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Generation X and generation Y: The moderating effect of transformational leadership on resistance to change and psychological empowerment among employees in Johannesburg.



A research report submitted in partial fulfilment of the requirements for the Degree of Masters by Coursework and Research Report in the field of Industrial Organisational Psychology in the faculty of Humanities, University of the Witwatersrand.

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Declaration

I declare that this research project is my own, unaided work. All information taken from other sources have been rightfully acknowledged. It has not been submitted before for any other degree or examination at this or any other university.

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Abstract

The purpose of the study was study to investigate relationships of employee psychological empowerment, transformational leadership and resistance to change among employees in Johannesburg, South Africa. There were 51 male participants and 57 female participants. Participants voluntarily participated in the study. The instruments used to collect data were the Multifactor Leadership questionnaire, resistance to change scale and psychological empowerment questionnaire. Data were analysed using correlations and multiple regression analyses. The results showed that employee psychological empowerment and resistance to change, age and resistance to change were the only significant results. Future studies can focus on factors that influence the readiness for change in South Africa which could include the opportunity to participate in the planned change projects, demonstrating the need for change and employee psychological empowerment. In addition, Future studies could also address the interest gap between generation X and Y in terms of implementing rigorous programmes which foster the empowerment of the workforce in organisations for both generations and reduce resistance to change

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Chapter 1:

Introduction and Rationale

1.1 Introduction

It is generally agreed that young employees have views that are different from the views of older employees. People at various stages of life show differences in attitudes, values and behaviour. Studies on life generations have two distinct groups, which are Generation X and Generation Y. These groups are of interest because they are the recent groups who have undergone change either technologically or in working conditions. A study done in private hospitals in Turkey, concerned with innovative behaviour, in terms of which generation is more innovate in the workplace, the characteristics for each generation were stipulated (Yigit & Aksay, 2015). According to Yigit and Aksay (2015) Generation X (1961-1980) is a generation professionally characterised by independence, creativity and take their occupation seriously (Yigit & Aksay, 2015). They try balance work and life and are loyal to their occupation in order to make a living. Also, they have a hunger for learning especially new technology and are easy-going, suspicious, impatient and do not like being monitored in the workplace (Yigit & Aksay, 2015).

Generation Y (1981-2000) is professionally characterised by employees who are willing to make progress in the beginning of their career stage (Yigit & Aksay, 2015). This generation does not hesitate to leave a job if not satisfied with working conditions as they care about family and a work/life balance (Yigit & Aksay, 2015). Generation Y prefers working in organisations which are creative, energetic and environmentally friendly (Yigit & Aksay, 2015). Similarly, both Generation X and Y share similar Characteristics such as seeking creative organisations, and desiring a balanced work/life (Yigit & Aksay, 2015).

In South Africa employees born in the 1960s usually are now in senior positions while young people are not yet financially and socially stable. A defining characteristic of Generation Y is the use of technology, which the young generation relies heavily on such as their laptops, phones and computers for networking (Crumpacker & Crumpacker, 2007).

Generation Y enter the workplace well educated due to the improvement of the schooling system compared to previous generations but tend to struggle with practical problem solving

skills, mainly due to lack of experience (Crumpacker & Crumpacker, 2007). The research aims to investigate two groups, Generation X and Generation Y in terms of their attitudes to change, employee psychological empowerment and transformational leadership.

According to Zemke, Raines and Filipczak (2000) the workplace will sometimes be evident of aggressive communication as generational conflicts and work related conflict are bound to happen. The two groups have different views when it comes to work of which some views are similar and other are different in terms of work ethic. Meaning, both generation X and Y are from different environments and have different attitudes towards work ethic (Tolbize, 2008). The older workers (Generation X) tend to be loyal to the organisation and stay longer unlike younger workers who are more flexible and want a balanced work/life (Yigit & Aksay, 2015). Thus, there is a clash of time, as younger workers chase flexible work opportunities (Tolbize, 2008).

1.2 Rationale

In today's modern world it is crucial to investigate reasons why employees resist change in the workplace. Dissatisfied employees may cause detrimental consequences to the organisation. Suitable approaches such as transformational leadership may be used to curb employee resistance. Therefore, the research aims to explore the association of resistance to change, employee psychological empowerment and transformational leadership among employees. The differences in employee attitudes towards change are influenced by the generation's gap, usually resulting in labour dispute in the workplace. This generation gap could have a significant effect on managerial practices and human resource policies because these practises can be tailored to address readiness for change. Organisations should consider the needs of employees of all ages and their generational views in order to source the root of the resistance (Macky, Gardner, & Forsyth, 2008). The context of the research is based on studies done in South Africa and globally looking at the changing needs of employees according to the generation gap. The research critically analyses how the concept manifests among South African employees in the government organisation. The views of Generation X and Generation Y are discussed in a changing political and economic landscape in South Africa as opposed to the traditional views that mainly focus on generational cohorts (Bommer, Gregory & Rubin, 2005).

