

The Effects Of Leadership Behaviour On Employee Work Engagement In Academia In The South African Context.

Thobani Paul Shangase

1694078

**A research article submitted to the Faculty of Commerce, Law and
Management, University of the Witwatersrand, in partial fulfilment of the
requirements for the degree of Master of Business Administration**

Wits Business School, Johannesburg, 2018

Protocol number: WBS/BA1694078/988

Version 2

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DECLARATION

I, Thobani Paul Shangase, declare that this research article is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the Graduate School of Business Administration, University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Thobani Paul Shangase

Signed at

On the03..... Day of ...January..... 2019.

DEDICATION

This dissertation is dedicated to organisational behaviour experts, as an addition to the body of knowledge. It will provide a clear breakdown of leadership behavioural patterns and employee work engagement in academia in the South African sphere. The work and energy put into this research was inspired by the constant motivation given by my parents, my younger brother and his two newly born sons. I am very grateful for their presence in my life. I believe that without their constant love and support, life would not be as fulfilling. The effects of leadership behaviour on work engagement have been investigated in multiple organisations but very few studies report on leadership behaviour effects on employee work engagement in academia, especially within South Africa.

I therefore, dedicate this dissertation to the leaders and the employees in academia and multiple academic settings. This research will not only help leaders in academia increase the work engagement capabilities of their staff, but also will also help employees know what makes a good leader for an academic. Especially, in the South African context.

ACKNOWLEDGEMENTS

I am deeply indebted to my panel without whom this dissertation would not be possible. I am grateful for the guidance and assistance of all the participants and respondents in my survey across the multiple departments at University of Witwatersrand. A special thanks to the statistics division under the health sciences faculty, public health for helping me organise my data. I would like to pass my gratitude to the research director Sumaiya for ensuring the successful continuation of my research. Thank you to the head of the MBA programme Conrad Viedge for his continuous support and assistance in my career development and ensuring that I am up to date with my research. Thank you to my mom, my brother and dad for the love and support and constant check-up on how I am doing. I must acknowledge my friends Herman Sangiwa, Zimasa Benga and Thabisile Ntshalintshali for being the pillar of my strength in my journey for obtaining an MBA. Lastly and most of all thank you to Garth Balabanoff, my supervisor, for the supervision and support.

SUPPLEMENTARY INFORMATION

Nominated-journal:

Acta commercii

Supervisor:

Garth Balabanoff

Word count: 14135

Supplementary files:

[Surveys](#)

[Descriptive stats and inferential analysis,](#)
[Correlation analysis](#)

Abstract References: (Brown, 2003), (Özyapar & Zahid, 2017) and (Yu, 2005)

ABSTRACT

The purpose of this research was to investigate the relationship between leadership behaviours namely task-oriented and person-oriented; and their influence on employee work engagement in academia in the South African context. Task-oriented behaviours were defined by Brown, (2003) as those that involve being proactive at task related activities such as planning and implementation. Ellemers, De Gilder and Van Den Heuvel, (1998) explained that these behaviours allow the employee to desire increased work performance for the purposes of personal advancement. Schaufeli & Bakker, (2010) described this work engagement process as that where employees deliver organisational goals by delivering high quality results. The main research questions in this study investigate the direct effects of person-oriented and task-oriented behaviours on work engagement.

The methodology adopted to measure these leadership behaviours was a survey that used elements of the 360-feedback tool, Multifactor Leadership Questionnaire (MLQ) and Utrecht Work Engagement Scale (UWES). The procedure was like that of Xu, (2011) JRA 360 feedback tool, although the participants in this study were in an academic organisation and a different country. Participants in the research consisted of 34 employees and 10 leaders who work at the University of Witwatersrand across 4 different faculties namely engineering, commerce, health sciences and humanities. The employees were of varying positions within the departments and had different academic and biographical details.

This study used statistical analyses including regression and correlation analysis in order to understand the influence of the multiple constructs of leadership behaviour and those of employee engagement. In previous studies by Brown, (2003) it was found that correlations for the leadership behaviours that are person-oriented (e.g. motivational) showed multi-collinearity among all the person-oriented subconstructs. While in studies Ozyapar, (2017) it was reported that task-oriented behaviours allow leaders to possess the ability to affect the

drivers of the employee's work engagement. Reliability studies for this research used internal consistency to investigate patterns in order to make meaningful conclusions. Validation was through the control of sample size and time frames (Yu, 2005).

This study found that stimulating social support was the most favoured person-oriented leadership behaviour. While the one that was favoured amongst task-oriented behaviours was structure initiation. These two behaviours resulted in an increased amount of work engagement. It was further found that there exists a direct relationship between social support with an increased amount of vigor. Additionally, there was also a direct relationship between, initiating structure and an increased amount of dedication and work absorption. The effects of these behaviours on these work engagement constructs caused an increased amount of work engagement and consequently organisational performance.

It was further emphasised in the recommendations that for future research it would be advisable that a tool for relating leadership behaviour and work engagement be developed. This study is relevant today as it adds to literature and provides a full framework of comparing leadership behaviour across countries. The reader will have a perspective of the influences of leadership behaviour on work engagement in the South African space. This study will assist managers and academic leaders by changing their organisations towards creating an environment that allow engaged employees. Engaged employees are more productive, customer centric, and generate financial success.

Keywords: Leadership behaviour, Person-Oriented, Task-Oriented, Employee engagement

CHAPTER 1

INTRODUCTION

Research studies have previously reported the relationship between leadership style and work engagement (Wilmar, Schaufeli & Salanova, 2007). Studies by Bass and Steidlmeier, (1999), report that good leadership behaviours are a necessity for a company to sustain a competitive advantage in the market. While in other studies by Giallonardo, Wong and Lwasiw, (2010), Wong and Laschinger, (2013) demonstrations of a definite connection between leadership behaviour and levels of work engagement are highlighted. Many scholars have studied the subjects separately but there are only a few studies that directly correlate the influence of leadership behaviour on work engagement in academia (Schaufeli & Salanova, 2007; Wong & Laschinger, 2013). Nguyen and Pham-Thai, (2017) emphasised that for academic institutions to develop effectively, they must aim to retain a talented workforce. This highlights the importance of studying the effectiveness of leadership behaviours on how employees are engaged in academic institutions. Hence, to accommodate literature, this dissertation focuses on connecting leadership behaviours with work engagement.

1.1 Leadership behaviours in growing organisations

Bass and Steidlmeier, (1999) acknowledged that leaders of organisations play a significant role in facilitating organisational and individual success. An emphasis by Burke, Stagl, Klein, Goodwin, Salas and Halpin, (2006) describes the common behaviours of leaders across organisations to be the focus of ensuring the timely delivery of tasks while maintaining a performing functional team. Leadership is therefore seen as a process where a leader guides a team to carry a task to achieve a goal through a compelling means of driving direction (Goleman, Boyatzis and McKee 2001). Fleishman, Mumford, Zaccaro, Levin, Korotkin and Hein, (1991) indicated that there are multiple forms of leadership behaviours which were previously described in a 65-point taxonomic system. However, these behaviours had common themes which can be classified as two parts namely

work/task-oriented behaviours and person-oriented behaviours. Furthermore, Burke et al., (2006) defined task-oriented behaviours as those that focus on tactical and strategic goals at hand using both the organisation's talent and material resources. Behaviours that are person-oriented were defined as those that facilitate individual development through knowledge transfer and improved interactional dimensions.

1.2 Employee engagement through perceiving the leader

Studies by Organ and Konovsky, (1989), Strickland, (2007) and Bakker, Albrecht, and Leiter, (2011) all discussed work engagement as a construct for how employees view leadership of the organisation. Organ and Konovsky, (1989) stated that employee work engagement depends on the individual drive of each employee. Furthermore, it was elaborated that when employee work engagement is high it increases the effectiveness of deliverables in the organisation hence increases performance. This is achieved by high motivation to succeed and high efficiency to deliver high quality outputs. Studies by multiple organisational behaviour theorists including Organ and Strickland, (2007) define these sort of behaviours as organisational citizen behaviours (OCBs). These behaviours are characterised by the individual dedication of employees to their jobs and the attention paid to each task performed (Strickland et al., 2007). Dalal, (2005) stated that satisfied employees who perceive the leader as fair are more likely to display a higher engagement to their work and high OCBs than those that do not.

Strickland et al., (2007) also correlated work engagement with organisational performance and behaviour. He concluded that those that have a higher engagement at work are those that have a high motivation to achieve through having a charismatic leader that emphasises attention and direction of work objectives. Bass and Steidlmeier, (1999); and Hakanen, Bakker & Schaufeli, (2006) described a relationship between performance with work engagement and concluded that employees that are highly engaged are usually energetic and efficient in how they deliver work tasks. Wong and Laschinger, (2013) found that leaders have an influence on how employees behave and in guiding the direction of the organisation. Bass, (1999) detailed attributes of transformational

leadership behaviours to be charisma, drive, goal orientation and high motivation to achieve. This in entirety provides a clear strategic vision followed by the rest of the team. The leader plays a unique role towards leading the team and directing the organisation, this emphasises the relevance of this research to this study.

1.3 Motivation of the study

Research on leadership behaviour by Fleishman et al., (1991) and Goleman, Boyatzis, and McKee, (2001) emphasises the effectiveness of teams through having efficient leaders capable of driving the direction of an organisation. The effects of these leadership behaviours are observed through the functionality of the organisation as evidenced by the engagement of employees. Studies by Kozlowski, Watola, Jensen, Kim, and Botero, (2009) mentioned that the development and maintenance of a team is through facilitating behaviours that increase work engagement and leads to the overall success of the organisation. Barman, (2011) stated that “an engaged faculty will show a high degree of commitment and involvement in the profession”. This study focuses on exploring influences of work engagement in academia driven by leadership behaviours. There exists a variety of studies on leadership behaviour i.e. Dasborough, (2006); Smoll and Smith, (1989) and work engagement i.e. Schaufeli, Wilmar and Salanova, (2007) and Schaufeli, Wilmar and Bakker, (2010) separately. Additionally, the relationship between leadership and work engagement has been previously noticed and highlighted by literature (Babcock-Roberson & Strickland, 2010; Yasin Ghadi, Fernando, & Caputi, 2013). However, very few studies report on the investigations between the behaviours of leaders and the engagement of employees at work in academia in the South African context.

1.4 Research problem

This project identifies and evaluates the relationship between leadership behaviours of leaders and the level of work engagement of employees in academia in the South African context. This research expands on the theory of how employees are engaged at work through an interactional dimension of the

leader's behaviours. This includes an emphasis on task and person orientated behaviours.

1.5 Research questions

1. What is the effect of leadership behaviours on employee work engagement?
2. What is the effect of work engagement on organisational performance?

1.6 Objectives

The objectives of this research are therefore to:

- Detail types of the leadership behaviours and their effects
- Analyse work engagement set out in this study
- Describe the influence of work engagement due to the type of leadership behaviour
- Identify the correlation factors between work engagement and leadership behaviour
- Establish recommendations to improve work engagement and organisational performance through suggested leading mechanisms.

