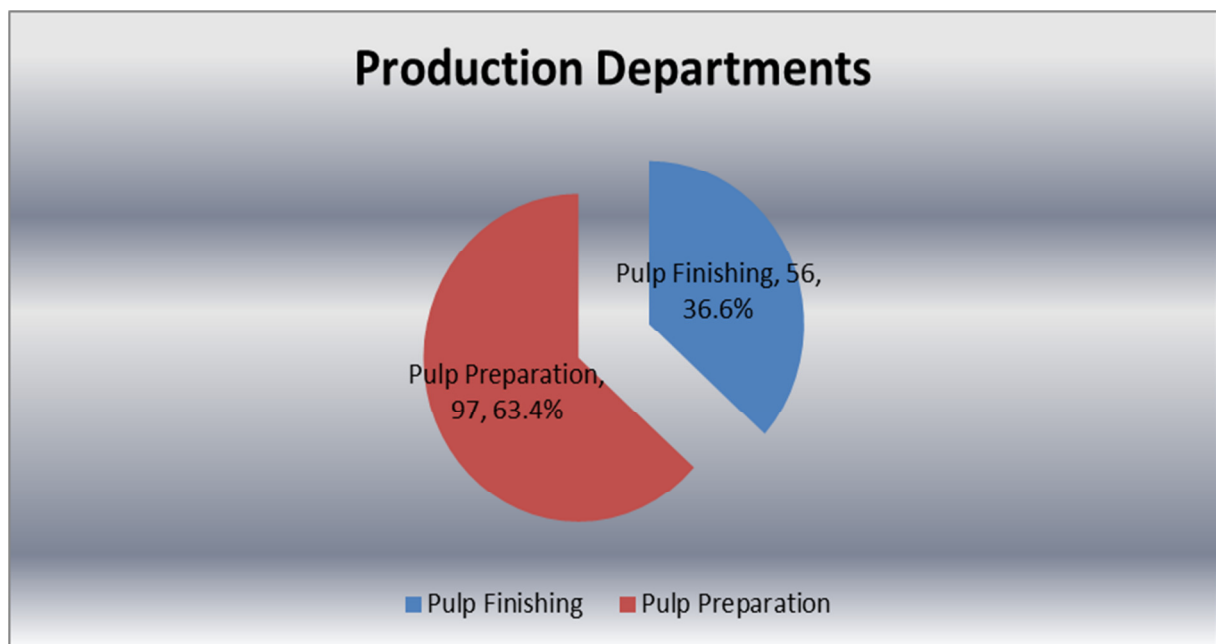
**Figure 4.3: Frequency distribution – Job Grades**



Regarding job grades, the majority of subjects were operators (32.7%) followed by senior operators (21.6%), shift charge hands (19%), shift supervisors (16.3%) and first- line supervisors (10.5%).

The distribution of production departments is displayed in Figure 4.4.

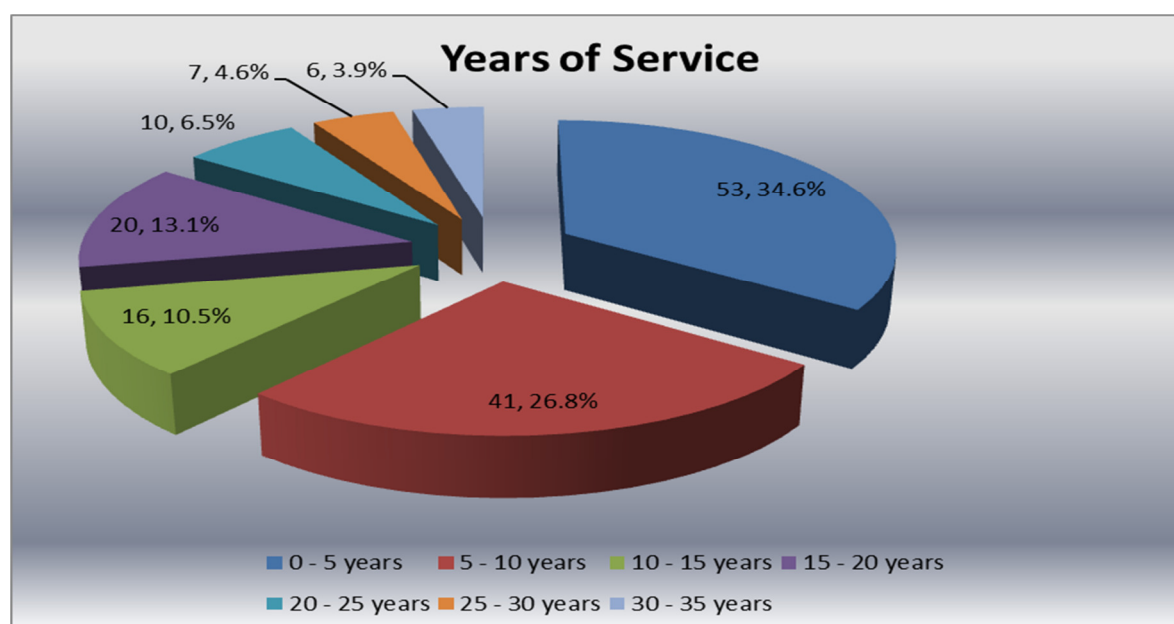
**Figure 4.4: Frequency distribution – Departments**



The majority of participants were from the pulp preparation department (63.4%) followed by the pulp finishing department (36.6%).

Figure 4.5 shows the frequency distribution for years of service.

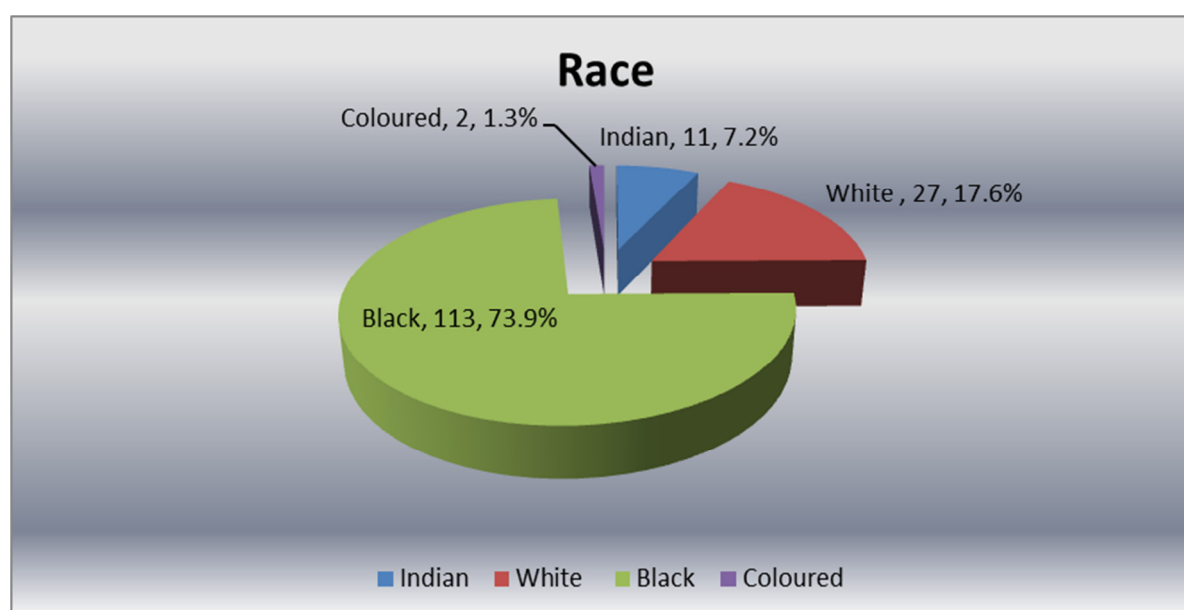
**Figure 4.5: Frequency distribution – Years of Service**



In terms of years of service, the majority of participants ranged between below 5 and 10 years (61.4%) followed by the 10 to 20 years group (23.6%), the 20 to 30 years group (11.1%) and the 30 to 35 years group (3.9%).

The frequency distribution for race is illustrated in figure 4.6.

**Figure 4.6: Frequency distribution – Race**





Regarding race groups, Blacks comprised the majority (73.9%) followed by Whites (17.6%) and Indians (7.2%).

#### 4.4 DESCRIPTIVE STATISTICS

The descriptive statistics reflecting the means, standard deviations, minimum and maximum scores for the study variables and their dimensions are shown in Table 4.1.

**Table 4.1: Descriptive statistics of the study variables and their dimensions.**

	N	Minimum	Maximum	Mean	Std. Deviation
Laissez-Faire Leadership	153	1	5	2.7925	0.66565
Transactional Leadership (Active management by exception)	153	1	5	3.6928	0.84771
Transactional Leadership (Constructive transaction)	153	1	5	3.4150	0.86563
Transactional Leadership (Passive management by exception)	153	1	4	2.7092	0.64473
Transactional Leadership	153	2	5	3.2341	0.61540
Transformational Leadership (Ideolised influence)	153	1	5	2.9132	0.68163
Transformational Leadership (Individualised consideration)	153	1	5	2.9967	0.87968
Transformational Leadership (Intellectual stimulation)	153	2	5	3.1653	0.70045
Transformational Leadership	153	2	5	3.0298	0.62812
Job Satisfaction	153	2	5	3.47	0.601

The results of subjects' perceptions of the leadership style displayed by their supervisors reveal the following:

- 1) In terms of laissez-faire leadership, subjects perceived their supervisor as displaying this style occasionally to sometimes ( $M=2.7925$ ). The standard deviation ( $SD=0.66565$ ) shows a variation in their responses. The minimum score of 1 infers that some participants indicated that their supervisors do not display this style while others (maximum=5) indicated that other subjects perceives their supervisors as always using this style.

- 2) Overall transactional leadership ( $M=3.2341$ ) reveals that supervisors displayed this style sometimes. The standard deviation ( $SD=0.61540$ ) shows a variation in responses. Some subjects perceived their supervisors practising this style occasionally ( $Min=2$ ) while others view their supervisors using this style always ( $Max=5$ ).

The dimensions of transactional leadership reveal that active management by exception ( $M=3.6928$ ) is displayed by supervisors sometimes, bordering on fairly often, constructive transaction ( $M=3.4150$ ) is practised sometimes and passive management by exception ( $M=2.7092$ ) being practised occasionally. The standard deviation was highest for constructive transaction ( $SD=0.86563$ ) followed by active management by exception ( $SD=0.64473$ ). The variation in responses revealed not at all ( $Min=1$ ) to always ( $Max=5$ ) in the case of active management by exception and constructive transaction and a maximum score of 4 (fairly often) perceived for passive management by exception.