The research seeks to bridge the gap by assessing the differences in attitudes to change between Generation X and Y in terms of psychological empowerment and transformational leadership. This research aims to contribute towards the understanding of change management in South Africa by including the generation gap concept in a transformational context. The generation gap concept should be infused in management systems and transformation strategies. The concept is relevant when introducing change that is sensitive to the needs of younger and older employees. Studies also show that older employees are generally more satisfied with their jobs because of more experience, more qualifications, and promotions than younger employees because they would still be working to improve their credentials, looking for better opportunities, more pay and starting families (Yigit & Aksay, 2015).

In South Africa, when mangers decide on changing work strategies they would consider the leadership style to be used and employee psychological empowerment in order to achieve their goals. The issue of generational differences among employees comes up in strategy implementation. Hence, the research seeks to provide an insight into the decision-making processes of organisations. It is expected that managers would be able to predict future attitudes of employees when they address the generational interests of employees before implementing change in the workplace (Lyons & Kuron, 2014). The purpose of this research is to add to previous research by others in the area of transformational leadership, resistance to change and employee psychological empowerment in organisations, particularly in the South African context. An area researches have not really tapped into in South Africa, as many studies focus on the importance of leadership from the manager's side and not gained the perceptions of employees.

Therefore, this research will explore the importance of transformational leadership, resistance to change and also tap into the importance of employee psychological empowerment in bringing about the desired change in the workplace. There is a political element in change management in South Africa because every employee has a right to participate in the democratic processes of the organisation of which employees also need to have a say when systems change in the workplace (Julnes & Holzer, 2001).

It is pointed out by Julnes and Holzer (2001) that change naturally produces conflict in the workplace, due to different beliefs of where the organisation needs to be. Thus, it is important to understand the internal politics of the organisation and this includes taking into consideration the needs of employees, while maximizing profits, that is, opting for change that seeks to benefit all parties including management and employees (Julnes & Holzer, 2001). For that reason, in order for employees to feel that they are part of the change process, they should be involved and consulted. The consultative processes would facilitate the adoption of the change and the transition is likely to be smooth and positive (Julnes & Holzer, 2001). Hence, it is crucial to understand the generational differences in order to cater for the interests of most employees in Generation X and Y in the workplace. Thus, the research will contribute towards transformational imperatives in South Africa and resistance to change by bringing in the dimension of intergenerational interests in achieving diversity in the workplace.

For a clear guideline of the objectives of the study, the research report is structured as follows: chapter 2 consists of the theoretical framework and literature review of the study, chapter 3 contains the methodology section of the study, chapter 4 contains the results of the study and chapter 5 contains the discussion, limitations, future research and conclusion.

Chapter 2:

Literature Review

2.1 Introduction

The workplace is evident of diverse groups of employees, who come from different age groups and schools of thought regarding how to deal with change. The differences in attitudes about change have always been a prevalent issue in the workplace without taking into consideration that various age groups in the workplace may view unplanned or planned change differently. Therefore, most studies on generational cohorts have been introduced in literature for understanding attitudinal differences in the workplace from employees of different generations (Macky et al., 2008). Thus, various views from generation X and Y show how each generation perceives organisational change, in terms of whether the leadership employing the change is psychologically empowering to employees. Therefore, theories of resistance to change, transformational leadership and employee psychological empowerment are discussed in this chapter. In addition, the attitudinal differences may also inform whether or not the different generations are treated the same by managers or generally have different work experiences (Macky et al., 2008).

2.2 Theoretical Framework

In order to address the aim of the research, this study explores different theories, perspectives and ideologies supporting generational differences or similarities about employee's resistance to change, employee psychological empowerment and transformational leadership in the workplace. Work done by Josh et al. (2010) (as cited in Lyons & Kuron, 2014) offers a theory of generational identity, which is the individual's knowledge that they belong to a certain generational group in the workplace, of which they posit shared events and memories. According to generational identity theory, common work-related expectations are expressed through a psychological contract and if there is a change or violation of this contract by the employer, negative emotional reactions such as resistance and dissatisfaction and intention to quit will ensure (Lyons & Kuron, 2014). Therefore, the research study will utilise the generational identity theory to explore generations in the organisation context. In doing so, the study will gather common attitudes to resisting change by employees through questionnaires and see how these work-related attitudes differ among generation X and Y.

The theory of generational differences can be further characterised by two perspectives, which may be applied in the workplace. The first perspective is the social forces perspective, which stems from Karl Mannheim who defines a generation group as one born with the same historical and socio-cultural context unifying communalities (Lyons & Kuron, 2014). Mannheim's theory could serve as potentially helpful for the different generations, as they can come together with shared grievance, join forces and aid social change in management and human resource practises. Therefore, the research study may employ the social forces perspective to explore similar attitudes to resistance to change by different generations and how these may be useful to managers in terms of increasing employee's increasing psychological empowerment and leadership style needs (Crumpacker & Crumpacker, 2007).