1.7 Significance of the study

Studies have reported the effectiveness of leadership behaviours on work engagement in many fields across Euro-Asia and America (Bakker, 2003). This study specifically reports on this subject in the field of academia in South Africa. This is important as it contributes to the leadership literature by not only the provision of information on the effectiveness of leadership behaviours on work engagement. This dissertation outlines leadership behaviours in the African space. This provides a full view of the influences of leadership behaviours regardless of space. This opens the door for leadership behaviour research comparisons between areas to continue.

1.8 Limitations and De-limitations

The findings were based on the responses received from the employees who participated in the survey. The responses reflect the relative judgement of the employees, eventually the outcome becomes perception based rather than being an objective measurement.

This research was conducted at one academic institution in Johannesburg. The investigation was limited to only four faculties. This study was only based on a small portion of people within the Gauteng region. This research was limited to a small group of individuals in each faculty. Inferences were made for the population from a limited sample.

The project was conducted over a limited time period in December, hence the sample size. Additionally, the instruments used for this study didn't serve as a direct measurement of task and person-oriented behaviours but did so by an inference of patterns observed in the questionnaire. There may be other studies or models of research in this study. Additionally, I made assumptions in my model. The time limitation of this study was a critical factor in doing sample collection. This was an important consideration for drawing meaningful conclusions

1.9 Plan of development

This project begins by highlighting the background of work engagement and its relation to company leadership. It describes and details what leadership behaviour is and which behaviours in literature have had an impact on employee work engagement. It goes into depth on various mechanisms for describing leadership behaviours and employee work engagement. Detailing the role of leadership in influencing employee knowledge retention and engagement. It later uses quantitative research to highlight the mechanisms used to determine work engagement and leadership correlation. It also describes the methodology of carrying out this study. Additionally, detailing results and analyses performed during the period of the project. Lastly, conclusions and recommendations are established for future research.

CHAPTER 2

LITERATURE REVIEW

This section discusses work previously performed by researchers on leadership behaviours, work engagement and the relationship between the two. The work first highlights a summary of leadership behaviours that exist in modern day business. It goes on further to define work engagement and the influence of leadership behaviours in creating an atmosphere that keeps employees engaged. Lastly, it looks at literature that emphasises correlation factors of leadership behaviours that increase the level of work engagement relevant to this study.

2.1 The definition of leadership

True leadership is displayed by aiming to satisfy company objectives and meeting the organisational vision. Leadership is personal, it must start with self-discipline of the leader and the purpose to achieve the goals laid out by the organisation through dedication and motivation (Bass, 1999). According to Kotterman, (2006) there is a distinct difference between a leader and a manager. Leaders provide direction to the organisational goals and gain followers without the want to be followed. They do this by setting a great example for the rest of the team to follow. Contrary to leaders, managers stick to standard organisational procedures and processes. Jing and Avery, (2008) stated that there is a direct linkage between organisational performance and strategic leadership. The discussion highlighted that in-order to achieve organisational objectives and to meet the grand vision of the organisation, strategic leadership provides a fundamental basis for company employees to perform effectively and with efficiency (Goleman, 2001). Leaders are natural strategic thinkers; thus they are differentiated to multiple types such as transformational, transactional, directive, autocratic and inspirational as examples of a few.

2.2 Leadership behaviours in an organisation

A great leader can focus on tasks and people simultaneously to increase productivity in an organisation (Goleman, 2000). Yukl, (2012) stated that studies in leadership research reported a primordial focus on aspects of behaviour that detail the effects of leaders on the work engagement of their teams and an overall performance of the organisation (Burke et al., 2006; Kleinman, 2004). From these studies, a leader is not an all-knowing superhero that perplexes incredible results and saves the day. But, a leader builds trust and co-operation amongst the employees by maintaining key elements that allow an opportunity for employees to perform. In a study by Fleishman et al., (1991) it was further mentioned that there are 65 combinations of these behaviours that have been found in literature, however, the commonalities in these behaviours lead to simplified groupings. In a study by Likert, (1961) these were grouped as production-centred and employee-centred behaviours while in studies like Burke et al., (2006) and Fleishman et al., (1991) these were grouped as task-focused and person-focused leadership behaviours. These behaviours were also described by Bakker and Demerouti, (2007) as resources that allow employees to be fully engaged at work and were classified as person and job focused. These studies that focus on two forms of leadership behaviours highlight the influence of these behaviours on the overall performance of the organisation.

Burke et al., (2006) highlighted that the constructs that are subsumed under task focused leadership are transactional, boundary spanning and initiating structure. The behaviours that are person focused are sub-summed as transformational, consideration, empowerment and motivational. Studies by Bhuvanaiah and Raya, (2014), Kreml and Khan, (2003) and Training, (2012) expand on these behaviours with an emphasis of relating them back to employee engagement at work. Therefore, these leadership behaviours will be discussed in detail and theories on how they affect employees and teams in organisations will be described. Many authors have used different terminologies to describe these leadership behaviours. However, for this study, the terminologies from Bakker and Demerouti, (2007) that describe personal and task-oriented behaviours as resources for engagement will be used.

2.3 Task-oriented behaviours

Van Wart, (2014) stated that behaviours can be collected into summarised groupings which consist of several actions such as negotiating or giving motivation. However, the multiple forms of these categories can be combined into three categories namely task, people and organisation oriented. The task-oriented behaviours were defined by Brown, (2003) as those that involve being proactive at task related activities such as project planning or direct involvement in an assignment. Burke et al., (2006) listed task focused behaviours as transactional, boundary spanning and structure oriented (Initiating structure). While, Bakker and Demerouti, (2007) described these task-oriented behaviours as job resources that consist of social support, performance feedback, supervisory coaching and transactional behaviours to increase the amount of employee work engagement.

2.3.1 Performance feedback as a transactional behaviour

According to Judge and Piccolo, (2004) transactional behaviours are those where the leader relies on the exchange of benefits between with the organisation's employees by emphasising three dimensions of leading strategy. Those dimensions were listed as management by exception (active), management by exception (passive) and contingent reward (Bass, Avolio, Jung, & Berson, 2003). Transactional leadership behaviour is a stricter form of behaviour that highlights management exception to correct mistakes performed by followers. It also includes the use of contingent reward as a form of benefit of following the organisation's rules forcefully and sticking to the organisational goals on job demand by the leader.

In another study by Chaudhry and Javed, (2012) it was found that employees led by a leader exhibiting transactional behaviour are highly motivated. This study highlighted that leaders with high performance feedback behaviours aim to improve management of staff by focusing on reward through performance. This creates a positional boundary sitting on building a mutual relationship between

the leader and the employees of the organisation. This is similar to what Kellerman, (1984) stated, when he said that the level of efficiency of a transactional leader lies on the ability to deliver the contingent rewards to the employees, thus increasing the level of motivation of employees on delivering quality work and excelling at work.

Bass et al., (2003); added that the compliance of employees to the rules laid out by the leader depends on the emotional connection of the leader to the employees. Graen, Liden and Hoel, (1982) added that communication and leader-employee exchange results to organisational success through meeting organisational goals. Graen et al., (1982) discussion focused on clarifying that there is a huge impact of leader-employee exchange on the employee turnover than the effects of the actual transactional leadership style. Therefore, transactional leadership behaviours have an impact on employee engagement only if performed in a way that motivates the employee to excel in-order to reap the benefits rather than comply forcefully with the leader.

2.3.2 Social support through structure initiation

Social support is a fundamental job resource that is needed for employees to fully focus on their work tasks. The behavioural trait of initiating structure in an organisation is a necessity for a successful organisation. Burke et al., (2006) stated that behaviours where structure initiation is adamant only consist of two dimensions namely those that are directive and those that are autocratic. Pearce and Sims Jr, (2002) described directive behaviours to be the type that provides direction to the actions of employees using positional power. However, while these behaviours are limited in giving employees a platform for making decisions they form a foundational means to support staff in achieving the goals of the organisation.

2.3.3 Supervisory coaching and boundary spanning

The leader supervises staff on not only handling intrinsic tasks and work demands but also in stimulating extrinsic relationships. This is coaching behaviour that leads to a successful achievement of organisational goals. Supervisory coaching

in being able to create sustainable work relationships. This behaviour allows employees to have boundary spanning traits. According to Marrone, Tesluk and Carson, (2007) boundary spanning behaviour is characterised as the ability to handle externally oriented activities which include the management of customer needs and obtaining information from the outside. Edmondson, (2003) added that, team leader behaviour highly revolves around growing the organisation. Therefore; behaviours such as the negotiation of deals, the collaboration with outside parties all fall under boundary spanning. Therefore, this categorical behaviour is task oriented and involves repeated work from the leader of the organisation. In another study by Au and Fukuda, (2002) it was stated that task-oriented behaviour improves the effectiveness of the organisation through the formation of interpersonal bonds and direct knowledge transfer. Bakker and Demerouti, (2003) stated that the existence of extrinsic relationships with clients and the organisation is an important resource that improves the level of work deliverance and engagement by employees.

2.4 Person-oriented behaviours

Studies that involve team leadership have focused on activities that emphasise the improvement of the organisation's talent. Ellemers, de Gilder and Van Den Heuvel, (1998) explained that these behaviours allow for the desire to perform for the purposes of personal advancement to develop within employees. According to Xanthopoulou, Bakker, Demerouti and Schaufeli, (2007) these employee behaviours are personal resources that are linked to the individual's control of their environment successfully. Furthermore, this study highlights three personal resources as essential self-efficacy, organisational based self-esteem and optimism driven by motivation.

2.4.1 Transformational behaviours

Jing & Avery, (2008); highlighted that high motivation is displayed by transformational leaders who are capable of sharing information and leadership responsibility with other members of the organisation. They do this in order to deliver the organisational goals and objectives. Den Hartog, House, Hanges,

Ruiz-Quintanilla, Dorfman and Abdalla, (1999) provided a rationale for how transformational leaders can motivate their followers to do beyond what is expected for them to do. The reason given for this type of behaviour was that employees possess a strong element to impress because of a strong emotional attachment to their leader. A later study by Morgeson, DeRue, and Karam, (2010) highlighted the importance of empowering leaders to build teams that are highly involved and focus on quality and service delivery. He justified that most organisations need leaders with a behaviour that is motivational because the responsibility to excel is handed down to the individuals of the organisation allowing the ability to obtain good results to be obtained easily.

Boal and Schultz, (2007) provided a rationale for how leaders can achieve this by stating that leaders are able to “tell stories and strategic narratives that provide shared meanings” with the rest of the team members of the organisation. The strategy of leaders that possess transformational behaviour lies in motivating their followers by telling stories that are relevant and that can emotionally capture the followers. The aim of using this strategy is to succeed without even emphasising the importance of delivering high quality results. Transformational leaders are not only observed as visionaries and good motivators for the rest of the team (Bass, 1991). But, they are also good teachers that can align their strategic narratives to the achievement of the organisation's vision (Bass & Steidlmeier, 1999). Additionally, Bass, Avolio, Jung and Berson, (2003) described four dimensions to categorise the transformational leader. Those were the amount of influence the leader has on his followers, the inspirational motivational delivered through example setting and good strategic narratives, the ability to reframe problems and question assumption, creating intellectual stimulation on the followers and the identification of the uniqueness of everyone's needs and goals in the organisation through effective and honest communication.