- 3) Overall, transformational leadership also reveal that supervisors displayed this style sometimes ( $M=3.0298$ ). The standard deviation ( $SD\ 0.62812$ ) shows a variation in responses. Some subjects perceived their supervisors practising this style ( $Min=2$ ) while others view their supervisors using this style always ( $Max=5$ ). The dimensions of transformational leadership reveal that idealised influence ( $M=2.9132$ ), individualised consideration ( $M=0.29967$ ) and intellectual stimulation ( $M=3.1653$ ) are displayed by supervisors sometimes, bordering on fairly often. The standard deviation was highest for individualised consideration ( $0.87968$ ), followed by intellectual stimulation ( $0.70045$ ), and idealised influence ( $0.68163$ ).
- 4) In terms of job satisfaction, subjects were satisfied sometimes ( $M=3.47$ ). The standard deviation ( $SD = 0.601$ ) shows a variation in responses. Some subjects were dissatisfied ( $Min=2$ ) while others were very satisfied ( $Max=5$ ).

## 4.5 INFERENCE STATISTICS

Inferential statistics were used to test the hypothesis formulated for the study. This included the T-Test, F-Test and multiple regression analysis.

### 4.5.1 Hypothesis One

There is a statistically significant relationship between transformational leadership and its dimensions, transactional leadership and its dimensions, laissez-faire leadership and job satisfaction, respectively.

#### (a) Transformational Leadership and Job Satisfaction.

The results of the Pearson Correlation Analysis between transformational leadership and its dimensions and job satisfaction are reflected in Table 4.2.

**Table 4.2: Pearson Correlation Analysis – Transformational Leadership and Job Satisfaction**

Variable and Dimensions	Job Satisfaction
Transformational Leadership	0.501*
Ideolised Influence	0.343*
Individualised Consideration	0.445*
Intellectual Stimulation	0.501*

\*p<0.05

There is a statistically significant relationship between transformational leadership and job satisfaction ( $r=0.501$ ;  $p<0.05$ ). There is a statistical significant relationship between ideolised influence ( $r=0.343$ ;  $p<0.05$ ), individualised consideration ( $r=0.445$ ;  $p<0.05$ ) and intellectual stimulation ( $r=0.501$ ;  $p<0.05$ ) and job satisfaction, respectively (Appendix F: Tables 4 and 6).

### **(b) Transactional Leadership and Job Satisfaction.**

The results of the Pearson Correlation Analysis between transactional leadership and its dimensions and job satisfaction are reflected in table 4.3.

**Table 4.3: Pearson Correlation Analysis – Transactional Leadership and Job Satisfaction**

Variable and Dimensions	Job Satisfaction
Transactional Leadership	0.403*
Active management by exception	0.360*
Constructive transaction	0.442*
Passive management by exception	0.109*

\* $p < 0.05$

There is a statistically significant relationship between active management by exception ( $r=0.360$ ;  $p < 0.05$ ) and constructive transaction ( $r=0.442$ ;  $p < 0.05$ ) and job satisfaction. However, there is no statistically significant relationship between passive management by exception ( $p > 0.05$ ) and job satisfaction (Appendix F: Tables 4 and 5).

### **(c) Laissez-Faire Leadership and Job Satisfaction.**

The results of the Pearson Correlation Analysis between laissez-faire Leadership and its dimensions and job satisfaction are reflected in Table 4.4.

**Table 4.4: Pearson Correlation Analysis – Laissez-Faire Leadership and Job Satisfaction**

Variable	Job Satisfaction
Laissez-Faire Leadership	0.230*

\* $p < 0.05$

There is a statistically significant relationship between laissez-faire leadership ( $r=0.230$ ;  $p<0.05$ ) and job satisfaction (Appendix F: Table 5).

#### **4.5.2 Hypothesis Two**

There is a statistically significant difference in the perceptions of transformational leadership and its dimensions, transactional leadership and its dimensions and laissez-faire leadership among the respective demographic variables.

##### **4.5.2.1 Transformational Leadership and the demographic variables**

###### **(a) Transformational Leadership and gender**

The results of transformational leadership and its dimensions and gender are shown in Table 4.5.

**Table 4.5: T-Test – Transformational Leadership and gender**

Variable	t	p
Transformational Leadership	1.080	0.282
Ideolised Influence	1.055	0.293
Individualised Consideration	1.125	0.262
Intellectual Stimulation	0.655	0.513

\* $p<0.05$

The results in Table 4.5 above show no statistically significant difference in the perceptions of overall transformational leadership and its dimensions between males and females (Appendix F: Table 8).

### **(b) Transformational Leadership and Grade**

The results of transformational leadership and its dimensions and grade are shown in Table 4.6.

**Table 4.6: F-test – Transformational Leadership and Grade**

Variable	F	p
Transformational Leadership	0.081	0.988
Ideolised Influence	0.022	0.999
Individualised Consideration	0.163	0.957
Intellectual Stimulation	0.564	0.689

\*p<0.05

The results in Table 4.6 reveal no statistically significant difference in the perceptions of overall transformational leadership and its dimensions among the various grade groups (Appendix F: Table 9).

### **(c) Transformational Leadership and Age**

The results of transformational leadership and its dimensions and age are shown in Table 4.7.

**Table 4.7: F-test – Transformational Leadership and Age**

Variable	f	p
Transformational Leadership	0.605	0.660
Ideolised Influence	0.802	0.526
Individualised Consideration	0.506	0.732
Intellectual Stimulation	0.772	0.545

\*p<0.05

The results in Table 4.7 show no statistically significant difference in the perceptions of transformational leadership and its dimensions among the age groups (Appendix F: Table 10).

#### **(d) Transformational Leadership and Years of Service**

The results of transformational leadership and its dimensions and years of service are shown in Table 4.8.

**Table 4.8: F-test – Transformational Leadership and Years of Service**

Variable	F	p
Transformational Leadership	2.681	0.017*
Ideolised Influence	3.221	0.005*
Individualised Consideration	2.188	0.047*
Intellectual Stimulation	1.209	0.305

\*p<0.05

The results of Table 4.8 show a statistically significant difference in the perceptions of transformational leadership ( $F=2.681$ ;  $p<0.05$ ), ideolised influence ( $f=3.221$ ;  $p<0.05$ ) and individualised consideration ( $f=2.188$ ;  $p<0.05$ ) among the years of service groups. There was no statistically significant difference in the perceptions of intellectual stimulation ( $f=1.209$ ;  $p>0.05$ ).

#### **(e) Transformational Leadership and Race**

The results pertaining to transformational leadership and its dimensions and race are shown in Table 4.9.

**Table 4.9: F-test – Transformational Leadership and Race**

Variable	F	p
Transformational Leadership	0.633	0.595
Ideolised Influence	1.038	0.378
Individualised Consideration	1.777	0.154
Intellectual Stimulation	0.120	0.948

\*p<0.05

The results in Table 4.9 show no significant difference in the perceptions of transformational leadership and its dimensions among the race groups (Appendix F: Table 12).

#### **(f) Transformational Leadership and Department**

The results pertaining to transformational leadership and its dimensions and department are shown in Table 4.10.

**Table 4.10: F-test – Transformational Leadership and Department**

Variable	F	p
Transformational Leadership	-0.712	0.478
Ideolised Influence	-1.161	0.248
Individualised Consideration	-1.449	0.149
Intellectual Stimulation	0.520	0.604

\*p<0.05

The results in Table 4.10 show no significant difference in the perceptions of transformational leadership and its dimensions and with respect to departments (Appendix F: Table 13).



#### 4.5.2.2 Transactional Leadership and the Demographic Variables

##### (a) Transactional Leadership and Gender

The results of transactional leadership and its dimensions and gender are shown in Table 4.11.

**Table 4.11: T-Test – Transactional Leadership and Gender**

Variable	t	p
Transactional Leadership	-0.024	0.981
Active management by exception	-0.156	0.876
Constructive transaction	-0.732	0.465
Passive management by exception	1.077	0.283

\* $p < 0.05$

The results in Table 4.11 above show no statistically significant differences in the perceptions of overall transactional leadership and its dimensions between males and females (Appendix F: Table 8).

##### (b) Transactional Leadership and Grade

The results of transactional leadership and its dimensions and grade are shown in Table 4.12.

**Table 4.12: F-test – Transactional Leadership and Grade**

Variable	F	p
Transactional Leadership	0.395	0.812
Active management by exception	0.910	0.460
Constructive transaction	0.562	0.691
Passive management by exception	0.642	0.633

\* $p < 0.05$

The results in Table 4.12 reveal no statistically significant differences in the perceptions of overall transactional leadership and its dimensions among the various grade groups (Appendix F: Table 9).

### **(c) Transactional Leadership and Age**

The results of transactional leadership and its dimensions and age are shown in Table 4.13.

**Table 4.13: F-test – Transactional Leadership and Age**

Variable	F	p
Transactional Leadership	0.769	0.547
Active management by exception	0.784	0.537
Constructive transaction	1.100	0.359
Passive management by exception	1.763	0.139

\*p<0.05

The results in Table 4.13 show no statistically significant difference in the perceptions of transactional leadership and its dimensions among the various age groups (Appendix F: Table 10).

### **(d) Transactional Leadership and Years of Service**

The results of transactional leadership and its dimensions and years of service are shown in Table 4.14.

**Table 4.14: F-test – Transactional Leadership and Years of Service**

Variable	F	p
Transactional Leadership	1.323	0.250
Active management by exception	1.146	0.339
Constructive transaction	1.547	0.167
Passive management by exception	2.759	0.014*

\*p<0.05

The results of Table 4.14 show a statistically significant difference in the perceptions of passive management by exception among the service groups ( $f=2.759$ ;  $p<0.014$ ). There were no statistically significant differences in the perceptions of the other dimensions among the service groups (Appendix F: Table 11).

#### **(e) Transactional Leadership and Race**

The results pertaining to transactional leadership and its dimensions and race are shown in Table 4.15.

**Table 4.15: F-test – Transactional Leadership and Race**

Variable	F	p
Transactional Leadership	0.190	0.903
Active management by exception	0.804	0.494
Constructive transaction	0.111	0.954
Passive management by exception	0.140	0.936

\*p<0.05

The results in Table 4.15 show no significant differences in the perceptions of transactional leadership and its dimensions and race (Appendix F: Table 12).

#### **(f) Transactional Leadership and Department**

The results pertaining to transactional leadership and its dimensions and department are shown in Table 4.16.

**Table 4.16: F-test – Transactional Leadership and Department**

Variable	F	p
Transactional Leadership	-0.178	0.859
Active management by exception	0.237	0.813
Constructive transaction	-0.095	0.924
Passive management by exception	-0.575	0.566

\*p<0.05

The results in Table 4.16 show no significant differences in the perceptions of transactional leadership and its dimensions with respect to departments (Appendix F: Table 13).