A second perspective is known as the cohort perspective, which views generations as collections of people born in a given time period (Lyons & Kuron, 2014). Researchers examining generational differences have mostly adopted the cohort perspective in work related attitudes (Lyons & Kuron, 2014). This perspective focuses on four generations based on age in the workplace, in today's modern society. These groups include: The Traditionalist or Veteran, with a birth year from 1929- 1945 with an age range of 63- 86. The second generation is Baby Boomers, with a birth year 1946-1964, age range of 44-62 (Crumpacker & Crumpacker, 2007). The third generation, Generation X has a birth year of 1965-1979 and an age range of 28-43. The Last generation, is Generation Y, with a birth year ranging from1980-1999 and age range of 27 and under (Crumpacker & Crumpacker, 2007). However, the two most prevalent generation categories in modern society are called Generation X and Generation Y (Smola & Sutton, 2002). Although there is a universal agreement on the labels of the generation, there are still debates about the years that comprise the labels (Smola & Sutton, 2002). Most literature of Generation X entails the more experienced employees in the workforce and are characterised as the experienced workers in America (Smola & Sutton, 2002). Generation Y, is the largest generation to enter the workforce, youngest population. Age ranges will be utilised to represent the different generations in the workplace (Rhodes, 1983).

In South Africa, during 1946 and 1964, generational cohorts were divided in terms of South Africa's political generations in the workplace, where the post-apartheid society consisted of five distinct political generations. The Pre-apartheid Generation were defined by people having reached 16 years of age before the historic victory of the National Party in 1948 (Mattes, 2012). The next group called the Early Apartheid Generation, which comprises people who turned 16 between 1948 and 1960. This generation would have gone through popular protests such as

boycotts and pass protests against apartheid, even created the Freedom Charter (Mattes, 2012). The third cohort is called Grand Apartheid Generation, which is comprised of citizens who turned 16 between 1961 and 1975. Their early memories were characterised by internal black resistance such as the marches that led to Sharpeville Massacre (Mattes, 2012). This generation is followed by the Struggle Generation, consisting of people who turned 16 between 1976 and 1996, of which the time was characterised by the rise of the Black Consciousness movement in the 1976. Lastly, young people who come of age politically at 18 years after 1996 are known as the Born Frees of which they differ from previous generations in attitudes relevant to change, as they have different historical experiences born into a democratic South Africa (Mattes, 2012). The study will employ the American generational categories and compare it to South Africa, as there is validation of this work and most of the generation work is adopted and stems from America (Lyons & Kuron, 2014).

Leader-Member Exchange theory will be utilized in the study as it directs our attention to the importance of communication in leadership, a key feature of Transformational leadership. The Leader-Member theory is a crucial theory in warning leaders to be aware of conscious and unconscious bias behaviour towards employees regarding race, sex, age or ethnicity to mention a few (Northouse, 2007). Therefore, the Leader-Member is one of the leadership theories that contribute to effective leadership in the organisation which emphasises communication as an important for the leader-member relationship between and in turn may reduce employee resistance (Northouse, 2007).

Employee psychological empowerment has its emphasis on empowerment theory. This theory aims to show how the work environment and individual elements such as attitudes influence employee behaviour (Lamm & Gordon, 2010). If employees are positively empowered then there is less resistance to change and increased motivation, satisfaction and innovation (Lamm & Gordon, 2010). The theory is rooted in organisational justice and trust that the organisation will do what's best for the employee by positively empowering employees (Lamm & Gordon, 2010). As a result, this empowerment can be tapped by managers by implementing effective strategies to prevent resistance such as transformational leadership.

2.3 Generational Cohorts

Rhodes (1983) points out that understanding age-related differences in work attitudes such as organisational change, is essential in predicting future work attitudes. In studying differences across generational cohorts, it is important to note that, it is a problem in the workplace to accept certain organisational changes. This problem is characterised by different views, demographics, beliefs and generations in conflict due to age difference among employees in the workplace (Lyons & Kuron, 2014). Therefore, the understanding of generation differences in the workplace is useful for effective recruitment, communication and conflict resolution (Lyons & Kuron, 2014).

Generational cohort as a construct is defined as an "identifiable group that shares birth years, age location and significant life events at critical developmental stages" (Macky et al., 2008, p.858). This definition encompasses the major shifts and events that occur in socio-cultural environment that may influence the differences between generations, as one generation may experience certain events that another hasn't (Macky et al., 2008). These events include: new technologies, consequences of war such as the Cold War or Apartheid (Macky et al., 2008). The unique characteristics of each generation X and Y, and what makes it different from the other, is discussed in detail in the theoretical framework above. Employee's personalities, values and distinct professional characteristics in turn impact the attitudes of different generational employees as they age, about changes in the workplace (Yigit & Aksay, 2015). Therefore, observed differences among the generational cohorts are important because they influence how the different generations will behave in the workplace. For example, attitudinal differences would be observable across generations, if the different generations had varying experiences of change implemented in the workplace (Macky et al., 2008).

According to Rhodes (1983) there are three types of data, empirical evidence pertaining to generational differences, which separate age, period and cohort effects. This carries that generation differences can be explained by age-related effects, cohort effects or shared historical period by generations (Lyons & Kuron, 2014). The implications of this confound are that there is no single methodology best suited to defining generation differences and various methods offer their strengths (Lyons & Kuron, 2014). However, a consensus by most researchers is that the best evidence from cohort studies is characterised by age related differences. Therefore, the research study is concerned with establishing the differences or

similarities among young and older employees, of which are characterised by Generation X and Generation Y in the government organisation.