2.4.2 Stimulating self-efficacy and consideration

Chen, Gully and Eden, (2001) stated that an accumulation of individual successes as well as persistent positive experience allows for staff to not only interact positively amongst each other but also increases the amount of consideration between the team members. Burke et al., (2006) described

consideration as a behaviour that maintains group cohesion and closeness by establishing organisational norms that reinforce trust and respect amongst colleagues. This behaviour also multiplies the effects of support between leaders and their employees by initiating a system that encourages supportive management. Hackman and Wageman, (2005) stated that some leadership behaviours especially those that have to do with coaching leadership focus on strengthening personal contributions of employees in teams to make each employee perform at their best. These leaders use consideration behaviours to improve organisational effectiveness. Studies by Fleishman et al., (1991) on the relationship between the interpersonal values of leaders and their leadership behaviours found that leaders that value growth and development of their employees stimulate self-efficacy and show increased consideration. Additionally, Matsui, Ohtsuka and Kikuchi, (1978) displayed this in studying the use of inter-personal value surveys and leadership questionnaires. These questionnaires were directed at studying consideration and structure behaviours amongst leaders and the result on organisational effectiveness. It was found that leaders with high consideration behaviours exert more structure in the organisation without receiving any grievances from employees.

2.4.3 Organisational based self-esteem

According to Schaufeli; (2007) organisational based self-esteem is described as the extent to which employees believe that they can satisfy their needs by participating in roles within the context of the organisation. This behaviour is stimulated by motivation through good leadership. Choi, (2006) described motivational effects to be residues of charisma left by the leader. High self-esteem is introduced by the ability of the leader to display motivational behaviour. In a study by Bass, (1999) it was stated that this behaviour allows employees to perform beyond what is expected. Highly motivated employees lead the organisation to success. A charismatic leader possesses the ability to motivate employees to perform beyond their assigned duties leading to organisational success.

2.4.4 Optimism

Bakker and Demerouti, (2007) referred to optimism as the extent to which one will generally experience good outcomes in life and it increases with the ability to act and respond to threats. A good leader not only celebrates the successes of the employees but stimulates optimism through guiding staff as to how to respond to outside threats.

2.5 Employee Work Engagement in organisations

Bakker and Leiter; (2010) stated that modern organisations require employees who are connected to their work both emotionally and psychologically. This creates a proactive mentality and dedication personality towards the assigned tasks amongst employees. Schaufeli and Bakker, (2010) described this process as being fulfilling towards organisational goals because it allows employees to deliver high quality results. This was rationalised by Schaufeli, Wilmar, Bakker, and Salanova, (2006) as achievable through being dedicated, having vigor and absorbing information faster. Employees that are engaged create a learning organisation and respond to challenges quickly. In a study by Khan, (1990) it was explained that employees have moments of bringing their psychological selves to their assigned tasks but also can remove themselves. Furthermore, it was established that employee work engagement is a multi-dimensional variable that includes daily task involvement. This type of employee task-behaviour is established by how engaged or disengaged they are to their work. This involvement of work and commitment to delivering tasks was concluded to be to a key element to organisational effectiveness (Training, 2012).

There has been a change in how most organisations operate, these changes include allowing flexibility, own responsibility and use of horizontal networks to keep employees fully engaged to their work (Schaufeli & Bakker, 2010). To accommodate this change, organisations have put in place a culture of interaction and the ability of employees to bring to the table their opinions to their work instead of vertical legacy systems. Leaders have based their focus on keeping their employees as focused and impactful as possible (Dalal, 2005). However, the level of focus differs greatly from employee to employee. This is observed by their engagement levels at the amount of efforts they put into their work. The attention and the level of engagement is essential for any company's success. In literature by Schaufeli et al., (2010), and McLachlin, (1999) report that the definition of work engagement differs depending on the organisation. Schaufeli and Bakker, (2010) highlights that in academia, work engagement is the dedication of the researcher/ employee to one's work while in business; work

engagement is considered equivalent to the level of organisational commitment the individual has towards delivering sustainable results.

Organisational performance is a product of work engagement (Truss, Shantz, Soane, Alfes, & Delbridge, 2013). Therefore, it is essential to ensure that the levels of work engagement are high. Literature studies Macey and Schneider, (2008a) and Macey & Schneider, (2008b) have categorised the levels of work engagement as a positive construct that focuses of employee strengths than weaknesses. Alvesson and Kärreman, (2007) stated that knowing the strengths of employees is important for knowledge intensive firms because it determines the competence of talent. It was further highlighted that it is a general trend amongst knowledge intensive firms to emphasise the significance of staff because they are the most valued resource in this industry.

2.5.1 Vigor

Bakker, Salanova and Schaufeli (2006) stated that vigor is characterised by high levels of energy and mental resilience while doing tasks. It is better defined as the willingness and the want to engage with tasks at work. It also includes, the persistence of working even in difficult situations. This construct is the opposite of exhaustion and is usually accompanied by high amounts of dedication to want to work. This construct shapes the employee's work-related state of mind.

The level of engagement caused by vigor refers to a more persistent means of the employee to understand the importance of tasks. The positive psychology allows an employee to be able to meet the emotional and physical demands of tasks required at work. This work engagement construct allows the optimal functioning of the individual even in difficult situations. The continuum that is spanned by exhaustion and vigor is labelled energy (Bakker et al; 2008). This high level of energy increases work engagement.

2.5.2 Dedication

Bakker, Salanova and Schaufeli, (2006) stated that dedication refers to being intensely involved in one's work and presenting a sense of enthusiasm and inspiration. In a study by Bakker et al, (2008) stated that institutions favour employees who are proactive and dedicated. This high dedication increases the amount of engagement and leads to high performance outcomes.

The dedication construct of work engagement increases the levels of performance in the organisation. Bakker et al, (2008) added that the continuum spanned by cynicism and dedication has been labelled identification. Therefore, an increased amount of work engagement is driven by high levels of identification and a strong sense of dedication.

2.5.3 Absorption

Absorption is a construct that is characterised by being fully concentrated and happy at work (Bakker et al; 2007). Absorption describes how much information the employee can take for the tasks required to be delivered at work. Additionally, absorption is needed to ensure continuous repetition of tasks at work.

2.6 Organisational Performance and organisational impacts of work engagement

Agarwal, (2014) stated that there exists a mutually beneficial relationship between the employee and the organisation. This relationship is displayed by beneficial commitment of both parties to the success of the organisation and the career advancement of the employee. In a study by Xanthopoulou, Bakker, Demerouti, and Schaufeli, (2009) it was stated that leadership coaching behaviour had a positive influence on employee work engagement, which resulted in good daily financial returns. This resulted in the organisational success and greater performance quality. Furthermore, in another study by Anitha, (2014) it was found multiple factors predicted work engagement and the variables that had a strong impact were work environment, team stability and co-worker relationships.

Schaufeli, Wilmar and Salanova, (2007) added that happy employees are more engaged and committed to driving organisational goals. This was also proven by Harter, Schmidt and Hayes, (2002) in an investigation of the relationship between business units and employee work engagement, it was found that there exists a positive correlation between unit level employee work engagement and the outcomes of the business units such as productivity, customer loyalty and company profitability. Özyapar and Zahid, (2017) concluded that companies are searching for strategies for the improvement of employee work engagement while meeting the outcomes of the organisation. This study summarised the organisational impacts of employee engagement in figure 1.



Figure 2. 1: Organisational Impacts of work engagement (source: Özyapar & Zahid, 2017)

2.7 The relationship between leadership behaviours and work engagement

Good leadership is continually changing with the global economy because leaders are held to greater standards of accountability (Weiss, 2000). Strickland et al., (2007) demonstrated that there is a direct linkage between leadership behaviours and the level of work engagement of employees. In an earlier study by Organ and Konovsky, (1989), it was stated that when employees are led by a leader with a high motivational behaviour, they tend to be fully engaged at work. This allows for increased organisational citizenship behaviours amongst

employees that show commitment to the work, increasing the organisation's efficiency and competitiveness.

Literature work by Babcock-Robertson and Strickland, (2010) and Yasin Ghadi, Fernando and Caputi, (2013) has shown a positive correlation between transformational leadership behaviours and work engagement. In a study by Zhu, Avolio, and Walumbwa, (2009) he justified that the reasoning behind this positive relation is the ability of the leader to motivate employees, allowing them to engage more efficiently with their responsibilities and take more challenges in the workplace. Gibbons, (2006) mentioned that there is a direct relationship between supervisors within a company and how they interact with employees. Therefore, this affects how the engaged employees will be at work. This proves the importance of specific leadership behaviours in guiding employee's engagement with their work in any organisation.

In a study by Stairs, (2005) there was an investigation between the quality of work engagement of employees and the level of organisational efficiency. It was found that developing a strategy to increase work engagement in employees delivered the company's competitive edge.

2.8 Financial turnover and organisational performance

In another study by Macey and Schneider, (2008) it was demonstrated that there is a difference between companies in the top quartile of work engagement in employees and those in the bottom quartile of work engagement on the company's return profiles (i.e. return on investment, market share and profitability) and risk profiles. In order to understand the relationship between leadership behaviours and work engagement it is importance to understand employee work engagement drivers. These were described by Özyapar and Zahid, (2017) as the middleman between the leadership behaviours and the employee work engagement. In a study by Goleman, (2000) he listed drivers of climate that affect organisational success positively, these drivers were behavioural traits that allowed employees to feel like valued in the organisation.

Khan, (1990) added the leadership behaviours and their macro-drivers play an essential role in driving the level of employee work engagement.

Kahn, (1990) detailed these drivers as confidence and trust in the leader, the feeling of being supported and the creation of a climate that allows for personal development and individual expression. These components were summarised in three psychological states that enable employee work engagement namely meaningfulness, safety and availability. Leadership research by Barbuto & Burbach, (2006); Choi, (2006) and Kellerman, (1984) depicts direct linkages between leadership behaviours such as social support, consideration, proactiveness and employee work engagement. These studies also highlight the importance of employees who are committed and can drive organisational success. In studies of work engagement Atwater and Brett, (2006) it was reported that three behaviours namely consideration, employee development and performance orientation are directly correlated with an increase in work engagement. It was further established that employee work engagement is affected by both task and relationship components. Therefore, changes in the leader's task and person-oriented behaviours/resources directly affects levels of employee work engagement.

Alimo-Metcalfe and Alban-Metcalfe, (2005) studied transformational leadership effects on the employee's commitment, satisfaction and dedication at work through creating a questionnaire that would show the relationship of leadership with these constructs. In this study, it was found that leadership behaviour plays an essential role in perplexing a shared vision, meaning of the purpose and the engagement in work activities of employees in an organisation. Although the study by Alimo-Metcalfe and Alban-Metcalfe, (2005) does not explicitly mention work engagement, the findings suggest that person and task-oriented leader behaviours are directly correlated with the effects of employee work engagement.

Building on Kahn's ethnographic work that details work engagement categories. May, Gilson, & Harter, (2004) added that psychological meaningfulness, safety and individuality have a positive link to employee attitudinal outcomes and this

increases engagement. This study further outlined the importance of leaders to develop support and trust within the organisation by encouraging employees to work on tasks that increase team effectiveness and individual development. In a study by Bhuvanaiah and Raya, (2014) it was found that personal development was one of the key drivers that increase work engagement alongside decision-making authority, empowerment, fairness and motivation. This study highlighted the importance of psychological support of leaders to their employees in order to increase work engagement and performance.