#### **4.5.2.3 Laissez-Faire Leadership and the Demographic Variables**

##### **(a) Laissez-Faire Leadership and gender**

The results of laissez-faire leadership and its dimensions and gender are shown in Table 4.17.

**Table 4.17: T-Test – Laissez-Faire Leadership and Gender**

Variable	t	p
laissez-faire leadership	1.223	0.220

\*p<0.05

The results in Table 4.17 show no statistically significant differences in the perceptions of laissez-faire leadership and its dimensions between males and females (Appendix F: Table 8).

### **(b) Laissez-Faire Leadership and Grade**

The results of laissez-faire leadership and its dimensions and grade are shown in Table 4.18.

**Table 4.18: F-test – Laissez-Faire Leadership and Grade**

Variable	f	p
laissez-faire leadership	1.586	0.181

\* $p < 0.05$

The results in Table 4.18 above show no statistically significant differences in the perceptions of laissez-faire leadership and its dimensions among the various job grades (Appendix F: Table 9).

### **(c) Laissez-Faire Leadership and Age**

The results of laissez-faire leadership and its dimensions with respect to age are shown in Table 4.19.

**Table 4.19: F-test – Laissez-Faire Leadership and Age**

Variable	F	p
laissez-faire leadership	1.351	0.254

\* $p < 0.05$

The results in Table 4.19 show no statistically significant differences in the perceptions of laissez-faire leadership and its dimensions among the various age groups (Appendix F: Table 10).

#### **(d) Laissez-Faire Leadership and Years of Service**

The results of laissez-faire leadership and its dimensions and years of service are shown in Table 4.20.

**Table 4.20: F-test – Laissez-Faire Leadership and Years of Service**

Variable	F	p
laissez-faire leadership	3.551	0.003*

\*p<0.05

The results in Table 4.20 show a statistically significant difference in the perceptions of laissez-faire leadership ( $f=3.551$ ;  $p<0.005$ ) with respect to employees' years of service (Appendix F: Table11).

#### **(d) Laissez-Faire Leadership and Race**

The results pertaining to laissez-faire leadership and its dimensions and race are shown in Table 4.21.

**Table 4.21: F-test – Laissez-Faire Leadership and Race**

Variable	f	p
laissez-faire leadership	2.559	0.057

\*p<0.05

The results in Table 4.21 show no statistically significant differences in the perceptions of laissez-faire leadership and its dimensions among the various race groups (Appendix F: Table 12).

### **(e) Laissez-Faire Leadership and Departments**

The results pertaining to laissez-faire leadership and its dimensions and departments are shown in Table 4.22.

**Table 4.22: F-test – Laissez-Faire Leadership and Departments**

Variable	F	p
laissez-faire leadership	-2.669	0.008*

\*P<0.05

Table 4.22 reflects a statistically significant difference in laissez-faire leadership with respect to departments (Appendix F: Table 13).

### **4.5.3 Hypothesis Three**

There is a statistically significant difference in the perceptions of job satisfaction among the respective demographic variables.

#### **(a) Job Satisfaction and Gender**

The results of job satisfaction and gender are shown in Table 4.23.

**Table 4.23: T-Test – Job Satisfaction and Gender**

Variable	t	p
Job Satisfaction	0.170	0.865

\*p<0.05

Table 4.23 reflects no statistically significant differences in job satisfaction between males and females (Appendix F: Table 8).

### **(b) Job Satisfaction and Grades**

The results of job satisfaction and its dimensions with respect to grades are shown in Table 4.24.

**Table 4.24: F-test – Job Satisfaction and Grades**

Variable	F	p
Job Satisfaction	0.362	0.835

\*p<0.05

The results in Table 4.24 show no statistically significant differences in the perceptions of job satisfaction among the various job grades (Appendix F: Table 9).

### **(c) Job Satisfaction and Age**

The results of job satisfaction and its dimensions with respect to age are shown in Table 4.25.

**Table 4.25: F-test – Job Satisfaction and Age**

Variable	F	p
Job Satisfaction	0.772	0.545

\*p<0.05

The results in Table 4.25 show no statistically significant differences in the perceptions of job satisfaction and its dimensions among the various age groups (Appendix F: Table 10).

### **(d) Job Satisfaction and Years of Service**

The results of job satisfaction and its dimensions and years of service are shown in Table 4.26.



**Table 4.26: F-test – Job Satisfaction and Years of Service**

Variable	F	p
Job Satisfaction	0.428	8.859

\*p<0.05

The results in Table 4.26 show no statistically significant differences in the perceptions of job satisfaction with respect to employees' years of service (Appendix F: Table 11).

#### **(e) Job Satisfaction and Race**

The results pertaining to job satisfaction and its dimensions and race are shown in Table 4.27.

**Table 4.27: F-test – Job Satisfaction and Race**

Variable	F	p
Job Satisfaction	0.279	0.840

\*p<0.05

The results in Table 4.27 show no statistically significant differences in the perceptions of job satisfaction and its dimensions among the various race groups (Appendix F: Table 12).

#### **(f) Job Satisfaction and Departments**

The results pertaining to job satisfaction and its dimensions with respect to departments are shown in Table 4.28.

**Table 4.28: F– test - Job Satisfaction and Departments**

Variable	F	p
Job Satisfaction	-0.241	0.810

\*P<0.05

Table 4.28 reflects no statistically significant differences in job satisfaction with respect to departments (Appendix F: Table 13).

#### 4.5.4 Hypothesis Four

The variance in job satisfaction will be significantly explained by transformational and transactional leadership and their respective dimensions.

The reliability statistic for job satisfaction is illustrated in Table 4.29.

**Table 4.29: Chronbach's Reliability Statistic for Job Satisfaction**

Reliability Statistics	
Cronbach's Alpha	N of Items
.909	20

Multiple regression analysis for the study is illustrated in Tables 4.30 and 4.31.

**Table 4.30: Multiple Regression Analysis**

Model	R	R Square	Adjusted R Square	Standard Error of the estimate
1	0.501 <sup>a</sup>	0.251	0.246	0.522

a: Predictors:(constant), Transformational leadership – intellectual stimulation

Model	R	R Square	Adjusted R Square	Standard Error of the estimate
2	0.540 <sup>b</sup>	0.291	0.282	0.510

b: Predictors:(constant), Transformational leadership – intellectual stimulation, Transformational Leadership – individualised consideration.

**Table 4.31: Multiple Regression Analysis Model Summary**

Model	R	R Square	Adjusted R Square	Standard Error of the estimate
1	0.501 <sup>a</sup>	0.251	0.246	0.522
2	0.540 <sup>b</sup>	0.291	0.282	0.510

The model summary shows there are two models. In model 1, the transformational leadership dimension of intellectual stimulation was entered. The reason is that this variable contributed most to explaining job satisfaction. In model 2 the transformational leadership dimension of individualized consideration was added.

The R Square in model 1 shows that 25% of intellectual stimulation explains job satisfaction. In model 2, when individualized consideration was added, the R Square increased by only 4% reflecting that 29% of the variance in job satisfaction was explained by intellectual stimulation and individualized consideration. All the other variables were excluded as they made no contribution to job satisfaction. The same applies to the Adjusted R Square which shows the models goodness of fit.

The ANOVA test results are illustrated in Table 4.32.

**Table 4.32: ANOVA**

ANOVA <sup>c</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.807	1	13.807	50.642	.000 <sup>a</sup>
	Residual	41.169	151	.273		
	Total	54.977	152			
2	Regression	16.020	2	8.010	30.843	.000 <sup>b</sup>
	Residual	38.956	150	.260		
	Total	54.977	152			

a. Predictors: (Constant), Transformational Leadership – intellectual stimulation

b. Predictors: (Constant), Transformational Leadership – intellectual stimulation, Transformational Leadership – individualized consideration

c. Dependent Variable: Job Satisfaction

The Anova Table shows that the regression models are highly significant indicating that they have explanatory power. This means that they do improve prediction.

Table 4.33 shows the results of the regression coefficients.

**Table 4.33 – Regression Coefficients**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	2.108	.196		10.756
	Transformational Leadership – intellectual stimulation	.430	.060	.501	7.116
2	(Constant)	1.978	.196		10.070
	Transformational Leadership – intellectual stimulation	.315	.071	.367	4.443
	Transformational Leadership – individualized consideration	.165	.057	.241	2.919

a. Dependent Variable: Job Satisfaction

The regression coefficients show that intellectual stimulation and individual consideration (transformational leadership) are both individually and jointly significant. However intellectual stimulation influences job satisfaction the most followed by individualized consideration.

## 4.6 RELIABILITY AND VALIDITY

### 4.6.1 Reliability

Chronbach's Alpha was used to establish internal consistency reliability for job satisfaction and leadership style. The results of the reliability statistics are shown in Table 4.29. The reliability statistic of 0.909 is considered to be excellent.

### 4.6.2 Validity

The questionnaires used for this study are established questionnaires for which the psychometric properties have been found to be very good.

## 4.7 CONCLUSION

This chapter presented the analysis of the data collected in the research study. Various techniques of quantitative analysis were employed to obtain both inferential and descriptive statistics. Results were presented in the form of tables and charts. Results also highlighted significant relationships and differences between the study variables.

Findings of this chapter are summarised below:

- There is no statistically significant relationship between job satisfaction and the biographical variables;
- There is a statistically significant relationship between overall transformational leadership and its attributes (idealised influence, individualised consideration and intellectual stimulation) and job satisfaction;
- There is a statistically significant relationship between overall transactional leadership and two of its attributes (active management by exception and constructive transaction) and job satisfaction;
- There is a statistically significant relationship between laissez-faire leadership and job satisfaction;
- There is statistically significant relationship in the perceptions of transactional leadership (passive management by exception) and laissez-faire leadership among the service groups; and
- Only the attributes of transformational leadership (intellectual stimulation and individualised consideration) explain variances in job satisfaction, with intellectual stimulation being more dominant.

The next chapter contains the conclusions and recommendations of the study.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The previous chapter briefly discussed statistical information gathered from the survey that was conducted. However, it is necessary to discuss the statistical results in more detail. This chapter discusses the results and findings that relate to the objectives of the study. It also includes recommendations for future research in this related field of study.

#### **5.2 SUMMARY OF THE THEORETICAL STUDY**

The overall objective of the study was to investigate the relationship between leadership styles and job satisfaction. According to the main objective and sub-objectives of the study, the research design and framework for the literature review was developed.