2.4 Organisational change and resistance

Organisational change brings many feelings of uncertainty and resistance by employees (Bovey & Hede, 2001). According to Burke (2011) planned change requires leadership. Planned change comprises of deliberate change implemented by management as a result of improving the organisation (Burke, 2011). Although planned change may be presented as logical, it tends to occur in a disruptive manner when not received well by employees (Burke, 2011). However, unplanned changes occur as a result of unforeseen occurrences or disruptive situations, for example the chief executive officer leaving the organisation unexpectedly in the organisation (Burke, 2011). In terms of an organisation undergoing change, most organisations go through some form of change, as they aim to improve their systems and human capital daily. The change may be incremental or radical in terms of restructuring, technology or human resource policies (Burke, 2011). Currently, the organisation of interest, which the research will be based on, is a government organisation. The organisation's mission is aimed at creating an accountable, democratic and local legislature that champions people's aspirations. The vision of the organisation is to become a leading, world class, approachable, democratic, sustainable organisation that positions the needs of people first. In conducting research at the government organisation, the research does not intend to deliberately sort an organisation going through change instead, the research seeks to tease out and discover the type of change in any division of the organisation implemented by management. As a result, the change interest in the organisation might not be that of planned change but rather unplanned change of which the study will also explore.

However, the government organisation might be undergoing may be characterised by evolutionary change, which most organisations go through (Burke, 2011). Evolutionary change is mostly focused on change that seeks to improve organisational aspects that result in higher performance (Burke, 2011). However, the fundamental structures of the organisation will remain unchanged such as: the organisation's culture, the primary mission and its primary strategy (Burke, 2011). Yet, major changes can occur modifying the structure, new technology, and new leadership and how things are run (Burke, 2011). This change may be evident in the current study because the organisation is undergoing an evolutionary change of new leadership/ new political party being in charge of how systems work. Although the mission, vision and

culture which is embedded within municipal authorities in South Africa will remain the unchanged.

According to Woerkum, Aarts and Herzele (2011) planned change is tricky because planning supposes a clear-cut way of doing things while the situation may be complex and dynamic leading to spontaneous events. Moreover, planned change in organisations to a certain extent does not reflect reality as it mostly does not reflect the interests, desires and personal preferences of the employees in many cases (Woerkum et al., 2011). Furthermore, Woerkum et al. (2011) emphasises that "planning is about change but not all change is planned, many of the problems with planning arise from the fact that planned change must be undertaken in the midst of unplanned change" (p.145). This means both planned and unplanned changes interfere with each other in organisations and although the research seeks to explore planned change at the organisation, it is likely that the organisation is actually going through an unplanned change.

Therefore, it is important to take into consideration possible factors the organisation may experience unplanned change given both internal and external factors such as the political or environmental that may influence the organisation. In reality, many events or ideas occur because of unconscious, unplanned behaviour or unconscious decision-making that may or may not have detrimental effects on the organisation (Woerkum et al., 2011). Although, management in organisations may implement planned strategies, the reality is that external forces are constantly changing and this may impact the organisation, even though there were initial planned changes (Woerkum et al., 2011).

Thus, changes that occur externally such as political changes may inevitably impact government organisations where management and employees have no control. Leaders need to deal with whom and what would influence government organisations to adapt to new ideas (Woerkum et al., 2011). The answer is embedded in these three societal aspects: The emergence of events, the use of language and the development of practices (Woerkum et al., 2011). The first aspect alludes to change happening as a result of chance, which the leaders and employees have no control over (Woerkum et al., 2011). The second aspect refers to language use and interaction of people such as shared beliefs, views and attitudes which may influence people by others assimilating others ideas (Woerkum et al., 2011). The third aspect refers to change due to abiding by developed or planned policies by management (Woerkum et al., 2011).

It is through these societal aspects that may influence government organisations to opt and deal with unplanned change. Woerkum et al. (2011) gives an example of change occurring because of chance such as policy change, influenced by unpredictable change of the ruling political parties due to society voting which in turn will cause government organisations to change their usual policies and adapt to the rules of the new party. When this unplanned change occurs, it may be met by hostility by employees or management.

However, when such unpredictable change occurs of political parties in a government organisation, the leaders need to adapt and implement the change and communicate it to the employees whether (Woerkum et al., 2011). Unplanned change in organisations such as government sectors like the one of interest in the research, may pose a challenge because government organisations are characterised by bureaucratic structures which makes it difficult to induce change (Zeira & Avedisian, 1989). Thus, these bureaucratic organisations are characterised by rigid division of work, centralised decision making, less flow of communication and rigid job descriptions which makes it hard for both employees and organisation to change (Zeira & Avedisian, 1989). Therefore, Management must be ready to tackle any planned or unplanned change that may occur in the organisation by addressing the following: minimizing resistance to change, bargaining, guarantees against personal loss such as job security, employee participation, employee psychological support to name a few (Fernandez & Rainey, 2006). Fernandez and Rainey (2006) offer a tactics which management and leaders may use when inducing unplanned change.