2.9 The JD-R model for work engagement

In another theory by Bakker and Demerouti, (2007) it was established that employee work engagement is influenced by both job/ task-oriented resources and those that are person oriented. This described in detail the behaviours that influence work engagement by taking into consideration the job resources and demands. Bakker's JD-R model had two assumptions, the first assumption focused on job resources such as performance feedback, support from leaders and autonomy as the basis to which employees become fully engaged at work. The behaviours considered were assumed to be the same as job-resources that are task-oriented and are essentially leadership behaviours that increase employee work engagement.

The second assumption of this model is that employees become more highly motivated when they are faced with task demands such as work-related pressure and high workloads. This model also emphasises that personal resources or person-oriented behaviours influence how employees are engaged at work. These person-oriented behaviours include optimism, self-esteem, resilience and self-efficacy (Bakker & Demerouti; 2007). This model established that job and task-oriented behaviours are especially influenced by the job demands and can have a positive impact on work engagement. In summary, this model (see figure 2) relates resources/behaviours to work engagement as outlined by Bakker & Demerouti, (2007). This includes the job demands as drivers for employees to remain engaged at work. This study will use this model as the basis to explore the relationship between leadership behaviours and work engagement.

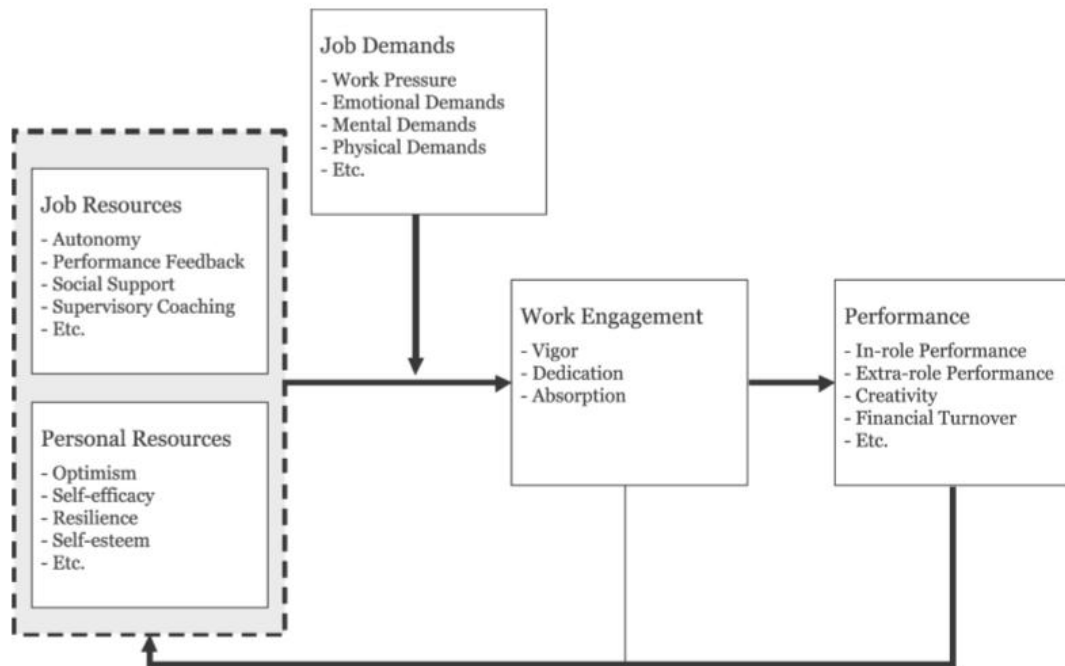
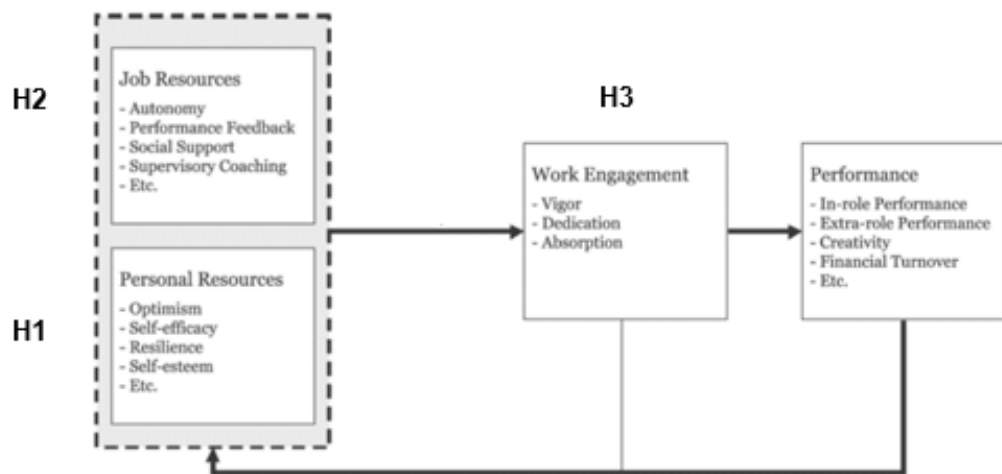


Figure 2. 2: A model for the relationship between behaviours (resources) and employee work engagement (*source: Bakker & Demerouti, 2007*)

For this study, assumptions were made in the model job resources. These were that job and personal resources were assumed to be the same as task and person-oriented behaviours. Additionally, job demands were not considered for the purposes of this study, However, a linear model was used as a basis of this investigation. This linear model is depicted by figure 2.3



Keys

Assumptions

Job demands were not considered for the purposes of this study

Dotted line with grey box is assumed to be the same as task and person oriented

| -----

Figure 2.3: An amended A model for the relationship between behaviours (resources) and employee work engagement (source: Bakker & Demerouti, 2007)

In a study by Xu & Cooper Thomas, (2011) there was a summary of the associations of leadership behaviours that influence employee engagement as task oriented and person-oriented in order to create viable hypotheses. These were specific to both task and person oriented behavioural effects on employee work engagement.

2.10 Summary

Literature states that there is a relationship between leadership behaviours and work engagement. Multiple studies on leadership report on behaviours and work engagement and emphasise that one cannot exist without the other. Understanding leadership behaviours and how they affect employees helps researchers understand the influence of work engagement in the overall success

of a company. Strategic competitiveness of a firm is determined by researching factors that highlight the company's strength and work engagement is one of those factors. Xu and Cooper Thomas, (2011) used 2 hypotheses to study this relationship in the New Zealand context. The same hypotheses will be tested in the South African context but will include a third one work engagement and performance.

- *Hypothesis 1(H1)*: Person-oriented leadership behaviours will be positively related to employee work engagement.
- *Hypothesis 2 (H2)*: Task-oriented leadership behaviours will be positively related to employee work engagement.
- *Hypothesis 3(H3)*: Work engagement will positively influence organisational performance

This chapter summarises previous work on leadership behaviours, the influence of leadership behaviours on employee work engagement and finally the interaction of these two factors with the purpose of increasing employee engagement at work.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This section will discuss the proposed methodology for the investigation of the study. It will highlight the design of research by discussing how to determine relationships that exist between leadership behaviours and work engagement. Additionally, the methods of measurements which including sampling and data analytical techniques will be presented.

3.1.1 Sampling

According to Durlak, (2009) there is an appropriate need for researchers to display why they choose specific samples they are studying. The study explained that, there should also be a visible difference between the chosen samples or a clear similarity and/or correlation between the variables investigated. In a study by Giallonardo et al., (2010) it was mentioned that the main goal is to select a sample so that multiple variables can be determined with good precision. The definition of a representative sample was “For every coherent subset U, there exists a number of sampled units, the size of a representative sample therefore must possess precise numbers of participants as those in the population (Giallonardo et al., 2010). Due to that fact, the data presented in this study uses a convenience sampling method based on easy accessibility and availability of sample subjects. This sampling method is like that used by Oliver, (2012) in studying the relationship between leadership and work engagement.

3.1.2 Estimated Sample Size and population

According to Lenth, (2001) sample size determination is important to obtain good results in research. He acknowledged that a small sample does not give results of statistical significance, therefore it is a waste of resources. While, a sample that is too big uses more resources than the amount needed for the study. A proposition made by Sekaran and Bougie, (2016) was to choose a sample size

between 30 to 500 for business research. For this study an estimate of 41 participants were used to determine work engagement effects and leadership behaviours.

3.1.3 The Sample

The study was held in seven different departments under four faculties at the University of Witwatersrand's main and medical campuses. The departments were listed as:

- a) Department of Community Development
- b) Department of Law
- c) Department of Economics and Business Studies
- d) Department of Mathematical Sciences
- e) Department of Forensic Pathology
- f) Department of Civil Engineering
- g) Department of Library studies (Other)

A survey was constructed and sent to the employees of each department. The survey consisted of 34 questions. Twenty of those questions were asking employees to rate their perceptions of their immediate supervisors' relations-oriented and task-oriented leadership behaviours. The additional fourteen questions were asking employees to rate their own individual work engagement.

3.2 Methods of Measurement

The methods of measurement for the purposes of this study will be based on the use of a survey. This research will be designed by gathering a survey in-order to evaluate behaviours and correlate their linkages to work engagement. This research format will therefore be solely quantitative.

3.2.1 360 feedback survey

Brett and Atwater, (2001) described the 360-feedback system as a measurement tool in which managers obtain anonymous feedback from the people who work around them. This typically includes the employees, peers, and seniors. The survey is designed such that there is rating scale where the receivers can rate the manager and provide feedback comments. It was also outlined that the

individual evaluated also does self-ratings. In another study by Bayati et al., (2009) it was established that there are multiple techniques that influence a leader's behaviour and function. The 360 feedback method is a new method for the evaluation of behaviour and function by allowing individual leaders to be able to evaluate their behaviours as others judge them. This study detailed that this form of measurement has been repetitively used by leaders in-order to improve and optimise their behaviours for the benefit of the organisation.

This form of tool assists the researcher to create a development plan for understanding the leader's behaviours in relation to the actions of the employees. This tool will be used by inviting direct colleagues of the leader to participate in a survey and provide ratings and give comments on how the leader behaves. This survey will also be sent to the leader for self-evaluation. This survey is designed to use elements of 360 feedback evaluation form. Xu and Cooper Thomas, (2011) detailed this as a form that consists of 65 items with 9 constructs namely effective communication, decisiveness, customer care, team effectiveness, structured planning, supervision and training, relationship building and personal development. This study stated that respondents are required to rate the leader on a scale from zero to eight. Zero being strongly disagree and eight being in full agreement. The questions in the survey all investigated behaviours that either demonstrate the leader's ability to be person-oriented or task oriented or a mixture of both. In order to understand this data, correlation analysis was used to understand the correlation between the variables and the variability in the statistical data.