Chapter two presented a detailed overview of the three dominant leadership styles and job satisfaction theories. The literature also discussed the influence of leadership styles on job satisfaction. Findings of the study show that the three leadership styles influenced job satisfaction levels amongst employees. Also, findings show that the attributes of the leadership styles influenced job satisfaction levels in varying degrees. The researcher, therefore, believes that further investigation would help managers understand aspects that would enhance job satisfaction levels amongst employees within the organisation.

#### **5.3 SUMMARY OF THE EMPIRICAL STUDY**

Chapter four analysed and presented the results of the research study. The study was quantitative in nature and 240 questionnaires were administered to respondents in order to extract sufficient information for analysis and interpretation of results. The

results show that the three leadership styles influence job satisfaction levels with the attributes of transformational leadership being more dominant.

This study was conducted using a systematic framework of planning, collection of primary and secondary data, analysis of data, interpretation and presentation of results and, finally, report writing.

**Stages in the research process are discussed below:**

- **Planning**

The researcher identified a problem within the organisation and showed keen interest in the research topic. Preliminary reading of journals and books assisted the researcher to formulate the research topic, establish the goals and objectives of the study. A formal research proposal and timetable was also developed.

- **Primary and secondary data collection**

A comprehensive review of previous literature enabled the researcher to draw applicable questions from instruments used in previous research of a similar nature. Questionnaires were administered to employees within the organisation in order to gather primary data.

- **Data analysis and interpretation of results**

The research was quantitative in nature and data was collected from respondents through the use of questionnaires. Data analysis was done through the use of frequency tables and pie charts for easier interpretation.

- **Report writing**

The report was structured in accordance with the problem statement, the findings of the study and presentation of the findings. Conclusions and recommendations also formed part of the report writing process.

## **5.4 CONCLUSIONS ABOUT THE RESEARCH OBJECTIVES**

The overall objective of the study was to investigate the relationship between leadership styles and job satisfaction. Chapter two contained researching literature with respect to the overall objective of the study. Information was drawn from a wide body of knowledge in order to gain a better understanding of leadership styles and job satisfaction. Therefore, the first objective has been achieved.

### **5.4.1 Objective One: To identify employee perceptions of their leader's style**

The research was able to establish employees' perceptions of their leaders' style. Employees perceived their supervisors displaying all three forms of leadership: transformational leadership, transactional leadership and laissez-faire leadership. The variations in responses show that a specific leadership style displayed by supervisors was not repeatable. Therefore, this objective has been achieved.

### **5.4.2 Objective 2: To determine employee job satisfaction levels**

The research was also able to establish job satisfaction levels of employees. Satisfaction levels were analysed in chapter four. The majority of participants showed that they were satisfied most of the time. However, there were variations in the responses, with some subjects being neither satisfied nor dissatisfied, while some were very satisfied and others were very dissatisfied. Therefore, this objective has been achieved.



### **5.4.3 Objective Three: To examine the influence of the biographical variables on job satisfaction and leadership style**

Analysis of results in chapter four reveal no significant relationships in the perceptions of job satisfaction and its dimensions among the respective demographic variables. Therefore, this objective has been achieved.

### **5.4.4 Objective Four: To determine which leadership style best predicts overall job satisfaction**

Respondents were dissatisfied with various attributes of laissez-fair leadership and transactional leadership. Multiple regression analysis results in chapter four reveal that the attributes of transformational leadership (intellectual stimulation and individualised consideration) explain variances in job satisfaction. However, it was found that intellectual stimulation contributed most to explaining job satisfaction, followed by individualised consideration. The adjusted  $R^2$  value of 0.282 in Table 4.31 shows the model's goodness of fit. Therefore, this objective has been achieved.

## **5.5 RECOMMENDATIONS FOR PRACTICE**

### **5.5.1 Recommendations Based on Research Design**

- **Sampling Population**

In this study, the sample population was only limited to production departments within the organisation. The sampling population consisted of eighteen percent of the total manpower complement of the organisation. All service departments and non-salary earners were also excluded from the study.

It would be beneficial to extend the study to other departments within the organisation and also include non-salaried employees. This will assist researchers to gain an overall understanding of perceptions regarding leadership styles and job satisfaction for future research. The perceptions of respondents

from other departments will enable the researcher to compare results between departments for better generalization of results.

- **Sampling Technique**

In this study, simple random sampling was used as the preferred type of probability sampling. The stratified sampling technique is recommended for future research in this field of study within the organisation. This technique will allow the researcher to compare results across various strata, e.g., different departments or job grades. Bell and Bryman (2007:187) suggest that stratified sampling will allow for a proportional representation of the different job grades or departmental membership.

### **5.5.2 Recommendations Based on Findings**

Employees are viewed as intangible assets in an organisation. It is imperative that organisations have capable and vibrant leaders to lead and motivate employees towards achieving organisational success. Results from the study support transformational leadership as the preferred leadership style to enhance job satisfaction of salaried employees in production departments at Sappi Saiccor.

Organisations that have leadership capability to change their management approach should adopt more transformational leadership attributes rather than transactional or laissez-faire ones. Recommendations to further enhance the footprint of transformational leadership within the organisation are discussed below.

#### **5.5.2.1 Transformational Leadership**

##### **5.5.2.1.1 Ideolised influence**

According to Emery and Barker (2007:87), followers strive to emulate their leaders. They trust their leader's judgment and support their leader's values, often forming strong emotional ties with their leader. The leader is thus seen as a role model.

A clear compelling vision of the future should be communicated to all employees within the organisation. The leader should take the time and effort to personally communicate the organisation's vision and values in order to entrench the concept in the minds and hearts of the employees. Employee engagement should reach down to the lowest level of the organisation because it is at this point where the impact is greatest. Vision and values should be displayed at all work areas to act as a reminder of the existence of the organisation. To be seen as an ethical role model, respect to subordinates is of utmost importance. The strategies developed to emulate the organisation's vision should be unpacked into meaningful systems such as managing by objectives and targets. Objectives and targets should be tailored in such a fashion that it becomes a personal motivational challenge for employees at shop floor level. Additionally, compliance to objectives and targets should be measured and effectively communicated to all employees on a monthly basis in all work areas.

Lastly, the leader should be the last individual to cross the finish line. Leaders should take note that their function is to nurture, develop and influence followers towards achieving success. When success is achieved through followers, the leader naturally becomes recognized in the process.

#### **5.5.2.1.2 Intellectual stimulation**

Intellectual stimulation centres on promoting innovative ideas and creativity among followers. Intellectual stimulation also occurs when the leader encourages creativity among followers to look for new and more efficient ways of solving problems compared to methods employed in the past (Mester *et al.*, 2003:73).

It is recommended that employers utilise innovative and creative thinking models to stimulate thinking levels of employees. The application of trouble shooting techniques and problem solving guides should involve all employees affected by chronic problems. Employees should be adequately trained to apply and utilise such techniques. This initiative should also filter down to the lowest level of the organisation. Leaders should spend the time and effort to pay attention to employees' abilities and needs to help them develop their talent in a supportive

environment. A skills identification plan should be developed which identifies the developmental needs of employees.

A learning and development practitioner should act on the skills identification plan in order to provide appropriate training in areas that are lacking. Training should always be being progressive in nature as a tool for continuous improvement. In addition, technical training initiatives would be advantageous in creating an environment that stimulates thinking and growth. Special assignments should also be considered to stimulate creativity and individual talent, thus allowing employees to view problems from different approaches while challenging the status quo.

#### **5.5.2.1.3 Individualised consideration**

Mester *et al.*, (2003:73) explain individualised consideration as a process whereby the leader identifies individual uniqueness, links the individuals' current needs to the organisation's needs and provides coaching, mentoring and growth opportunities.

It is recommended that leaders demonstrate a concern for employees' individual needs and attend to these needs on an individual basis. It must also be borne in mind that skills and experience levels, needs and expectations vary considerably among individuals. A strong interpersonal connection between the leader and employee is required in order to sustain a supporting and caring climate. The leader should be a good listener and should be able to identify strengths, weaknesses and development potentials of individuals. Lastly, employees should be allowed to grow through personal challenges, and through the process of delegated authority. It is also vital to recognize and reward employees' valued inputs when celebrating success.

#### **5.5.2.2 Silo mentality and resistance to change**

In order to realize organisational success, goal alignment should be a fundamental requirement. Therefore, every employee should be aligned towards contributing to the vision of the organisation. Silo thinking among departments result in inter-personal differences and undercurrents within the organisation, with one department aiming to be better than the other. Leaders should refrain from the silo thinking

mentality but rather view the entire organisation as one unit in order to influence employees to pull in one direction for the realization of organisational success. This will also allow for the building blocks in the value chain to work in a cohesive manner in order to enhance corporate strength.

Leaders should always search for new and better ways of doing things that add value to organisational success. Leaders should also bear in mind that the global landscape is a dynamic and rapidly changing environment. Therefore, in order for leaders to stay abreast of the changing landscape, they need to constantly challenge status quo in an attempt to adapt to new approaches to managing followers. What worked in the past may not be the recipe for success in the future and this could very well lead to the demise of an organisation.

#### **5.5.2.3 Leaders should enhance their knowledge about leadership styles**

Leaders within the organisation should be aware of the leadership styles that they practise and the influence it has on job satisfaction levels of employees. The leadership style selected should be aligned towards realizing the vision of the organisation as well as the well-being of employees.

#### **5.5.2.4 The leadership style mix**

Results of the study showed that two attributes of transactional leadership (active management by exception and constructive transaction) also influence job satisfaction levels of employees. It is recommended that the laissez-faire leadership style not be considered in the leadership mix as this style is viewed as the absence of leadership (Xirasagar, 2008:603).

The proposed leadership style for the organisation should contain a mix of transactional attributes (active management by exception and constructive transaction) with the transformational attributes (inspirational motivation, individualised consideration and idealised influence) being more dominant. The proposed mix will ensure that compliance to establish standards and procedures are

maintained at all times, while at the same time, embarking on a journey to achieve the organisation's vision.

#### **5.5.2.5 Create a climate for a learning organisation**

It is of utmost importance that an organization acquires knowledge and innovates fast enough to maintain its competitive advantage in a rapidly changing environment. Transformational leadership attributes (intellectual stimulation, individualised consideration and idealised influence) are key variables to create a culture that supports continuous learning, innovation and knowledge sharing. Additionally, the two attributes of transactional leadership (active management by exception and constructive transaction) will enhance proactive responses and buy-in from employees.

The learning and development practitioner could be effectively utilised in this area to realise success in this initiative.

### **5.6 LIMITATIONS OF THE STUDY**

The study was limited to a review of literature pertaining to transformational leadership, transactional leadership, laissez-faire leadership and job satisfaction in various organisational settings. Due to logistical and time constraints, the study was confined to Sappi Saiccor, Chemical Cellulose Division, Sappi Southern Africa, which is located at Umkomaas Drift on the south coast of KwaZulu-Natal, South Africa.