Firstly, the literature indicates that involving organisational members in strategies on how to deal with the change is important as it encourages employee feedback (Fernandez & Rainey, 2006). Secondly, top management's support and commitment to the unexpected change needs to be there in public sectors as it plays a crucial role in initiating the change because leader's role model behaviour to employees (Fernandez & Rainey, 2006). Lastly, unexpected change needs to be institutionalised into the organisation. This means that members of the organisation, with management need to incorporate new policies and ideas into the daily routine tasks, although this will not be easy (Fernandez & Rainey, 2006). In addition, certain planned change that has not succeeded in organisations due to several reasons such as: neglecting a thorough check of the organisations culture and climate before initiating change or organisations not seeing micro unexpected changes from the environment (Vincent, 2006). Therefore, Vincent (2006) suggests that organisations instead of relying on planned change which could fail need to assess the organisation's readiness for change for different types of changes.

A study was designed to explore the relationship of organisational culture and attitudes of workers regarding an organisations readiness to change (Vincent, 2006). The study consisted of data collected from 140 employees from an organisation, where they participated by answering questionnaires followed by interviews, to add more in depth information to the questionnaires (Vincent, 2006). Reasons for conducting this study was to find adequate evidence for assessing the organisation's culture in order to see if the organisation is ready for change, as this will assist managers in terms of whether to implement planned change and what to do when unexpected change occurs (Vincent, 2006). Therefore, researchers focused on cultural attributes, which consisted on three areas: Policies and Practises, Vision, Mission and Core Values and Strength and Future Vision (Vincent, 2006).

Firstly, the area of policies and practises focused on items designed to assess satisfaction of work, leadership, management philosophy and perceived degree of support for employees (Vincent, 2006). Secondly, the Vision, Mission and Core Values items focused on assessing perceived adaptability to change, alignment between individual and organisation's values and the organisations' commitment to all stakeholders (Vincent, 2006). The third section, which focuses on Strength and Future Vision consisted of a few questions focusing on appreciative inquiry which addressed the degree of alignment between the individual and organisation by focusing on their strengths and anticipated event for both the individual and organisation (Vincent, 2006).

Correlations were run for the interpretation of questionnaires and overall the results of the study indicated that a strong correlation exists between each of the organisation's cultural attributes and the perceived ability of organisation to deal with and readiness for change (Vincent, 2006). The researchers concluded that the questionnaire used in this study was feasible as it assessed the organisations readiness to any change, especially a question focused on Appreciative Inquiry section which focused on future anticipations of the organisation (Vincent, 2006). Therefore, the Appreciative Inquiry questions served as indicators of the organisation's readiness for change (Vincent, 2006). The study takes a look at the organisation's cultural elements which may impact the change and also includes appreciative inquiry which is characterised by future vision of the organisation in dealing with any anticipated or unlikely change as an indicator for of an organisation's readiness to change (Vincent, 2006). Moreover, the appreciative inquiry section consists of a set of questions which serve managers and leaders with survey feedback from employees in terms of whether they anticipate any future changes (Vincent, 2006).

Hence, this study is useful in predicting the organisations cultural attributes which may impact an organisation's readiness for change such as satisfaction with work, leadership and perceived degree of support for employees (Vincent, 2006). Such aspects which are important because they help managers in terms of feedback from employees about the organisations culture, if they are satisfied with the current status at work or want change? In turn, this assists managers and leaders who do not know how to deal with planned change which may takes an unexpected turn. Therefore, the study relates to the current study in that they are both interested in investigating organisational change and resistance to change by capturing the attitudes of employees via questionnaires. Although, the current study extends by exploring the attitudes to change of two groups of workers: Generation X and Y in the workplace.

Bovey and Hede (2001) stress that when implementing change, resistance is a natural reaction by employees as they are moving from the known to the unknown. Some studies refer to employee's resistance to change as organisational cynicism. According to Bommer, et al. (2005) Organisational Cynicism is a complex attitude characterised by feeling of distrust, beliefs of unfairness about the organisation. The organisational cynicism may be explained in a study by Scott and Jaffe (1988) (as cited in Bovey & Hede, 2001) resistance has four initial phases: Initial denial of change is felt by employees; employees have attitudes of resistance towards change. As a result of strategies such as transformational leadership, the change is gradually explored and eventually tolerated or accepted by employees. However, it must be understood that employees have motivation for resisting change, such as loss of pay, status loss or loss of comfort (van Dijk & van Dick, 2009).

2.4 Transformational Leadership

Northouse (2007) defines transformational leadership or charismatic leadership as he calls it, as "a process that changes and transforms people. It is concerned with emotions, values, ethics and long-terms goals' (p.161). Transformational leadership is seen when leaders motivate followers and colleagues to look beyond their grievances and see beyond by emphasising the vision and mission of the organisation (Bass & Avolio, 1994). Oreg and Berson (2011) emphasize that many studies aimed at understanding employee's attitudes to resistance but little has been done on the role of leaders and how they influence employees `intentions to resist change. Hence, the current study seeks to explore transformational leadership as a moderating variable to reduce employee's intention to resist change (Oreg & Berson, 2011).