This type of tool for measurement will establish the perceptions of the employees towards their leaders and the type of leadership behaviours those leaders possess. The design of this survey will be based on the multiple factors that define leadership behaviours based on the definition by (Burke et al., 2006). These leadership behaviours influence how employees will be engaged at work thus, this first investigation will be the starting point towards understanding the relationship between the two. The questions for this survey are in appendix A.1

3.2.2 Elements of the Multifactor Leadership Questionnaire (MLQ)

The study will be designed by gathering a survey and setting the response format to be quantitative. Some of the questions in the survey contained elements of the MLQ. These elements are used to establish the perceptions of the employees towards their leaders and the type of leadership behaviour they have. This will be based on the multifactor leadership questionnaire developed by Bass et al., (2003). The design of the questionnaire will be based on the multiple factors that define transactional and transformational leadership types based on the definition by (Bass, 1999). These leadership factors were listed as charisma, inspirational motivation, contingent reward, individualized consideration, intellectual stimulation and active/passive management. The elements used in the survey design from the MLQ are attached in appendix A.1

3.2.3 Utrecht Work Engagement Scale Questionnaire (UWES)

The second tool of measurement is for investigating employee work engagement by framing questions that research vigor, dedication and absorption as described by Schaufeli, Bakker, and Salanova, (2006). This sort of questionnaire will be like the one used by (Schaufeli & Bakker, 2010) which was called the Utrecht Work Engagement Scale (UWES) and used 17 items. A shortened version of this questionnaire, the UWES-9 will be used and the results will be analysed based on similar factors for that define work engagement. The questions in this survey are structured to be specific at investigating the levels of work engagement of the respondents. This is through a rating scale of agreement, where zero represents strongly disagree and five represents a high level of agreement. In order to analyse the data, regression and correlation analyses were used as a form of analytical tool, this statistical tool is used to decrease a data set to summarised variables and to explore the patterns of the data that make sense and provide structure to the data. The data received for work engagement will be assessed using the factors vigor, dedication and absorption. This questionnaire is attached in appendix A.2

3.2.4 Relating leadership behaviours and work engagement through question design

The questions used in the surveys are framed such that they link leadership behaviours and work engagement. These questions are designed based on the 360-feedback tool, the MLQ and the UWES. The survey is designed to make it easy for the participant to follow. A series of questions about the leader's behaviours appear first then work engagement questions follow. This design allows the participant to give perspective on what sort of behaviours they think their leader exhibits while giving individual feedback on their own behaviours. This sort of design creates a sense of shared value and meaning. The questions themselves are framed to understand leadership behaviours and work engagement levels of employees.

3.2.5 Independent and Dependent Variables

The summarised list of the dependent and independent variables that are part of this study are listed in Table 1 below. Three measures of work engagement were found as dependent variables namely vigor, dedication and absorption and the questions were directly taken from the Utrecht Work Engagement Scale (UWES) questionnaire. Additionally, the independent variables that measure personal-oriented and task-oriented leadership behaviours were considered separately with the constructs coming from the 360-feedback leadership questionnaire.

Table 3.1: Summarised dependent and independent variables used in this study.

	Instrument		Scales
Dependent Measures(Criterion)	UWES	Work engagement	Vigor
			Dedication

			Absorption
Independent Measures(Predictor)	360 feedback tool and MLQ	Person-oriented behaviours	Transformational
			Stimulating self-efficacy and consideration
			Organisational based self-esteem
			Optimism
		Task-oriented behaviours	Performance feedback as a transactional behaviour
			Supervisory coaching and boundary spanning
			Social support through initiating Structure

3.2.6 The survey

The survey was constructed to study both the criterion and predictor. The questions were framed to study evaluate the impact of each construct. The form at which the survey was constructed is summarised by Table 3.2.

Table 3.2: Summary of questions that were used to construct the survey

Tools	Behaviours	Questions
360 feedback tool questionnaire and MLQ	<i>Person-oriented</i>	
	Transformational	Q2- Takes a genuine interest in the personal development of his/her team members. Q3- Helps his/her team members identify and develop their skills and potential Q14-Willingly shares knowledge with others
	Optimism	Q4- Celebrates his/her team's successes Q13- Stimulates optimism through guiding to how to respond to threats
	Stimulating Self-efficacy	Q9- Approaches tasks with enthusiasm and energy and motivates others to do the same Q10-Personally strives to excel in all activities

	Organisational based self-esteem	Q7- Promotes a sense of loyalty and pride within his/her team Q11-Supports team decisions even if he doesn't agree Q22- Is a good listener when others are speaking
	<i>Task-oriented</i>	
	Performance feedback	Q8-Encourages others to deliver superior levels of customer service and rewards employees Q19- Is readily accessible to discuss progress or assist with delegated tasks Q20-Communicates clear performance expectations
	Supervisory Coaching and Boundary Spanning	Q12- Seeks opportunities to improve the quality of service to customers Q5-Encourages commitment to meeting organisational objectives and maintain customer relations Q6-Ensures staff is adequately trained to do jobs
	Social support for structure initiation	Q14-Deals with multiple demands and priorities Q15- Makes timely decisions, without unnecessary delay or haste Q18-Makes decisions without prompting

UWES	<i>Employee-Engagement</i>	
	Vigor	Q23- At my work, I feel bursting with energy Q24-When I get up in the morning, I feel like going to work Q25- I can continue working for very long periods at a time. Q26-At my job, I am very resilient, mentally
	Dedication	Q27- I find the work that I do full of meaning and purpose Q28- I am enthusiastic about my job Q29- My job inspires me Q30- I am proud of the work that I do
	Absorption	Q31- Time flies when I am working Q32- When I am working, I forget everything else around me Q33- I feel happy when I am working intensely Q34- I am immersed in my work

3.3 Form of Analysis

The study measures the relations between leadership behaviours and levels of employee work engagement. Therefore, multiple methods for the determination of these relationships are used and the conclusions are drawn from these relationships.

3.3.1 Descriptive Approach

Descriptive statistical analysis will be used to investigate each variable. There will be a determination of the means, standard deviations and the modes. Additionally, the relationships between leadership behaviours and work engagement levels will be determined using correlations and looking at the data sequence patterns. In order to test each behavioural type simultaneously, multiple regression will be performed. The correlations will be summarised in a table with the results displaying the different types of behaviours and answering the initial hypotheses.

3.3.2 Inferential Approach

In order to relate the leadership behaviours and employee engagement variables to provide meaningful conclusions, an inferential approach will be used. The methods used will include regression modelling and the correlation analysis method of determination. This will be using ranking constructs that allow direct conclusions to be made. Additionally, previous studies have shown a positive correlation between task oriented and person-oriented leadership behaviours with employee work engagement. The use of an inferential approach will not only prove the hypotheses made but will also investigate whether the conclusions made about this correlation are applicable in the South African context.

3.4 Reliability and Validity

According to Putka and Sackett, (2010) reliability and validity are scientific measures of constructs and variables used to evaluate the criterion measures under study by sample selection. These measures were based on the type of research that was used. Yu, (2005) listed reliability to be divided into types namely temporal, form equivalence, internal consistency, inter-rater reliability and replications. This research will focus mainly on using internal consistency as and inter-rater reliability to research the variables at hand. Yu, (2005) also noticed that there are different forms of validity namely face validity, construct validity and criterion measurements.

3.4.1 Internal consistency and Individual item reliability

Henson, (2001) described internal consistency to be a form of reliability measurement that uses the similarity to measure variables. This test relates to the degree at which constructs test jointly to measure the same variables. This study emphasised that the issue of construct homogeneity influences the capability of the researcher to elucidate on the rankings or score as a reflection of the relationship between the constructs. Yu, (2005) mentioned that this form of reliability is highly dependent on patterns, when no patterns are formed the test is inconsistent and internal consistency cannot be used as form of measurement for reliability. Fleishman et al., (1991) studied leadership behaviour differences between those that are person oriented and those that are task-oriented. However, there were limited behaviours investigated in this study. The conclusions were drawn by using a questionnaire named the Leadership Behaviour Description Questionnaire (LBDQ) using reliability to measure the constructs consideration and initiating structure. This study found that consideration was more inclined to person-oriented tasks and initiating structure was more hands on task-oriented behaviour.

Howell and Hall-Merenda, (1999) investigated the reliability and validity of the multifactor leadership questionnaire for transformational and transactional leadership behaviours. This study focused on leader and employee relationships. They used a measurement model that examined individual item reliability and

internal consistency. The individual item reliability was investigated by using factor loadings associated with each construct under measure. For transactional leadership the constructs under measure were contingent reward, active management by exception and passive management by exception. It was found the factor loadings for contingent reward, active management by exception, and passive management by exception constructs were higher than 0.70. This meant that these constructs were highly associated to transactional behaviour. However, how consistent were the results for the measurement of the variables under study was investigated using internal consistency.

It was found that using a scale reliability test of the Cronbach's alpha coefficient it was found that in both transactional and transformational leadership the minor constructs resulted in factors greater than 0.70. This meant that the data was highly consistent with the constructs that determine the behaviours. This study also showed correlations amongst constructs for the different constructs that were all statistically significant with a p value of 0.50. For the purposes of this research it is important to show reliability in terms of consistency and individual items, to determine the patterns that exist between the constructs for individual behaviours and the impact on work engagement. For this research p-values will be used as a determination of whether the data is reliable, and patterns will be investigated to reach a conclusion.

3.4.2 Validity

The tests described in this study have been evaluated for reliability and validity by similar studies (Özyapar & Zahid, 2017). This study looks at behaviours and the sub-constructs and drivers that lead to work engagement. Therefore, the validity of this research took the factors that are important in the determination the relationship between the two variables. In studying the validity of the relationship between leadership and employee engagement, Özyapar and Zahid, (2017) looked at the variability of the topic by aiming to study research that focuses on the variables under study. This assisted the researcher keep a primary focus on understanding the relationship between the two. Other factors that were important for this study were sample size, timeline of the study and data collection methodology. Özyapar and Zahid, (2017) found that understanding

keeping internal consistency resulted in similar results like the other authors and that is a confirmation of a positive correlation between two variables. The use of these instruments in my study will allow the researcher to study the factors that influence the correlation of leadership behaviours and work engagement. For this study validity will be determined by looking at whether the constructs have close correlations or not.

3.5 Limitations of study

Like Xu and Cooper Thomas's, (2011) work this study uses behavioural measure of leadership and theories of employee work engagement to study the relationships that exist between the two in the South African context. Researching leadership behaviours instead of leadership styles distinguishes the study from most of the leadership research that exist. However, although this research is like that done in other countries, we are looking at the data set only to a limited area of South Africa. The time period to carry out the research is a period of four months.

Therefore, although the relationships are found within this timeframe will be compared to research performed in other countries and will compare based on being true or not for the South African context. Most literature reports on leadership behaviours in countries that are outside of South Africa have a primary focus of industries that are influenced by unique socio-economic factors. Therefore, although the expected results are like research done elsewhere, it is important to note that the South African socio-economic space is different than other places and the way leaders will be different as-well. The study was not only limited by time but also the data was non-random and was based on the availability of participants.

CHAPTER 4

RESEARCH FINDINGS

This chapter contains results of the study. Findings about the detailed study participants, analyses of the data, and the statistical analyses used to answer the research question. The chapter concludes with a summary of the findings.

4.1 The Sample

The study had 41 participants and all of them were working within the departments listed in section 3.2. The participants were a mixture of academics, administrative staff and researchers that reported to the same head of department. A graphical display of 34 out of 41 of the participants that participated in the study is indicated in figure 4.1. Seven of the participants were recorded manually as initial test participants in each chosen department. Therefore, the graph below does not account for those test participants.

Out of the 34 main participants 41,18% of the participants came from the health sciences faculty and were the majority that answered the survey, 20,59% were from science and engineering, 14,71% were from the humanities/arts and 11,76% were from commerce, law and management faculty. The other is indicative of the 11,76% that took part in the survey and was from the library sciences unit.