This study was conducted to identify job satisfaction levels with varying leadership styles within production departments in the selected pulp mill only. The results cannot, therefore, be generalized throughout the organisation.

### **5.7 RECOMMENDATIONS FOR FUTURE RESEARCH**

It is recommended that further research be done of a qualitative nature in order to gain a deeper understanding of how leadership styles influence job satisfaction

levels of employees. It is evident from the responses received from the leadership questionnaires that respondents were uncertain of their answers. This is seen from the high number of respondents that selected the “neither satisfied nor dissatisfied” column. It can, therefore, be argued that some questions were not designed to be concise. Qualitative research techniques would alleviate areas of uncertainty.

## **5.8 CONCLUSION**

This research study has highlighted the influence of leadership styles on job satisfaction within the organisation, Sappi Saiccor. Aspects regarding job satisfaction and leadership styles were discussed. It is believed that a dynamic and influential leadership style mix needs to be used in the organisation to influence job satisfaction levels of employees and ultimately organisational success. Leadership is viewed as one of the fundamental drivers of organisational success for both now and the future. Organisational success is achieved through the willingness and active participation of job satisfied employees. Therefore, the role of a leader is pivotal in maintaining this chemistry.

The empirical data used in this study were based on questionnaires that were administered to salaried employees in production departments within the organisation.

The recommendations discussed in this chapter suggest some interventions that could possibly be considered by senior management to increase job satisfaction levels of employees within the organisation. It must also be borne in mind that other initiatives could be considered to influence job satisfaction levels. This study will assist leaders to better understand leadership qualities that act as drivers to enhance job satisfaction levels of employees, ultimately leading to organisational success.

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## **Appendix A**

### LETTER OF CONSENT

PO Box 427

Scottburgh

4180

Dear Respondent

I am studying towards a Master of Technology Degree (MTech) in Business Administration at the Durban University of Technology (DUT).

This survey explores your perceptions towards the **influence of leadership styles on job satisfaction at Sappi Saiccor**.

I will sincerely appreciate your co-operation in completing this questionnaire. This should not take more than fifteen minutes of your time. Please be assured that your identity will remain anonymous and your response treated with confidentiality. Participation is voluntary and you may withdraw from the study at any time you wish to.

Thanking you in advance

Roland Loganathan

## **Appendix B**

### LETTER OF CONSENT

PO Box 427

Scottburgh

4180

The General Manager

Mr Gary Bowles

Sappi Saiccor

PO Box 62

Umkomaas

4170

Dear Sir,

#### **Re: Request for consent to administer a survey within Sappi Saiccor**

I am currently busy with a Master's degree (MTech) in Business Administration at the Durban University of Technology (DUT). The title of my dissertation is “**The influence of Leadership styles on job satisfaction**”. This study is limited to the organisation that I am currently employed at, Sappi Saiccor, located in Umkomaas, on the mid - south coast of KwaZulu - Natal.

The overall objective of my study is to establish whether there is a relationship between leadership styles and job satisfaction in my organisation.

The sub-objectives of this study are:

- To identify employee perceptions of their leader's style and their levels of job satisfaction;
- To determine which leadership style best predicts overall job satisfaction; and

- To examine the relationship between the biographic variables and leadership style and overall job satisfaction.

Given the previous debates concerning leadership style and job satisfaction, my study aims to predict which leadership styles best influence overall job satisfaction. This study has benefits for the organisation, employees and other researchers. It is argued that people moderate the differences between success and failure in organisations. It is also argued that a satisfied employee is a productive employee. Findings of the study could contribute to the effectiveness of the organisation and increase its competitive advantage in the face of present and future threats. Findings will also help the organisation to better understand drivers that relate to job satisfaction, thereby adopting a proactive rather than a reactive approach when addressing this construct. Other researchers conducting similar studies will be able to compare their results to this study, thereby adding content to what is already known in this area.

I will be grateful if you could afford me the opportunity to continue with this research within our organisation.

Thanking you in advance

Regards

Roland Loganathan

816422

## Appendix C

### About Yourself

Where applicable, mark the appropriate box with a cross (x). Please state the department you work for.

<b>Gender</b>	<b>Male</b>			<b>Female</b>			
<b>Age</b>	<b>17-20</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>	<b>51-60</b>	<b>61-67</b>	
<b>Job Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<b>Department</b>							
<b>Years of service</b>	<b>0-5</b>	<b>5-10</b>	<b>10-15</b>	<b>15-20</b>	<b>20-25</b>	<b>25-30</b>	<b>30-35</b>
<b>Race</b>	<b>Indian</b>		<b>White</b>		<b>Black</b>		<b>Coloured</b>



## Appendix D

### QUESTIONNAIRE: JOB SATISFACTION

Indicate the extent to which you are satisfied or dissatisfied with each of the following statements. Mark the appropriate box with a cross (X).

No	Statement	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
1	I am able to keep busy all the time					
2	I am given the opportunity to work alone on the job					
3	I am given the opportunity to do different things					
4	I am given the chance to be somebody in the community					
5	My manager handles his team professionally					
6	My manager is competent in making decisions					
7	I am able to perform tasks that don't go against my conscience					
8	My job provides for steady growth.					
9	I am given the chance to do things for other people					
10	I am given the chance to tell people what to do					
11	I am given the chance to do something that makes use of my abilities					

No	Statement	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
12	My company implements policies with ease and efficiency					
13	My pay coincides with the amount of work I do					
14	I have opportunity for advancement in this job					
15	I have the freedom to use my own judgment					
16	I am given the opportunity of trying my own methods of doing the job					
17	My job is subjected to conducive working conditions					
18	My co-workers get along with each other					
19	My manager gets on well with me					
20	I receive praise for doing a good job					

## Appendix E

### QUESTIONNAIRE: LEADERSHIP STYLES

For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

***NB: The person that you are being asked to assess is your immediate supervisor. This survey is designed to describe their leadership style.***

No	Statement	Not at all	Once in a while	Sometimes	Fairly often	Always
1	Provides me with assistance in exchange for my efforts					
2	Re-examines critical assumptions to questions when they are appropriate					
3	Fails to interfere until problems become serious					
4	Focuses attention on mistakes and deviations from standards					
5	Avoids getting involved when important issues arise					
6	Talks about his/her most important values and beliefs					
7	Is absent when needed					
8	Seeks differing perspectives when solving problems					
9	Talks optimistically about the future					
10	Instills pride in me for being associated with him/her					
11	Is specific about who is responsible for reaching performance targets					

No	Statement	Not at all	Once in a while	Sometimes	Fairly often	Always
12	Waits for things to go wrong before taking action					
13	Talks enthusiastically about what needs to be accomplished					
14	Stresses the importance of having a strong sense of purpose					
15	Spends time teaching and coaching					
16	Makes clear what one can expect to receive when performance goals are achieved					
17	Goes beyond self interest for the group					
18	Treats me as an individual rather than just a member of the group					
19	Demonstrates that problems must reoccur before taking action					
20	Acts in ways that builds my respect for him/her					
21	Considers the moral and ethical consequences of decisions					
22	Displays a sense of power and confidence					
23	Articulates a compelling vision of the future					
24	Avoids making decisions					
25	Directs my attention towards failures to meet standards					
26	Gets me to look at problems from different angles					

No	Statement	Not at all	Once in a while	Sometimes	Fairly often	Always
27	Helps me to develop my strengths					
28	Suggests new ways of doing things					
29	Emphasizes the importance of having a collective sense of the mission					
30	Expresses satisfaction when I meet expectations					
31	Expresses confidence that goals will be achieved					
32	Uses methods of leadership that are satisfying					
33	Gets me to do more than I am normally expected to do					

## **Appendix F: SPSS Statistical Data Analysis**

### **One-Sample Kolmogorov-Smirnov Test**

	N	Kolmogorov-Smirnov Z	p
Job Satisfaction	153	1.176	0.126
Transactional Leadership	153	1.152	0.140
Transformational Leadership	153	.853	0.460

Table 1 : Frequency distribution of demographic variables

		n	%
Gender	Male	135	88.2%
	Female	18	11.8%
Age	17-20	4	2.6%
	21-30	52	34.0%
	31-40	60	39.2%
	41-50	26	17.0%
	51-60	11	7.2%
	61-67	0	.0%
Job Grade	First Line Supervisor	16	10.5%
	Shift Supervisor	25	16.3%
	Shift Chargehand	29	19.0%
	Senior Operator	33	21.6%
	Operator	50	32.7%
Production Department	pf	56	36.6%
	pulp prep	97	63.4%
Years of service	0-5	53	34.6%
	5-10	41	26.8%
	10-15	16	10.5%
	15-20	20	13.1%
	20-25	10	6.5%
	25-30	7	4.6%
	30-35	6	3.9%
Race	Indian	11	7.2%
	White	27	17.6%
	Black	113	73.9%
	Coloured	2	1.3%

**Table 2 : Frequency distribution of Job satisfaction questions**

	Very dissatisfied		Dissatisfied		Neither satisfied nor dissatisfied		Satisfied		Very satisfied	
	n	%	n	%	n	%	n	%	n	%
JS1 I am able to keep busy all the time	1	.7%	8	5.2%	26	17.0%	88	57.5%	30	19.6%
JS2 I am given the opportunity to work alone on the job	6	3.9%	12	7.8%	14	9.2%	75	49.0%	46	30.1%
JS3 I am given the opportunity to do different things	10	6.5%	25	16.3%	31	20.3%	72	47.1%	15	9.8%
JS4 I am given the chance to be somebody in the community	11	7.2%	30	19.6%	43	28.1%	51	33.3%	18	11.8%
JS5 My manager handles his team professionally	8	5.2%	25	16.3%	30	19.6%	67	43.8%	23	15.0%
JS6 My manager is competent in making decisions	4	2.6%	9	5.9%	25	16.3%	81	52.9%	34	22.2%
JS7 I am able to perform tasks that don't go against my conscience	2	1.3%	17	11.1%	36	23.5%	78	51.0%	20	13.1%
JS8 My job provides for steady growth.	7	4.6%	21	13.7%	50	32.7%	60	39.2%	15	9.8%
JS9 I am given the chance to do things for other people	2	1.3%	18	11.8%	41	26.8%	78	51.0%	14	9.2%
JS10 I am given the chance to tell people what to do	2	1.3%	11	7.2%	41	26.8%	82	53.6%	17	11.1%
JS11 I am given the chance to do something that makes use of my abilities	5	3.3%	23	15.0%	31	20.3%	72	47.1%	22	14.4%
JS12 My company implements policies with ease and efficiency	7	4.6%	31	20.3%	39	25.5%	63	41.2%	13	8.5%
JS13 My pay coincides with the amount of work I do	31	20.3%	44	28.8%	49	32.0%	28	18.3%	1	.7%
JS14 I have opportunity for advancement in this job	14	9.2%	23	15.0%	44	28.8%	60	39.2%	12	7.8%
JS15 I have the freedom to use my own judgment	7	4.6%	28	18.3%	34	22.2%	69	45.1%	15	9.8%
JS16 I am given the opportunity of trying my own methods of doing the job	8	5.2%	21	13.7%	37	24.2%	76	49.7%	11	7.2%
JS17 My job is subjected to conducive working conditions	6	3.9%	20	13.1%	47	30.7%	74	48.4%	6	3.9%
JS18 My co-workers get along with each other	2	1.3%	16	10.5%	24	15.7%	83	54.2%	28	18.3%
JS19 My manager gets on well with me	6	3.9%	14	9.2%	24	15.7%	82	53.6%	27	17.6%
JS20 I receive praise for doing a good job	17	11.1%	20	13.1%	42	27.5%	55	35.9%	19	12.4%