Transformational leadership is evident of Four I's which assist the ways leaders achieve superior results. Firstly, Idealized influence, which entails leaders being a role model to employees by sacrificing personal gain and hopefully this behaviour, is adopted by followers (Pieterse, Knippenberg, Schippers & Stam, 2010). Secondly, Inspirational motivation consists of leaders motivating followers to pursue the vision and mission by energizing employees (Pieterse et al., 2010). Thirdly, intellectual stimulation involves stimulating employees to be innovative and critical thinkers who think out the box (Bass &Avolio, 1994). The last component is individualised consideration, where relation-orientated leaders are set to pay attention to employee's needs (Bass & Avolio, 1994). Most studies in transformational leadership view it as a positive strategy aiming to impact and reduce employees need to resist change (Oreg & Berson, 2011). A study conducted by Oreg and Berson (2011) aimed to provide empirical evidence of the relationship between transformational leadership and employees need to resist change. The study was conducted in a large scale organisational change, it aimed exploring 75 school principals and 586 teachers and their intention to resist change (Oreg & Berson, 2011). Results showed that the principal's transformational leadership moderated the relationship between teacher's dispositional resistance and intention to resist school change (Oreg & Berson, 2011).

Thus, this study supports the notion that there is empirical evidence for the influence of transformational leadership on employee's resistance to organisational change. The current study will utilise the Multi-factor Leadership Questionnaire (MLQ), which is the standard measure for transformational leadership (Rowold, 2005). As transformational leadership is a strategic form of change management, aimed at transforming employees, to become more receptive to change in order to aid organisational change (Bommer et al., 2005). Furthermore, a study conducted by Oreg of 177 employees assesses how personality and context significantly affect the employee's attitude towards organisational change (Oreg, 2006). Thus, the attitude that the study identified is resistance to change resulting either in employee dissatisfaction or lack or commitment. Similarly, the study overlaps with the current study in that the current study seeks to discover how transformational leadership moderates attitudes to resistance to change such as resisting, devaluing or avoiding change (Oreg, 2003). It also explores how transformational leadership moderates psychological empowerment. However, instead of assessing how psychological empowerment and transformational leadership affects attitudes to resist change in the current study, Oreg (2006) assessed how personality and context affects employee's attitudes to resist organisational change.

Oreg's (2006) research explores resistance to change by conceptualising resistance as a negative attitude towards organisational change. Oreg's (2006) study was conducted in an organisation of 800 employees in the defence industry. The organisation consisted of occupations such as technicians and engineers, who were undergoing a change consisting of a merger in the organisational structure to a matrix design (Oreg, 2006). This means the organisation's employees were previously tasked with task and reporting to one supervisor, however the change in the matrix merger meant employees instead of one task, where responsible for various tasks and one employee reporting to two managers (Oreg, 2006). This means the organisation's employees were previously tasked with one task and reporting to one supervisor, however the change in the matrix merger meant employees had responsibility of several tasks and reporting to multiple supervisors (Oreg, 2006).

As a result, surveillance increased for the employees as this meant more supervision from the two managers. This raised a lot of concerns for employees as this meant losing autonomy of work because work was to be supervised (Oreg, 2006). The study was conducted via both qualitative and quantitative methods through surveys and interviews with both employees and managers (Oreg, 2006). Interesting results were derived whereby there was sufficient evidence that months after the change was induced employees still had strong feelings towards the change (Oreg, 2006). Thus, it was hypothesized in hypothesis 1 that employee's dispositional such as personality resistance to change is positively correlated with employee's behaviour/attitudes to resist change (Oreg, 2006). The results for hypothesis 1 show the higher the score of an employee on the resistance to change scale (RTC), the more negative the employees' behaviour or attitude to organisational change which supported the hypothesis.

Conversely, such a link is expected differently in the present research study in terms of employee psychological empowerment being negatively correlated with employee's resistance to change. In the research, the government organisation is undergoing a political change in power from the ANC to the Democratic Alliance being in control of the municipality after recent local elections in 2016. This means the organisation's employees were previously tasked with attending to the mandate of the ANC in terms of how to complete tasks and now a shift in political power has resulted in changes with the new political party in charge. Therefore, in this government organisation, the change of power and leadership ended up affecting the employees greatly. Similarly, in Oreg's (2006) research with the change of employees reporting to two supervisors instead of one also raised an interesting variable of trust in mangers. According to Oreg (2006), trust in management and social influence "focus on

employee's beliefs about management's trustworthiness and fairness "(p. 86). Thus, in the study the focus was the perception of employees in term of how they viewed management's leadership ability to run the organisation (Oreg, 2006). The perceptions and feeling of employees ranged from: a) There is a feeling the leader knows what they are doing when implementing the change, b) A feeling that employees can count on the organisations management, c) The perception that, when management implements the change there is a good reason for it (Oreg, 2006). Similarly, the study also extends and explores social influence which is described as the extent in which colleagues, supervisors and employees were supportive of the change (Oreg, 29006).