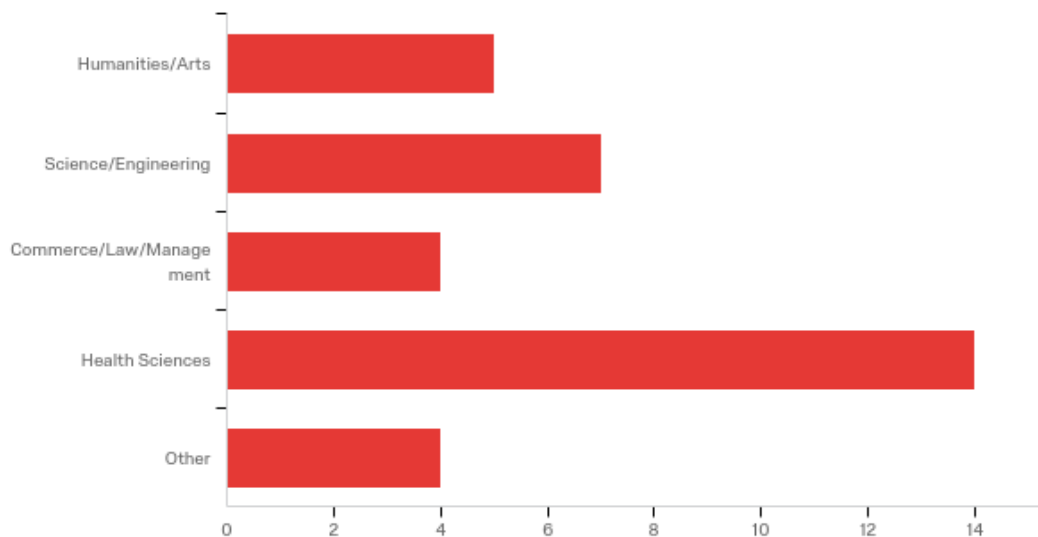


Figure 4.1: A representation of participants that took part in the study.

4.2 Summarised data for the responses of the participants that took part in the study.

The survey was conducted to have extremes of agreement and disagreement, with five options available for participants to choose from namely: strongly agree, agree, neither agree or disagree, disagree and strongly disagree. The questions were designed to focus on both person-oriented and task-oriented behaviours. The following table summarises the total number (forty-one) of respondents that engaged in the survey and their significant percentage responses to each question were directed at their leader's person and task-oriented behaviours.

Additionally, the table also describes a summary of the individual work engagement. The survey responses showed a strong lean against agreement for questions fifteen which is a task oriented question with a scale of social support through structure initiation and question 34 for work engagement investigating levels of absorption, However, the radar on figure 4.1 also shows that the survey had questions where respondents showed a strong disagreement response and those were question two for person-oriented behaviours and question twenty-three to twenty-six for work engagement constructs vigor and dedication. The significance of these extremes displayed by the survey radar were further explored using descriptive statistics, regression and correlation analysis.

•	•	•	•	•	•	•	•	•
Survey	Questions	Total	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Total
Person- Oriented								
	Q2	41	37%	41%	7%	7%	7%	100%
	Q3	41	34%	41%	10%	5%	10%	100%
	Q4	41	61%	22%	7%	7%	2%	100%
	Q7	41	41%	37%	7%	7%	7%	100%
	Q9	41	39%	41%	12%	5%	2%	100%
	Q10	41	56%	20%	20%	2%	2%	100%
	Q11	41	29%	39%	12%	5%	15%	100%
	Q13	41	49%	24%	12%	7%	7%	100%
	Q22	41	49%	24%	15%	7%	5%	100%
	Averages	41	43%	33%	11%	6%	6%	
Task-Oriented								

	Q5	41	39%	44%	7%	5%	5%	100%
	Q6	41	34%	32%	20%	7%	7%	100%
	Q8	41	46%	27%	17%	2%	7%	100%
	Q12	41	37%	37%	15%	7%	5%	100%
	Q14	41	66%	17%	7%	5%	5%	100%
	Q15	41	29%	29%	20%	12%	10%	100%
	Q16	41	32%	46%	7%	7%	7%	100%
	Q17	41	29%	37%	17%	12%	5%	100%
	Q18	41	34%	39%	12%	5%	10%	100%
	Q19	41	44%	29%	10%	12%	5%	100%
	Q20	41	29%	41%	15%	12%	2%	100%
	Q21	41	51%	27%	7%	5%	10%	100%
	Averages		40%	33%	13%	8%	7%	
Work Engagement								
	Q23	41	15%	32%	32%	22%	0%	100%

	Q24	41	27%	37%	22%	15%	0%	100%
	Q25	38	24%	37%	20%	10%	2%	93%
	Q26	41	32%	41%	24%	0%	2%	100%
	Q27	41	46%	41%	7%	2%	2%	100%
	Q28	41	44%	37%	15%	5%	0%	100%
	Q29	41	29%	49%	17%	2%	2%	100%
	Q30	41	56%	39%	5%	0%	0%	100%
	Q31	41	54%	34%	7%	5%	0%	100%
	Q32	41	34%	34%	22%	10%	0%	100%
	Q33	41	39%	49%	12%	0%	0%	100%
	Q34	41	46%	39%	10%	5%	0%	100%
	Averages		37%	39%	16%	6%	1%	
	Q35	37	24%	17%	12%	34%	2%	90%

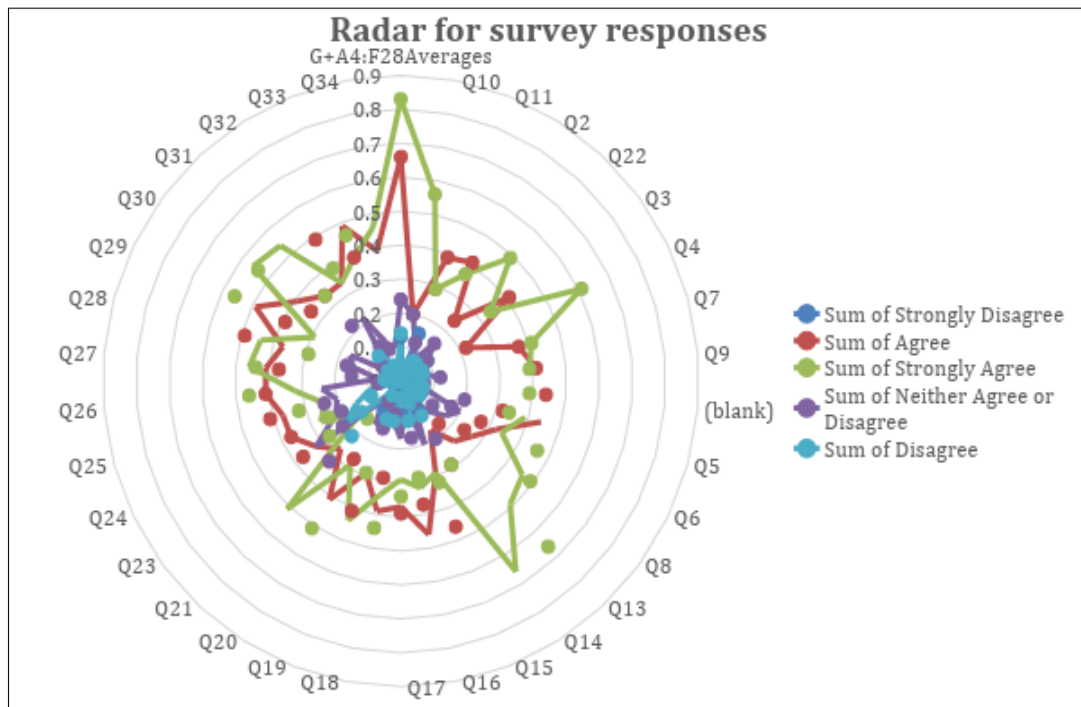


Figure 4.2: Survey radar for the questions under research

4.3 Demographic data for the survey

Demographic data for the participants was collected of each of the participants that took part in the study. The age ranges were all purposely aimed to be above 30 of age and race was ignored as a factor of analysis. However, job type was also recorded for each participant that took part in the study, this was important for ensure that respondents work for the field of academia.

<i>Job Type</i>	<i>Gender</i>			
	<i>Male</i>		<i>Female</i>	
	N	%	N	%
Lecturers and researchers	7	35	7	75

Lecturers, and research staff	22	36%	22	64%
Academic support (e.g. librarians, admin)	12	5%	12	95%

4.4 Descriptive Statistics for Leadership and Work Engagement

Descriptive statistics was used to determine the mean, standard deviation and other statistical values for the description of the gathered data. The focus was to summarise the constructs for person-oriented and task-oriented behaviours. In addition, the constructs for work engagement were also analysed using descriptive statistics.

Table 4.2: Summary of descriptive stats for constructs of the person-oriented behaviours

	Transformational	Optimism	Stimulating self-efficacy	Organisational self-esteem
Mean	0,20	0,21	0,20	0,20
St. Dev S	0,18	0,21	0,13	0,15
Skewness	0,20	1,67	0,94	0,56
Mode	0,06	0.13	0.09	0.10
Median	0,21	0,10	0,16	0,11
Max	0,44	0,55	0,48	0,38
Min	0,06	0,05	0,02	0,06

The data gathered shows means that were similar at a value of 0.20. However, the difference was in the values of the standard deviation. The data showed that most participants display that their leaders have a high amount of stimulating self-efficacy across all the faculties. This behaviour of stimulating self-efficacy is the most favoured amongst the other person-oriented behaviours. The values of the

means for person-oriented behaviours were less than that predicted by Bass & Avolio, (1997)'s predicted levels of effective leadership, the reason was that that the sample used was much smaller than that of Bass & Avolio (1997).

This was due to the availability of participants that were available for the study. However, although the sample was smaller the findings pointed to optimism as the most favoured person-oriented behaviour for leaders in academia. Additionally, the job demands for the participants in academia are much different from those of other sectors. The participants in the study were mostly lecturers and academics whose hours were flexible according to student schedules. A summary of the constructs for task-oriented behaviours is represented by the table below and the behaviour to support initiating structure was the most favoured by participants when it came to their leaders.

Table 4.3: Variables and sub-constructs for task-oriented behaviours.

	Performance feedback as transactional	Supervisory coaching Boundary Spanning	Social support through Structure initiation
Mean	0,20	0,2	0,20
St. Dev, S	0,18	0,36	0,15
Skewness	0,82	0,37	0,58
Mode	0,19	0,37	0,38
Median	0,17	0,15	0,12
Max	0,46	0,37	0,39
Min	0,02	0,05	0,07

The participants indicated that most leaders exhibit transactional task-oriented behaviours with a focus on rewarding performance through actively managing staff. This came out as the most significant behaviour under task-oriented behaviours a similar mean of 0,20 but a low standard deviation of 0,18.