**Table 3 : Frequency distribution of Leadership questions**

	Very dissatisfied		Dissatisfied		Neither satisfied nor dissatisfied		Satisfied		Very satisfied	
	n	%	n	%	n	%	n	%	n	%
LS1 Provides me with assistance in exchange for my efforts	12	7.8%	19	12.4%	61	39.9%	38	24.8%	23	15.0%
LS2 Re-examines critical assumptions to questions when they are appropriate	12	7.8%	33	21.6%	46	30.1%	39	25.5%	23	15.0%
LS3 Fails to interfere until problems become serious	44	28.8%	27	17.6%	46	30.1%	24	15.7%	12	7.8%
LS4 Focuses attention on mistakes and deviations from standards	9	5.9%	10	6.5%	41	26.8%	36	23.5%	57	37.3%
LS5 Avoids getting involved when important issues arise	58	37.9%	23	15.0%	39	25.5%	19	12.4%	14	9.2%
LS6 Talks about his/her most important values and beliefs	30	19.6%	38	24.8%	46	30.1%	28	18.3%	11	7.2%
LS7 Is absent when needed	74	48.4%	24	15.7%	36	23.5%	11	7.2%	8	5.2%
LS8 Seeks differing perspectives when solving problems	17	11.1%	27	17.6%	57	37.3%	25	16.3%	27	17.6%
LS9 Talks optimistically about the future	12	7.8%	35	22.9%	43	28.1%	29	19.0%	34	22.2%
LS10 Instills pride in me for being associated with him/her	31	20.3%	23	15.0%	45	29.4%	29	19.0%	25	16.3%
LS11 Is specific about who is responsible for reaching performance targets	15	9.8%	12	7.8%	39	25.5%	48	31.4%	39	25.5%
LS12 Waits for things to go wrong before taking action	76	49.7%	20	13.1%	35	22.9%	17	11.1%	5	3.3%
LS13 Talks enthusiastically about what needs to be accomplished	9	5.9%	29	19.0%	51	33.3%	29	19.0%	35	22.9%
LS14 Stresses the importance of having a strong sense of purpose	15	9.8%	20	13.1%	48	31.4%	33	21.6%	37	24.2%
LS15 Spends time teaching and coaching	23	15.0%	30	19.6%	40	26.1%	30	19.6%	30	19.6%
LS16 Makes clear what one can expect to receive when performance goals are achieved	13	8.5%	14	9.2%	44	28.8%	45	29.4%	37	24.2%
LS17 Goes beyond self interest for the group	30	19.6%	32	20.9%	42	27.5%	33	21.6%	16	10.5%
LS18 Treats me as an individual rather than just a member of the group	41	26.8%	17	11.1%	42	27.5%	31	20.3%	22	14.4%
LS19 Demonstrates that problems must reoccur before taking action	61	39.9%	21	13.7%	37	24.2%	18	11.8%	16	10.5%
LS20 Acts in ways that builds my respect for him/her	18	11.8%	13	8.5%	50	32.7%	34	22.2%	38	24.8%
LS21 Considers the moral and ethical consequences of decisions	16	10.5%	20	13.1%	51	33.3%	39	25.5%	27	17.6%
LS22 Displays a sense of power and confidence	8	5.2%	19	12.4%	35	22.9%	43	28.1%	48	31.4%
LS23 Articulates a compelling vision of the future	14	9.2%	31	20.3%	44	28.8%	35	22.9%	29	19.0%
LS24 Avoids making decisions	75	49.0%	29	19.0%	26	17.0%	14	9.2%	9	5.9%
LS25 Directs my attention towards failures to meet standards	25	16.3%	25	16.3%	46	30.1%	41	26.8%	16	10.5%
LS26 Gets me to look at problems from different angles	12	7.8%	16	10.5%	37	24.2%	44	28.8%	44	28.8%
LS27 Helps me to develop my strengths	22	14.4%	23	15.0%	34	22.2%	36	23.5%	38	24.8%
LS28 Suggests new ways of doing things	15	9.8%	23	15.0%	44	28.8%	32	20.9%	39	25.5%
LS29 Emphasizes the importance of having a collective sense of the mission	16	10.5%	32	20.9%	48	31.4%	30	19.6%	27	17.6%



	Very dissatisfied		Dissatisfied		Neither satisfied nor dissatisfied		Satisfied		Very satisfied	
	n	%	n	%	n	%	n	%	n	%
LS30 Expresses satisfaction when I meet expectations	16	10.5%	30	19.6%	42	27.5%	36	23.5%	29	19.0%
LS31 Expresses confidence that goals will be achieved	10	6.5%	25	16.3%	48	31.4%	30	19.6%	40	26.1%
LS32 Uses methods of leadership that are satisfying	16	10.5%	23	15.0%	45	29.4%	33	21.6%	36	23.5%
LS33 Gets me to do more than I am normally expected to do	20	13.1%	33	21.6%	45	29.4%	26	17.0%	29	19.0%

**Table 4 : Correlations**

		Job Satisfaction	Transformational Leadership	Transactional Leadership
Job Satisfaction	Pearson Correlation	1	0.501	0.403
	p		0.000*	0.000*
	N	153	153	153
Transformational Leadership	Pearson Correlation	0.501	1	0.773
	p	0.000*		0.000*
	N	153	153	153
Transactional Leadership	Pearson Correlation	0.403	0.773	1
	p	0.000*	0.000*	
	N	153	153	153

\* Correlation is significant at the 0.05 level

**Table 5 : Correlations**

		Job Satisfaction
Laissez – Faire Leadership	Pearson Correlation	0.230
	p	0.004*
	N	153
Transactional Leadership – active management by exception	Pearson Correlation	0.360
	p	0.000*
	N	153
Transactional Leadership – constructive transaction	Pearson Correlation	0.442
	p	0.000*
	N	153
Transactional Leadership – passive management by exception	Pearson Correlation	0.109
	p	0.180*
	N	153

\* Correlation is significant at the 0.05 level

**Table 6 : Correlations**

		Job Satisfaction
Transformational Leadership – ideolised influence	Pearson Correlation	0.343
	p	0.000*
	N	153
Transformational Leadership – individualized consideration	Pearson Correlation	0.445
	p	0.000*
	N	153
Transformational Leadership – intellectual stimulation	Pearson Correlation	0.501
	p	0.000*
	N	153

\* Correlation is significant at the 0.05 level

**Table 7 : Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Laissez – Faire Leadership	153	1	5	2.7925	0.66565
Transactional Leadership – active management by exception	153	1	5	3.6928	0.84771
Transactional Leadership – constructive transaction	153	1	5	3.4150	0.86563
Transactional Leadership – passive management by exception	153	1	4	2.7092	0.64473
Transactional Leadership	153	2	5	3.2341	0.61540
Transformational Leadership – ideolised influence	153	1	5	2.9132	0.68163
Transformational Leadership – individualized consideration	153	1	5	2.9967	0.87968
Transformational Leadership – intellectual stimulation	153	2	5	3.1653	0.70045
Transformational Leadership	153	2	5	3.0298	0.62812
Job Satisfaction	153	2	5	3.47	0.601

**Table 8 : Comparison of means between male and female using the independent samples t test**

	Gender	N	Mean	Std. Deviation	t	df	p
Transactional Leadership	Male	135	3.2337	.62773	-0.024	151	0.981
	Female	18	3.2374	.52930			
Laissez – Faire Leadership	Male	135	2.8167	.65020	1.233	151	0.220
	Female	18	2.6111	.76803			
Transactional Leadership – active management by exception	Male	135	3.6889	.85635	-0.156	151	0.876
	Female	18	3.7222	.80237			
Transactional Leadership – constructive transaction	Male	135	3.3963	.88224	-0.732	151	0.465
	Female	18	3.5556	.73542			
Transactional Leadership – passive management by exception	Male	135	2.7296	.64578	1.077	151	0.283
	Female	18	2.5556	.63336			
Transformational Leadership	Male	135	3.0498	.63377	1.080	151	0.282
	Female	18	2.8796	.57837			
Transformational Leadership – idealised influence	Male	135	2.9344	.68640	1.055	151	0.293
	Female	18	2.7540	.64039			
Transformational Leadership – individualized consideration	Male	135	3.0259	.88640	1.125	151	0.262
	Female	18	2.7778	.81750			
Transformational Leadership – intellectual stimulation	Male	135	3.1788	.69037	0.655	151	0.513
	Female	18	3.0635	.78586			
Job Satisfaction	Male	135	3.47	.602	0.170	151	0.865
	Female	18	3.45	.612			

Table 8 reflects no significant differences between male and female at the 95% level ( $p>0.05$ )