However, this form of support is influenced by various work-related outcomes. Although management try to avoid resistance to change because of its negative consequences, it is sometimes inevitable as conditions of change such as job security, job satisfaction and increased workload pressure prompt employees to resist (Oreg, 2006). As a result, this may lead to employees not being supportive of the change either because the reasons for the change were not communicated to them or they are at a greater loss. Inevitably, employee's attitudes towards a certain change will be to resist and managers instead of supporting and clarifying the new change may try to avoid the resistance because of the negative consequences that result (Oreg, 2006). In order for employees to understand organisational change, it is important that the leadership in the organisation is tasked with easing employees into the unknown by offering support and understanding of the change (Burke, 2011).

Therefore, the real question in this study and the current study is does leadership matter? The answer is yes, it matters. Leaders influence organisational change in a large way because depending on the level of perceived leadership style, support and empowerment employees think they receive, that will determine the extent of resistance to change. Therefore, in this study both the trust in management and social influence were important in determining resistance to change, the scales consisted of three item scale with a coefficient alpha of .92 and .90 respectively (Oreg, 2006). Thus, the alpha coefficients indicate that the items of trust in management and social influence were reliable and could be used in other similar studies as they were above .7. This study links with the current research in that it focuses on measuring trust in management, which the current study views it as the importance of transformational leadership in regulating resistance to change on the part of employees. Firstly, transformational leadership in the current study is viewed in the following way: There is an establishment that there is a huge difference of transformational leadership from management in terms of

authority, for example leaders are more personal and concerned about organisational change and its impact on employee wellbeing. Therefore, transformational leader's attitudes towards goals and change will be active, personal and supportive and aimed at making all employees understand reasons for the change (Burke, 2011). Transformational leaders relate empathetically and intuitively with others and mostly concerned with employee's wellbeing, whereas managers will try avoiding employee's resistance to change and relate according to roles (Burke, 2011).

Moreover, when implementing change unlike managers, transformational leaders seek long-term change which aims to identify with employees and their growth (Burke, 2011). Therefore, leaders are mostly characterised as starters of change, who aim for long-term change which will be beneficial for both the organisation and employees (Burke, 2011). According to Howard Gardner's Changing Minds (2004) book, there are seven factors which guide leaders on how they can lead change and persuade people of the change (Burke, 2011). These factors also link with the current study as they overlap hugely with the psychological empowerment and leadership style transformational leaders need to use when convincing employees change is beneficial and in the process, reduce resistance to change.

The following seven factors are as follows: reason, research, resonance, resdescriptions, reward and resources, real-world events and resistances. (a) Reason: This factor involves reasoning with employees, whereby the change leader may utilise a rational approach involving logic, analogies and metaphors to convince and reason with employees (Burke, 2011). When reasoning with employees, the change leader may explain the need for change and list how the change will benefit and also may disadvantage employees, in order to provide transparency for rational individuals (Burke, 2011); (b) Research: The research factor compliments the reasoning factor because in order for change leaders to convince of change, they require supportive data for the reasoning (Burke, 2011). The research used to justify reasons for the change may be informal and make use of examples and analogies for easier understanding for employees. Thus, change leaders should try to avoid scientific and rigours research language and break it down to everyday language for employees (Burke, 2011); (c) Resonance is the third factor change leaders need to consider when persuading employees to accept change, Howard Gardner regards resonance as more on the emotional side where employees ask; does the change feel right? Is the change supported by reason and research? Also, in regards to resonance Gardener stresses that employees need to resonate with change leaders in terms of knowing if the leader is reliable, consistent and honest with reasons for change (Burke, 2011).

These characteristics in a change leader are valuable because they may persuade and change the minds of employees as hard data is not always entirely sufficient to convince people on its own; (d) Resdescriptions focus on the change leader using more than one way to persuade or present their point across (Burke, 2011). This means a single point may be illustrated in different ways using graphical representation, numerical ways or telling a story to describe a change situation or viewpoint (Burke, 2011); (e) Rewards and Resources may also be another way change leaders may persuade employees through rewarding organisational members with either additional bonuses or holiday retreats for the family (Burke, 2011); (f) Real-world Events may be another factor which may result in employees changing their minds about change, this may be due to extreme world events happening externally and not in the organisation. These external changes may be extreme and result in a hurricane, economic depression, or the discovery of new technology which will persuade the employees and the leader does not need to do much persuasion (Burke, 2011); (g) Lastly, Resistances is a factor Gardner is well aware of when changing the minds of employees in an organisation.

Therefore, persuasion to accept change will only occur when the first six factors have been met by change leaders and resistance is not strong (Burke, 2011). In understanding the phenomenon of resistance to change is normally an individual's response to organisation change and is characterised by different forms of resistance, in this instance the current research is dealing with a Political change at the government organisation which characterised by a change in political party power due to the local elections in 2016, it is universal knowledge that the Democratic Alliance assumed the ANC's position in the government organisation.

As a result of the political change, some employees may engage in political resistance in their attitudes and behaviours at work because they believe that they stand to lose a lot due to change implemented such as status, job, income to mention to a few (Burke, 2011). This type of resistance requires change leaders to consider negotiation and that the above mentioned six factors are consistent for persuading employee's minds, namely: reason, research resonance, resdescriptions, resources and rewards and real-world events (Burke, 2011). When these six factors are consistent, then the change leader may persuade the minds of employees and resistance will begin to weaken.