Additionally, the constructs for work engagement were also summarised in the table below. The results show that most employees focus on work engagement absorption more than an action of vigor and dedication

Table 4.4: Summary of descriptive statistics of work engagement scales

	Vigor	Dedication	Absorption
Mean	0,197	0,199	0,2
St. Dev S	0,1369	0,2111472	0,198691
Skewness	-0,3027	0,4731409	0,40748
Mode	0,245	0.1365	0,1275
Median	0,245	0,11	0,1275
Max	0,3675	0,4375	0,4325
Min	0,01	0,01	0

The descriptive statistical analysis finds stimulating self-efficacy which is a person-oriented behaviour construct to be most significant in academic leaders. Additionally, the analysis shows that some leaders show a high task behaviour construct named social support through initiating structure. This means that academic leaders like to ensure that the organisation is driven in the right direction. From the analysis it is also displayed that most employees focus on absorbing work more than they are dedicated. They also show signs of low vigor.

4.5 Regression Analysis

In addition to descriptive statistical analysis, regression analysis was performed. Regression makes one of the variables dependent on others. The regression analysis performed for this study was to relate leader behaviours with levels of employee work engagement. In other words, can levels of employee work engagement be predicted if the type of leader behaviours that increase work engagement levels are known. The summary output indicated by figure 4.3 displayed a R square value of 0,998 which is a straight line fit. The 99,8% of variation in work engagement is explained by the independent variables of person-oriented and task-oriented behaviours.

Regression Output

<i>Regression Statistics</i>	
Multiple R	0,99902726
R Square	0,99805547
Adjusted R Square	0,99611094
Standard Error	0,01026424
Observations	

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	2	0,10814952	0,0540747	513,263	0,00194452
Residual	2	0,00021071	0,0001053		
Total	4	0,10836023			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95,0%</i>	<i>Upper 95,0%</i>
Intercept	-0,13774581	0,01683804	-8,1806325	0,01461	-0,21019405	-0,0653	-0,210194	-0,0653
Person-oriented	-4,43181886	0,52193461	-8,4911381	0,01358	-6,67752225	-2,18612	-6,677522	-2,18612
Task oriented	6,00159837	0,58536839	10,252686	0,00938	3,48296146	8,52023	3,482961	8,52023

RESIDUAL OUTPUT

<i>Observation</i>	<i>Predicted Work Engagement</i>		<i>Residuals</i>
1	0,35721142		0,00432703
2	0,38028142		-0,00643527
3	0,1549619		0,00273040
4	0,07647292		0,00814246
5	0,01645694		-0,00876463

Figure 4.3: Summary of regression analysis

4.6 Reliability Analysis

The statistical significance of F and P values determine how reliable the data is. The F value is less than 0,05 for this regression analysis, therefore, this analysis is reliable and statistically significant. This low reliability also proves that there a direct relationship between the task behaviours and person-oriented behaviours with the levels of employee work engagement. The p-value for person-oriented behaviours is 0,01 while that of task-oriented behaviours is 0,009 and both are less than 0,05, this also confirms that these behaviours are reliable in the determination of work engagement.

4.7 Correlation Analysis

The determination of how strong the task and person-oriented behaviours are strongly related to work engagement was determined by correlation analysis. The results for the correlation analysis are displayed by table 4.5. The findings show correlation coefficients that indicate positive correlation between work engagement and leader behaviours.

Table 4.5: Correlation summary of leader behaviour variables and work engagement

	<i>Person oriented</i>	<i>Task oriented</i>	<i>Work Engagement</i>
Person oriented	1		
Task oriented	0,99892	1	
Work Engagement	0,96691	0,9776	1

However, to further determine which specific leader behaviours lead to work engagement more, further construct correlations for person-oriented and task-oriented behaviours were performed as represented by table 4.6 and table 4.7. The findings for the person-oriented behaviours in table 4.6 show that there's positive correlations with person-oriented behaviour constructs transformational, stimulating self-efficacy, optimism with the work engagement construct dedication. However, there were negative correlations of these behaviours with all the work engagement constructs vigor and absorption. The organisational self-esteem person-oriented behaviour was negatively correlated with all the work engagement constructs. These results show that leaders that display person orientated behaviours transformational, consideration and motivation lead to an increase in the work engagement behaviour of dedication.

Table 4.6: Summary of correlations for the person-oriented behaviours with work engagement

	<i>Transformational</i>	<i>Optimism</i>	<i>Stimulating self-efficacy</i>	<i>Organisational self-esteem</i>	<i>Vigor</i>	<i>Dedication</i>	<i>Absorption</i>
T	1						
C	1,00	1,00					
M	1,00	1,00	1,00				
E	0,11	0,11	0,11	1,00			
V	-0,14	-0,14	-0,14	-1,00	1,00		
D	0,06	0,06	0,06	-0,99	0,98	1,00	
A	-0,81	-0,81	-0,81	-0,66	0,69	0,53	1

Additionally, a correlation between the constructs for task-oriented behaviours and work engagement constructs were performed. This analysis was determining the effects of leader task-oriented behaviours to levels of employee vigor, dedication and absorption. The findings (see table 4.7) show a positive correlation between the behaviour to social support through initiating structure and that of vigor and absorption. The absorption and initiating structure correlation had a value of 0.25 while that of vigor and initiating structure was 0.15. Therefore, there was a higher correlation between the levels of social support through structure initiation in the organisation by the leader and the levels at which employees absorb information at work. This leads to an increase in work engagement.

Table 4.7: Summary of correlations for task-oriented behaviours with work engagement

	<i>Performance as transactional</i>	<i>Supervisory coaching and boundary spanning</i>	<i>Social support through S.I</i>	<i>Vigor</i>	<i>Dedication</i>	<i>Absorption</i>
T	1					
B	-	1				
I	-	-	1			

V	-	-	0,15189501	1		
D	-	-	-0,0225376	0,982385	1	
A	-	-	0,24535662	0,991096	0,956879	1

Variance

The variance in the average responses of those participants in strong agreement and strong disagreement with the questions posed to study person-oriented and task-oriented behaviours was found to be between 2-3%. This is small, but significant because respondents have a strong view towards the behaviours of their leaders, which makes the findings obtained previously valid. The same was obtained for those respondents who were in strong agreement or disagreement with questions that study work engagement constructs. The correlations that were obtained in the findings were approved as valid by using variance.

Table 4.8: Summary of variance values for behaviours and work engagement

Behaviours	Variance Values
Person oriented	0,03
Task-oriented	0,02
Work engagement	0,03

4.8 Summary

The findings from the radar, the descriptive statistics, regression and correlation analyses all prove that person-oriented and task-oriented leader behaviours affect the level of work engagement of employees. The person-oriented behaviour that is most favoured by the analyses that has a high effect in increasing work engagement is self-efficacy stimulation. This means that leaders that inspire and motivate their employees are likely to have staff that is highly engaged at work. For the task-oriented leader behaviour, initiating structure was also observed as a behaviour that increases the engagement of their employees. The analyses performed in this chapter pinpoint a relation of the leader behaviour towards work engagement. The person-oriented behaviour favoured by the

analyses emphasises the importance of the leader to inspire and motivate employees to ensure emotional support. The task-oriented behaviour favoured emphasises the importance of the leader to initiate company structure.

CHAPTER 5

5.1 Introduction

The changing environments in organisations require leaders to possess a wider set of behaviours and skills (Goldberg, 2017). The leader behaviours allow easy adaptivity and engagement of employees at work. Research in work engagement has been a key area in organisational psychology (Schaufeli & Salanova, 2007; Schaufeli & Bakker, 2006), with key authors writing about strategies of increasing the levels of employee engagement at work. Additionally, other studies have focused on investigating the effects of leadership behaviours on work engagement (Organ & Konoskay, 1986) in countries located in continents such as the Americas, Europe and Asia. However, very few studies report on the effects of leadership behaviour on work engagement in South Africa.

This section evaluates the individual effects of person and task-oriented behaviours on work engagement. It further details the findings of this research by describing the influence of the individual behaviours on levels of work engagement. The collection of these findings leads to a discussion of work performance.

5.2 The effects of person-oriented behaviours on work engagement in academia in South Africa

The person-oriented leader behaviours emphasise the relationship that the leader has with the followers. These behaviours focus on personal resources provided by the leader at work such as optimism, motivation, self-efficacy and the influence the leader has on employee self-esteem, thus levels of engagement at work. Therefore, these resources become the basis to determine what leadership style is possessed by the leader and the influence of leadership behaviours on employees at work. In the prior chapter it was found that the person-oriented

behaviour that was most significant in increasing work engagement was found to be self-efficacy stimulation with a mean value of $0,20 \pm 0,13$. The p value was found to be less than 0,05 ($p < 0,05$) which represented that there is a relationship of statistical significance between the person-oriented behaviours and the levels of work engagement. The correlation value for the motivation was found to be $r = 0,06$ which is a positive correlation and represents a relation of this person-oriented behaviour and work engagement. Additionally, other behaviours such as transformational and optimism also showed positive correlation with work engagement. It is found that person-oriented behaviours possessed by leaders in academia increase work engagement by stimulating self-efficacy amongst workers and motivating staff. These behaviours allow positive changes in academic organisations in the South Africa sphere. Employees require a leader that provides emotional support and increases the self-esteem through continuously motivating. These personal resources must be provided in academia to ensure that the staff highly engages with the work. These individual person and task behaviours were correlated against the constructs for work engagement. the work engagement constructs that correlated with person-oriented behaviours was vigor and dedication. Additional findings include high correlations amongst person-oriented scales and two work engagement scales.

5.3 The effects of task-oriented behaviours on work engagement in academia in South Africa

Task-oriented behaviours of the leader speak to how the leader uses the job resources (see figure 2.2) to ensure that tasks are carried out by employees. These behaviours are differentiated into individual constructs and they have an impact to how employees engage at work. The main research question for this study was whether these behaviours have an influence on the level of work engagement. The findings displayed that such a relationship exist and the extent to how these leader behaviours affect work engagement was investigated. The task-oriented behaviour that was highly favoured by participants was social support through initiating structure. This behaviour found to have a positive correlation with work engagement with an r value of 0,24, this means that

employees view their leaders as people that prefer structure within the organisation to allow employees to perform and engage with work. Additionally, these findings show that the most favoured task-oriented behaviour is social support through initiating structure, which means that the employees favour a leader that is clear about the job resources that are available for employees to carry tasks. This includes giving feedback to employees and social support if need be. The scale that was observed to correlate with the task behaviour was social support. It was found that through initiating structure was absorption. However, there was decreased correlations between task-oriented scales transactional, supervisory coaching and work engagement. The levels of low correlations and time limitations led to difficulty in reaching a sustainable conclusion. Due to this multicollinearity and the correlation results of task-oriented behaviours, it was difficult to make interpretations about the levels variance explained by any effects of leadership behaviours on the levels of work engagement of employees.

5.4 The effects of work engagement on organisational performance in academia in South Africa

The findings show that some person oriented and task-oriented behaviours have a positive influence on the constructs of work engagement. These also show that individuals perform better when they are fully engaged with the given tasks and when they are given social support by their leaders. Beal, Weiss. Barros and McDermid, (2005) stated that successful organisational performance is driven by staff making use of all the resources at hand, these include those that are provided by their leaders such as motivation and support. The findings confirmed this by showing that an increase in support increases work engagement. Therefore, it can be inferred there is a high probability of an increase in organisational performance.