**Table 9 : Comparison of means between grades using Analysis of variance**

		N	Mean	Std. Deviation	F	p
Transactional Leadership	First Line Supervisor	16	3.2670	.64323	0.395	0.812
	Shift Supervisor	25	3.2727	.56954		
	Shift Chargehand	29	3.1066	.58819		
	Senior Operator	33	3.2810	.64697		
	Operator	50	3.2473	.63704		
	Total	153	3.2341	.61540		
Laissez – Faire Leadership	First Line Supervisor	16	2.4688	.55434	1.586	0.181
	Shift Supervisor	25	2.7000	.61661		
	Shift Chargehand	29	2.9569	.69459		
	Senior Operator	33	2.8333	.77476		
	Operator	50	2.8200	.60828		
	Total	153	2.7925	.66565		
Transactional Leadership – active management by exception	First Line Supervisor	16	3.7500	.93887	0.910	0.460
	Shift Supervisor	25	3.7467	.79512		
	Shift Chargehand	29	3.4713	.73202		
	Senior Operator	33	3.8687	.93147		
	Operator	50	3.6600	.85048		
	Total	153	3.6928	.84771		
Transactional Leadership – constructive transaction	First Line Supervisor	16	3.5781	.82522	0.562	0.691
	Shift Supervisor	25	3.3900	.80065		
	Shift Chargehand	29	3.2414	.92457		
	Senior Operator	33	3.5227	.82292		
	Operator	50	3.4050	.91458		
	Total	153	3.4150	.86563		
Transactional Leadership – passive management by exception	First Line Supervisor	16	2.5938	.59774	0.642	0.633
	Shift Supervisor	25	2.8000	.66536		
	Shift Chargehand	29	2.6983	.62098		
	Senior Operator	33	2.5985	.63103		
	Operator	50	2.7800	.67883		
	Total	153	2.7092	.64473		
Transformational Leadership	First Line Supervisor	16	3.0417	.68057	0.081	0.988
	Shift Supervisor	25	3.0200	.58066		
	Shift Chargehand	29	3.0670	.75657		
	Senior Operator	33	3.0539	.64137		
	Operator	50	2.9933	.56440		
	Total	153	3.0298	.62812		
Transformational Leadership – idealised influence	First Line Supervisor	16	2.9554	.79918		
	Shift Supervisor	25	2.9086	.62662		

	Shift Chargehand	29	2.9212	.77646		
	Senior Operator	33	2.8961	.66363		
	Operator	50	2.9086	.64843		
	Total	153	2.9132	.68163	0.022	0.999
Transformational Leadership – individualized consideration	First Line Supervisor	16	2.8750	.71297		
	Shift Supervisor	25	2.9300	.85245		
	Shift Chargehand	29	3.0259	1.12667		
	Senior Operator	33	3.0000	.94786		
	Operator	50	3.0500	.75255		
	Total	153	2.9967	.87968	0.163	0.957
Transformational Leadership – intellectual stimulation	First Line Supervisor	16	3.2232	.72275		
	Shift Supervisor	25	3.1829	.59977		
	Shift Chargehand	29	3.2365	.72570		
	Senior Operator	33	3.2424	.73060		
	Operator	50	3.0457	.71658		
	Total	153	3.1653	.70045	0.564	0.689
Job Satisfaction	First Line Supervisor	16	3.47	.611		
	Shift Supervisor	25	3.46	.592		
	Shift Chargehand	29	3.59	.574		
	Senior Operator	33	3.43	.747		
	Operator	50	3.43	.522		
	Total	153	3.47	.601	0.362	0.835

Table 9 reflects no significant differences between job grades at the 95% level ( $p>0.05$ ).

**Table 10 : Comparison of means between age groups using Analysis of variance**

		N	Mean	Std. Deviation	F	p
Transactional Leadership	17-20	4	3.2727	.87827	0.769	0.547
	21-30	52	3.3234	.57789		
	31-40	60	3.1288	.59231		
	41-50	26	3.2587	.71290		
	51-60	11	3.3140	.60352		
	Total	153	3.2341	.61540		
Laissez – Faire Leadership	17-20	4	2.6875	.96555	1.351	0.254
	21-30	52	2.7356	.68495		
	31-40	60	2.7417	.59476		
	41-50	26	2.8654	.75575		
	51-60	11	3.2045	.55698		
	Total	153	2.7925	.66565		
Transactional Leadership – active management by exception	17-20	4	3.4167	1.25831	0.784	0.537
	21-30	52	3.8526	.77660		
	31-40	60	3.5944	.83720		
	41-50	26	3.6667	1.01105		
	51-60	11	3.6364	.67420		
	Total	153	3.6928	.84771		
Transactional Leadership – constructive transaction	17-20	4	3.1875	.62500	1.100	0.359
	21-30	52	3.6010	.81086		
	31-40	60	3.2708	.85778		
	41-50	26	3.4327	1.02117		
	51-60	11	3.3636	.80128		
	Total	153	3.4150	.86563		
Transactional Leadership – passive management by exception	17-20	4	3.2500	1.06066	1.763	0.139
	21-30	52	2.6490	.58002		
	31-40	60	2.6375	.62508		
	41-50	26	2.7788	.63375		
	51-60	11	3.0227	.81742		
	Total	153	2.7092	.64473		
Transformational Leadership	17-20	4	2.6806	.44067	0.605	0.660
	21-30	52	3.0278	.62162		
	31-40	60	2.9991	.64517		
	41-50	26	3.0833	.62524		
	51-60	11	3.2071	.66206		
	Total	153	3.0298	.62812		
Transformational Leadership – idealised influence	17-20	4	2.5357	.35714	0.802	0.526
	21-30	52	2.9066	.67356		
	31-40	60	2.8571	.70723		
	41-50	26	3.0604	.64672		
	51-60	11	3.0390	.75076		
	Total	153	2.9132	.68163		

Transformational Leadership – individualized consideration	17-20	4	3.0625	.31458	0.506	0.732
	21-30	52	3.0288	.88652		
	31-40	60	2.9208	.92114		
	41-50	26	2.9615	.82672		
	51-60	11	3.3182	.92257		
	Total	153	2.9967	.87968		
Transformational Leadership – intellectual stimulation	17-20	4	2.6071	.85217	0.772	0.545
	21-30	52	3.1484	.69811		
	31-40	60	3.1857	.67484		
	41-50	26	3.1758	.78798		
	51-60	11	3.3117	.60210		
	Total	153	3.1653	.70045		
Job Satisfaction	17-20	4	3.08	.421	0.772	0.545
	21-30	52	3.55	.562		
	31-40	60	3.42	.651		
	41-50	26	3.46	.569		
	51-60	11	3.53	.638		
	Total	153	3.47	.601		

Table 10 reflects no significant differences between age groups at the 95% level ( $p>0.05$ ).

**Table 11 : Comparison of means between years of service using Analysis of variance**

		N	Mean	Std. Deviation	F	p
Transactional Leadership	0-5	53	3.1389	.63150	1.323	0.250
	5-10	41	3.2727	.58881		
	10-15	16	3.2273	.55447		
	15-20	20	3.3273	.67800		
	20-25	10	2.9636	.78928		
	25-30	7	3.5325	.24296		
	30-35	6	3.6212	.37002		
	Total	153	3.2341	.61540		
Laissez – Faire Leadership	0-5	53	2.6274	.64417	3.551	0.003*
	5-10	41	2.8415	.62937		
	10-15	16	2.8438	.58363		
	15-20	20	3.0000	.74780		
	20-25	10	2.3000	.40483		
	25-30	7	3.1786	.67259		
	30-35	6	3.4583	.53424		
	Total	153	2.7925	.66565		
Transactional Leadership – active management by exception	0-5	53	3.6981	.90172	1.146	0.339
	5-10	41	3.6911	.73933		
	10-15	16	3.7292	.72233		
	15-20	20	3.8500	.86839		
	20-25	10	3.0667	1.14180		
	25-30	7	3.8095	.71640		
	30-35	6	3.9444	.80046		
	Total	153	3.6928	.84771		
Transactional Leadership – constructive transaction	0-5	53	3.4151	.82325	1.547	0.167
	5-10	41	3.3354	.90934		
	10-15	16	3.2500	.75277		
	15-20	20	3.5625	.96952		
	20-25	10	3.0000	1.01379		
	25-30	7	3.8929	.60994		
	30-35	6	4.0417	.43060		
	Total	153	3.4150	.86563		
Transactional Leadership – passive management by exception	0-5	53	2.4434	.58557	2.759	0.014*
	5-10	41	2.8963	.71365		
	10-15	16	2.8281	.58962		
	15-20	20	2.7000	.67180		
	20-25	10	2.8500	.60323		
	25-30	7	2.9643	.33630		
	30-35	6	2.9583	.40052		
	Total	153	2.7092	.64473		



Transformational Leadership	0-5	53	2.9004	.62734		
	5-10	41	3.0556	.60221		
	10-15	16	2.9688	.66974		
	15-20	20	3.2722	.60615		
	20-25	10	2.6667	.58619		
	25-30	7	3.3730	.29347		
	30-35	6	3.5556	.58794		
	Total	153	3.0298	.62812	2.681	0.017*
Transformational Leadership – idealised influence	0-5	53	2.7278	.69268		
	5-10	41	2.9547	.64082		
	10-15	16	2.8661	.71992		
	15-20	20	3.2571	.60892		
	20-25	10	2.5429	.60908		
	25-30	7	3.4286	.45175		
	30-35	6	3.2619	.56725		
	Total	153	2.9132	.68163	3.221	0.005*
Transformational Leadership – individualized consideration	0-5	53	2.8538	.90596		
	5-10	41	3.0183	.82233		
	10-15	16	2.8906	.84641		
	15-20	20	3.2250	1.04472		
	20-25	10	2.6250	.55590		
	25-30	7	3.2500	.54006		
	30-35	6	3.9583	.65986		
	Total	153	2.9967	.87968	2.188	0.047*
Transformational Leadership – intellectual stimulation	0-5	53	3.0997	.65680		
	5-10	41	3.1777	.75104		
	10-15	16	3.1161	.68257		
	15-20	20	3.3143	.73664		
	20-25	10	2.8143	.65309		
	25-30	7	3.3878	.45710		
	30-35	6	3.6190	.85555		
	Total	153	3.1653	.70045	1.209	0.305
Job Satisfaction	0-5	53	3.43	.686		
	5-10	41	3.47	.564		
	10-15	16	3.53	.401		
	15-20	20	3.47	.653		
	20-25	10	3.41	.598		
	25-30	7	3.41	.609		
	30-35	6	3.83	.420		
	Total	153	3.47	.601	0.428	8.859