The question 32 in the survey “I feel happy when I am working constantly” investigated the emotional state of engaged individuals. Bakker et al., (2007) stated that one of the reasons why engaged employees perform better is that they experience positive emotions including happiness and interest. The findings

in chapter 4 showed that when staff are provided with emotional resources such as motivation and support, they tend to engage more, thus perform better. The influences of social relationships at work also extend to organisational performance. Therefore, a leader that stimulates good social support and initiate structure not only allows higher levels of engagement but creates an atmosphere of positivity and stimulates drive amongst employees. This increases the levels of organisational performance.

5.5 Percentage responses of participants

The percentage responses of participants that showed a lean against the agreement of questions that were posed to investigate person-oriented, task-oriented behaviours and work engagement scales are represented by the pie-chart below. The participants found their leaders to possess more person-oriented behaviours than task-oriented behaviours.

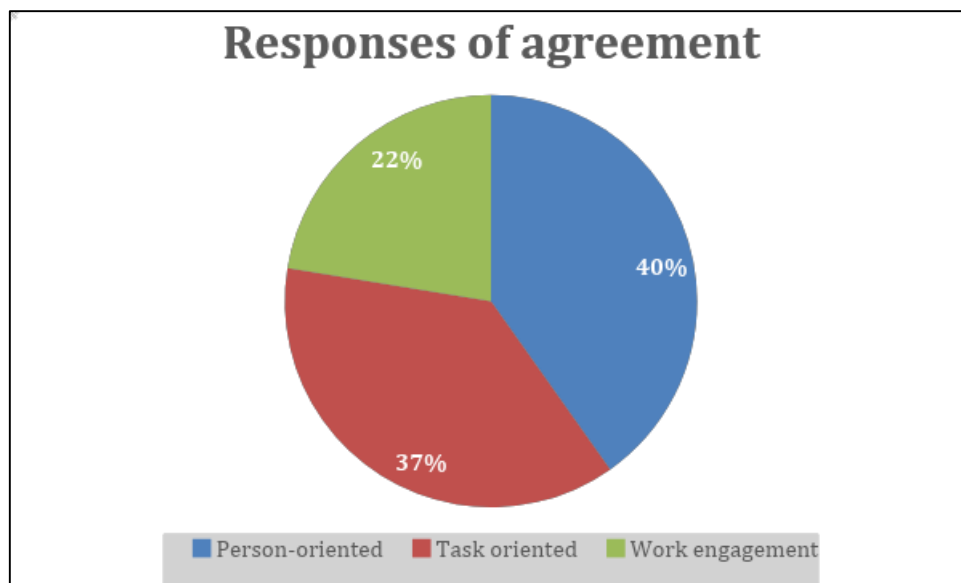


Figure 5.1: Summary of participant responses towards agreement.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

Findings for work engagement suggest that person-oriented behaviours require the leader to focus on increasing employee optimism through building trust and motivating. These behaviours are personal resources stimulated by the leader that allow employees to engage with work through knowing that they have a shared vision with the leader. In addition, the findings show that leaders in academia value initiating structure to ensure that there is an increase in work engagement.

6.1 The effects of person-oriented behaviours on work engagement

Academic staff require leaders that inspire them to fulfil the vision of the organisation (university). This was displayed in the findings as high amounts of inspirational motivation and stimulating self-efficacy. The university setting requires employees to have a high affinity towards building positive social relationships. Therefore, from the results it is seen, that employees favour getting a leader that has high optimism and focuses on building trust and motivation amongst the team. The support provided by this leader increases the work engagement of academic staff and allows them to perform to their best.

6.2 The effects of task-oriented behaviours on work engagement

The findings also show that academic staff favour leaders that initiate structure in the organisation. In academia structure is greatly valued especially by professors and lecturers, it thus makes sense that the leader be a person that has high amounts of structure initiation behaviour. Results for task-oriented behaviours show that there is high correlation of this initiating structure behaviour with work engagement.

6.3 Recommendations

As a result of the findings and conclusions for this study, it is recommended that in order to obtain more meaningful results confirming the findings in this study, the sample number must be increased. It was also noted that this study must be performed across multiple universities in South Africa. There must be a clear control of the number of males and females that partake in this study to determine the effects of work engagement between people of different genders. Future studies must consider multiple age group ranges and the amount of years worked for the leader to ensure to avoid opinion bias.

FUTURE STUDIES

A research tool must be developed as a specific instrument to measure person-oriented and task-oriented behaviour. For this study, elements of the 360-feedback form, MLQ form and the UWES were used for the construction of the survey. However, if a more appropriate instrument is used it would be easy for to research leadership behaviour. Additionally, the research tools that are used for leadership were designed for Western contexts. A more appropriate tool for African leaders must be developed. This research should also consider determining the effects of leadership behaviour on employee commitment because determining engagement only is not enough to determine job performance. A full analysis of variance and covariance values must also be determined for the data in future studies.

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APPENDIX A1

Survey design questions from 360-Feedback questionnaire and elements

360 Feedback	MLQ
• JRA 360 Feedback Survey for leadership • Takes a genuine interest in the personal development of his/her team members. • Helps his/her team members identify and develop their skills and potential • Celebrates his/her team's successes • Encourages commitment to organization objectives • Ensures his/her team members are sufficiently trained to do their jobs • Promotes a sense of loyalty and pride within his/her team • Encourages other to deliver superior levels of customer service • Approaches tasks with enthusiasm and energy • Personally, strives to excel in all activities • Supports team decisions, even if they differ from his/her own view	• Builds Trust • Acts with integrity • Inspires others • Encourages others • Motivates People • Rewards Achievement • Monitors Mistakes • Active management engagement • Passive management engagement Source: www.mindgarden.com /documents/MLQ

• Seeks opportunities to improve the quality of service to customers • Builds positive, long-term internal working relationships • Willingly shares own knowledge and ideas with others • Demonstrates good presentation skills • Makes timely decisions, without unnecessary delay or haste • Provides timely responses to requests, phone calls, or problem situations • Deals effectively with multiple demands and conflicting priorities • Takes action without prompting • Anticipates workload and plans accordingly • Handles multiple demands effectively • Proactively deals with problems • Keeps promises made • Keeps others well informed • Is readily accessible to discuss progress or assist with delegated tasks • Communicates clear performance expectations • Demonstrates high ethical standards	
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Source: Özyapar, A. H., & Zahid, K. (2017). Leadership and employee engagement in organizations: An analysis on correlation.	
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APPENDIX A2.

The following template of questions is a shortened version of the UWES-9 and is taken from Schaufeli and Bakker; 2003. This template was found to be a useful fit for this study.

Never 0	Almost Never 1	Rarely 2	Sometimes 3	Often 4	Very Often 5	Always 6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
1. At my work, I feel bursting with energy.^a (VI1) 2. I find the work that I do full of meaning and purpose. (DE1) 3. Time flies when I am working. (AB1) 4. At my job, I feel strong and vigorous.^a (VI2) 5. I am enthusiastic about my job.^a (DE2) 6. When I am working, I forget everything else around me. (AB2) 7. My job inspires me.^a (DE3) 8. When I get up in the morning, I feel like going to work.^a (VI3) 9. I feel happy when I am working intensely.^a (AB3) 10. I am proud of the work that I do.^a (DE4) 11. I am immersed in my work.^a (AB4) 12. I can continue working for very long periods at a time. (VI4) 13. To me, my job is challenging. (DE5) 14. I get carried away when I am working.^a (AB5) 15. At my job, I am very resilient, mentally. (VI5) 16. It is difficult to detach myself from my job. (AB6) 17. At my work, I always persevere, even when things do not go well. (VI6)						

Source: Schaufeli and Bakker (2003)

APPENDIX A3

THE SURVEY

☐ intro	READ each item carefully THINK about how frequently one engages in the behavior described by the item. DECIDE whether one (1) Strongly Agree (2) Somewhat Agree, (3) Neither Agree nor disagree, (4) Somewhat Agree or (5) Strongly disagree as described by the item. Thank you for your participation in this survey.
☐ Q2	Takes a genuine interest in the personal development of his/her team members. ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q3	Helps his/her team members identify and develop their skills and potential ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q4	Celebrates his/her team's successes ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q5	Encourages commitment to organization objectives ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree

Q6	Ensures his/her team members are sufficiently trained to do their jobs	☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
Q7	Promotes a sense of loyalty and pride within his/her team	☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
Q8	Encourages other to deliver superior levels of customer service and rewards employees	☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
Q9	Approaches tasks with enthusiasm and energy and motivates others to do the same	☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
Q10	Personally strives to excel in all activities	☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
Q11	Supports team decisions, even if they differ from his/her own view	

☐ Q11 	Supports team decisions, even if they differ from his/her own view ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q12 	Seeks opportunities to improve the quality of service to customers ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q13 	Builds positive, long-term internal working relationships ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q14  	Willingly shares own knowledge and ideas with others ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q15 	Makes timely decisions, without unnecessary delay or haste ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q16 	Provides timely responses to requests, phone calls, or problem situations

☐ Q17 	Deals effectively with multiple demands and conflicting priorities ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q18 	Takes action without prompting ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q19 	Is readily accessible to discuss progress or assist with delegated tasks ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q20 	Communicates clear performance expectations ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q21 	Demonstrates high ethical standards ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q22 	Is a good listener when others are speaking ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree

☐ Q23	At my work, I feel bursting with energy	
☒	☐ Strongly agree	
☐	☐ Somewhat agree	
☐	☐ Neither agree nor disagree	
☐	☐ Somewhat disagree	
☐	☐ Strongly disagree	
☐ Q24	When I get up in the morning, I feel like going to work	
☒	☐ Like a great deal	
☐	☐ Like somewhat	
☐	☐ Neither like nor dislike	
☐	☐ Dislike somewhat	
☐	☐ Dislike a great deal	
☐ Q25	I can continue working for very long periods at a time.	
☒	☐ Strongly agree	
☐	☐ Somewhat agree	
☐	☐ Neither agree nor disagree	
☐	☐ Somewhat disagree	
☐	☐ Strongly disagree	
☐ Q26	At my job, I am very resilient, mentally.	
☒	☐ Strongly agree	
☐	☐ Somewhat agree	
☐	☐ Neither agree nor disagree	
☐	☐ Somewhat disagree	
☐	☐ Strongly disagree	
☐ Q27	I find the work that I do full of meaning and purpose	
☒	☐ Strongly agree	
☐	☐ Somewhat agree	
☐	☐ Neither agree nor disagree	
☐	☐ Somewhat disagree	
☐	☐ Strongly disagree	
☐ Q28	I am enthusiastic about my job	
☒	☐ Strongly agree	
☐	☐ Somewhat agree	
☐	☐ Neither agree nor disagree	
☐	☐ Somewhat disagree	
☐	☐ Strongly disagree	
☐ Q29	My job inspires me	

	☐ Somewhat disagree ☐ Strongly disagree
☐ Q30	. I am proud of the work that I do ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q31	Time flies when I am working ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q32	When I am working, I forget everything else around me ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q33	I feel happy when I am working intensely ☐ Extremely happy ☐ Somewhat happy ☐ Neither happy nor unhappy ☐ Somewhat unhappy ☐ Extremely unhappy
☐ Q34	I am immersed in my work ☐ Strongly agree ☐ Somewhat agree ☐ Neither agree nor disagree ☐ Somewhat disagree ☐ Strongly disagree
☐ Q35	Which faculty are you from? ☐ Humanities/Arts ☐ Science/Engineering ☐ Commerce/Law/Management ☐ Health Sciences ☐ other