\*significant at 0.05 level

**Table 12 : Comparison of means between race groups using Analysis of variance**

		N	Mean	Std. Deviation	F	p
Transactional Leadership	Indian	11	3.3388	.57939	0.190	0.903
	White	27	3.1852	.68472		
	Black	113	3.2333	.60788		
	Coloured	2	3.3636	.64282		
	Total	153	3.2341	.61540		
Laissez – Faire Leadership	Indian	11	2.6591	.74391	2.559	0.057
	White	27	2.5000	.58012		
	Black	113	2.8717	.66658		
	Coloured	2	3.0000	.00000		
	Total	153	2.7925	.66565		
Transactional Leadership – active management by exception	Indian	11	4.0606	.77198	0.804	0.494
	White	27	3.6173	.90914		
	Black	113	3.6785	.84272		
	Coloured	2	3.5000	.70711		
	Total	153	3.6928	.84771		
Transactional Leadership – constructive transaction	Indian	11	3.4091	.80057	0.111	0.954
	White	27	3.3426	.99554		
	Black	113	3.4292	.85138		
	Coloured	2	3.6250	.53033		
	Total	153	3.4150	.86563		
Transactional Leadership – passive management by exception	Indian	11	2.7273	.59639	0.140	0.936
	White	27	2.7037	.68303		
	Black	113	2.7035	.64655		
	Coloured	2	3.0000	.70711		
	Total	153	2.7092	.64473		
Transformational Leadership	Indian	11	3.0202	.69933	0.633	0.595
	White	27	3.0123	.66280		
	Black	113	3.0241	.61837		
	Coloured	2	3.6389	.27499		
	Total	153	3.0298	.62812		
Transformational Leadership – idealised influence	Indian	11	2.8442	.83899	1.038	0.378
	White	27	2.9630	.71053		
	Black	113	2.8938	.66041		
	Coloured	2	3.7143	.40406		
	Total	153	2.9132	.68163		
Transformational Leadership – individualized consideration	Indian	11	2.8636	.86865	1.777	0.154
	White	27	2.8426	.70761		
	Black	113	3.0243	.90876		
	Coloured	2	4.2500	.70711		
	Total	153	2.9967	.87968		

Transformational Leadership – intellectual stimulation	Indian	11	3.2857	.59932		
	White	27	3.1587	.71903		
	Black	113	3.1542	.71253		
	Coloured	2	3.2143	.70711		
	Total	153	3.1653	.70045	0.120	0.948
Job Satisfaction	Indian	11	3.36	.548		
	White	27	3.41	.584		
	Black	113	3.49	.618		
	Coloured	2	3.53	.247		
	Total	153	3.47	.601	0.279	0.840

**Table 13 : Comparison of means between departments using Analysis of variance**

	Production Department	N	Mean	Std. Deviation	t	df	p
Job Satisfaction	PF	56	3.45	.586	-0.241	151	0.810
	Pulp prep	97	3.48	.613			
Laissez – Faire Leadership	PF	56	2.6071	.56580	-2.669	151	0.008*
	Pulp prep	97	2.8995	.69752			
Transactional Leadership – active management by exception	PF	56	3.7143	.72315	0.237	151	0.813
	Pulp prep	97	3.6804	.91530			
Transactional Leadership – constructive transaction	PF	56	3.4063	.89894	-0.095	151	0.924
	Pulp prep	97	3.4201	.85051			
Transactional Leadership – passive management by exception	PF	56	2.6696	.73408	-0.575	151	0.566
	Pulp prep	97	2.7320	.58990			
Transactional Leadership	PF	56	3.2224	.61802	-0.178	151	0.859
	Pulp prep	97	3.2409	.61700			
Transformational Leadership	PF	56	2.9821	.54310	-0.712	151	0.478
	Pulp prep	97	3.0573	.67350			
Transformational Leadership – idealised influence	PF	56	2.8291	.66529	-1.161	151	0.248
	Pulp prep	97	2.9617	.68961			
Transformational Leadership – individualized consideration	PF	56	2.8616	.62143	-1.449	151	0.149
	Pulp prep	97	3.0747	.99358			
Transformational Leadership – intellectual stimulation	PF	56	3.2041	.70611	0.520	151	0.604
	Pulp prep	97	3.1429	.69985			

## Reliability

### Reliability Statistics

Cronbach's Alpha	N of Items
.909	20

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
JS1	65.50	136.278	.420	.908
JS2	65.46	130.421	.561	.904
JS3	66.03	128.394	.621	.903
JS4	66.17	131.405	.470	.907
JS5	65.93	127.580	.643	.902
JS6	65.54	131.198	.601	.904
JS7	65.76	134.602	.447	.907
JS8	66.04	130.143	.599	.903
JS9	65.85	134.747	.457	.907
JS10	65.74	132.142	.629	.903
JS11	65.86	128.927	.635	.902
JS12	66.11	132.599	.464	.907
JS13	66.90	133.450	.426	.908
JS14	66.18	128.519	.607	.903
JS15	66.03	128.762	.630	.903
JS16	66.00	129.105	.649	.902
JS17	66.05	129.754	.689	.902
JS18	65.62	137.250	.309	.910
JS19	65.68	129.903	.611	.903
JS20	66.14	128.716	.548	.905

## Reliability

### Reliability Statistics

Cronbach's Alpha	N of Items
.875	33

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LS1	98.01	323.579	.434	.871
LS2	98.10	323.892	.401	.871
LS3	98.72	339.782	.014	.880
LS4	97.48	329.238	.266	.874
LS5	98.88	345.104	-.097	.883
LS6	98.59	328.019	.293	.874
LS7	99.23	347.401	-.150	.883
LS8	98.16	321.361	.440	.870
LS9	98.03	315.992	.550	.868
LS10	98.32	308.035	.682	.865
LS11	97.73	317.579	.524	.869
LS12	99.23	352.664	-.265	.885
LS13	97.94	321.253	.454	.870
LS14	97.91	315.939	.550	.868
LS15	98.19	308.918	.669	.865
LS16	97.76	316.207	.573	.868
LS17	98.46	317.210	.515	.869
LS18	98.44	327.669	.246	.875
LS19	98.89	335.823	.086	.879
LS20	97.88	314.183	.582	.867
LS21	98.01	319.908	.481	.870
LS22	97.60	318.044	.533	.869
LS23	98.06	314.345	.600	.867
LS24	99.24	340.421	.002	.880
LS25	98.29	335.656	.109	.877
LS26	97.68	314.995	.587	.867
LS27	97.99	307.855	.672	.865
LS28	97.91	311.623	.636	.866
LS29	98.15	313.602	.617	.867
LS30	98.07	317.686	.510	.869
LS31	97.86	317.466	.530	.869
LS32	97.95	310.939	.655	.866
LS33	98.21	323.680	.359	.872

## Factor Analysis

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.897
Bartlett's Test of Sphericity	Approx. Chi-Square	1219.304
	df	190
	Sig.	.000

### Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	3.444	17.218	17.218
2	2.916	14.581	31.799
3	2.850	14.250	46.049
4	2.030	10.151	56.201

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix<sup>a</sup>**

	Component			
	1	2	3	4
JS6	.811			
JS5	.775			
JS19	.590			
JS20	.544			
JS11	.490			
JS10	.445			
JS12		.749		
JS13		.733		
JS14		.607		
JS15		.516		
JS17		.474		
JS16		.453		
JS4			.692	
JS1			.659	
JS9			.658	
JS3			.515	
JS8			.498	
JS7			.424	
JS18				.869
JS2				.576

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.



## Factor Analysis

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.864
Bartlett's Test of Sphericity	Approx. Chi-Square	2138.406
	df	528
	Sig.	.000

### Total Variance Explained

Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	6.777	20.535	20.535
2	2.581	7.822	28.357
3	2.528	7.659	36.017
4	1.984	6.014	42.030
5	1.934	5.861	47.892
6	1.679	5.087	52.979
7	1.625	4.925	57.904
8	1.286	3.898	61.802

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix<sup>a</sup>**

	Component							
	1	2	3	4	5	6	7	8
LS27	.784							
LS32	.766							
LS15	.765							
LS28	.697							
LS26	.685							
LS20	.610							
LS30	.604							
LS29	.583							
LS31	.578							
LS14	.569							
LS17	.540							
LS16	.512							
LS23	.496							
LS22	.489							
LS13	.371							
LS21		.590						
LS8		.584						
LS10		.555						
LS11		.508						
LS9		.487						
LS24			.710					
LS19			.704					
LS7			.641					
LS12			.592					
LS4				.669				
LS6				.663				
LS5				.550				
LS3				.505				
LS1					.760			
LS2					.753			
LS33						.678		
LS18							.725	
LS25								.880

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 21 iterations.

## Multiple Regression

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.501 <sup>a</sup>	.251	.246	.522
2	.540 <sup>b</sup>	.291	.282	.510

a. Predictors: (Constant), Transformational Leadership – intellectual stimulation

b. Predictors: (Constant), Transformational Leadership – intellectual stimulation, Transformational Leadership – individualized consideration

**ANOVA<sup>c</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.807	1	13.807	50.642	.000 <sup>a</sup>
	Residual	41.169	151	.273		
	Total	54.977	152			
2	Regression	16.020	2	8.010	30.843	.000 <sup>b</sup>
	Residual	38.956	150	.260		
	Total	54.977	152			

a. Predictors: (Constant), Transformational Leadership – intellectual stimulation

b. Predictors: (Constant), Transformational Leadership – intellectual stimulation, Transformational Leadership – individualized consideration

c. Dependent Variable: Job Satisfaction

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.108	.196		10.756	.000
	Transformational Leadership – intellectual stimulation	.430	.060	.501	7.116	.000
2	(Constant)	1.978	.196		10.070	.000
	Transformational Leadership – intellectual stimulation	.315	.071	.367	4.443	.000
	Transformational Leadership – individualized consideration	.165	.057	.241	2.919	.004

a. Dependent Variable: Job Satisfaction

**Excluded Variables<sup>c</sup>**

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Laissez – Faire Leadership	.070 <sup>a</sup>	.932	.353	.076	.888
	Transactional Leadership – active management by exception	.124 <sup>a</sup>	1.486	.139	.120	.705
	Transactional Leadership – constructive transaction	.202 <sup>a</sup>	2.209	.029	.177	.578
	Transactional Leadership – passive management by exception	-.001 <sup>a</sup>	-.015	.988	-.001	.952
	Transactional Leadership	.150 <sup>a</sup>	1.679	.095	.136	.616
	Transformational Leadership – idealised influence	.062 <sup>a</sup>	.693	.489	.057	.631
	Transformational Leadership – individualized consideration	.241 <sup>a</sup>	2.919	.004	.232	.692
	Transformational Leadership	.268 <sup>a</sup>	1.937	.055	.156	.255
2	Laissez – Faire Leadership	-.017 <sup>b</sup>	-.219	.827	-.018	.748
	Transactional Leadership – active management by exception	.056 <sup>b</sup>	.650	.517	.053	.639
	Transactional Leadership – constructive transaction	.107 <sup>b</sup>	1.059	.292	.086	.466
	Transactional Leadership – passive management by exception	-.059 <sup>b</sup>	-.811	.419	-.066	.886
	Transactional Leadership	.039 <sup>b</sup>	.393	.695	.032	.482
	Transformational Leadership – idealised influence	-.061 <sup>b</sup>	-.630	.529	-.052	.510
	Transformational Leadership	-.144 <sup>b</sup>	-.630	.529	-.052	.091

a. Predictors in the Model: (Constant), Transformational Leadership – intellectual stimulation

b. Predictors in the Model: (Constant), Transformational Leadership – intellectual stimulation, Transformational Leadership – individualized consideration

c. Dependent Variable: Job Satisfaction