2.5 Employee Psychological empowerment

Fuller, Morrison, Jones, Bridger and Brown (1999) have found that employee psychological empowerment increases transformational leadership behaviour. Fuller et al. (1999) describes psychological empowerment as "increased task motivation manifested in cognitions that reflect an individual's active orientation to his or her own work role" (p. 389). This definition describes psychologically empowered individuals as people who are competent to influence their jobs and the environment in which they work (Pieterse et al., 2010). Employee psychological empowerment has four dimensions, namely: meaning of the actual work, how competent one is in their work and self-determination in terms one's autonomy towards work and the impact an individual has in their job (Stanton & Rothmann, 2009).

They argue that employees need to feel psychologically empowered so that they have a voice and believe they have the ability to model transformational or charismatic leadership (Pieterse et al., 2010). However, when the employee psychological empowerment is low, employees are less motivated and ineffective because they believe they do not have ability to take initiative of their own work. As a result, employees will react to their feelings of low empowerment and resist work changes (Lamm & Gordon, 2010). With high psychological empowerment employees, did not feel the need to resist change, as they are able to take initiative in their work (Pieterse et al., 2010).

A study conducted aimed at combining organisational change and psychological empowerment posited that organisational change is an event that can either give workers increased or decreased empowerment (Lamm & Gordon, 2010). A quantitative study was conducted in two different organisational setting, where they seek to investigate the relationship of psychological empowerment and urge to resistance change by employees (Lamm & Gordon, 2010). The organisations chosen, were both either going through some form of change, whether restructuring, new technology or small sized change. Surveys were handed to 180 employees, 95 answered. The results were analysed using hierarchal multiple regression, of which the results showed despite different work settings, psychological empowerment is significantly related to behavioural support for organisational change (Lamm & Gordon, 2010). Meaning, increased psychological empowerment may foster the acceptance of organisational change by employees. Few studies have been attributed to employee's resistance to change, employee psychological empowerment and implementing transformational leadership as strategy to reduce employee resistance.

However, one American study comprising of 877 employees from three companies was conducted to test the hypothesis. The hypothesis proposes that transformational leadership effect upon on cynicism about organisational change will be stronger compared to the effect of cynicism about organisational change on transformational leadership (Bommer et al., 2005). In order to test the hypothesis, an ANOVA was conducted. The key results indicate that the effect of Transformational leadership effect upon employee cynicism was stronger, suggesting that transformational leadership results in lowered cynicism about organisational change (Bommer et al., 2005). This study provides evidence that there is work regarding employee dissatisfaction and cynicism regarding change and the current study will use it as inference. In addition, another study conducted in Australia by Levy et al. (2003) (as cited in Macky et al., 2008) found little difference in attitudes toward leadership of Generation X and Generation Y employees. The only study that found any generational differences, reported that these were due to stereotypes and on differences among generations (Macky et al., 2008). However, although the research is interested in similar working variables as the above study, the current work takes it a step further by exploring and understanding the employee's resistance separately through generation differences in attitudes to change.

Moreover, researchers are becoming increasingly aware of the importance of the new variable which enhances the positive effects of transformational leadership behaviours, namely: Psychological empowerment (Fuller et al., 1999). Psychological empowerment is explained as the intrinsic motivation for an individual to actively do one's work (Fuller et al., 1999). In explaining psychological empowerment, they take it a step further and identify what determines or does not determine employees who are psychologically empowered. These determinants include both individual and social structural variables (Fuller et al., 1999). The individual variables for example may be when individuals feel they have locus of control over their tasks and are independent, then it results in employees feeling empowered (Fuller et al., 1999). While social structural variables may either be inhibitors or enables that may impact employee's psychological empowerment such as the job design, reward system or leadership (Fuller et al., 1999). These social structural variables are out of the control of the individual as they may be imposed by management or external factors but in turn may have an effect on the individual's empowerment.

Therefore, if these variables become inhibitors, individuals may react by resisting the above variables such as the leadership style, work redesign or reward system either individually or in groups in the organisation. An example of a case study on psychological empowerment was

carried out on the effects of psychological empowerment on transformational leadership and Job satisfaction (Fuller et al., 1999). The study is similar to the current research in that the study seeks to investigate the degree to which transformational leadership affects job satisfaction on the level of employee psychological empowerment (Fuller et al., 1999). However, the current research focuses on resistance to change as a variable instead of Job satisfaction. The study was carried out on 230 nurses, as participants at a regional medical facility in the South-eastern United States (Fuller et al., 1999). The sample consisted of nurse assistants, licensed practical nurses and registered nurses (Fuller et al., 1999).

Alike with the research study, the measures of the nurse study were transformational leadership, psychological empowerment and Job Satisfaction (Fuller et al., 1999). Transformational leadership was measured using the Multifactor Leadership Questionnaire (MLQ), which is the same as the transformational leadership measure used in the current research. The Multifactor Leadership Questionnaire aims to investigate how employees view their supervisors and managers in terms of how their behaviour towards employees and leadership style. Transformational leadership was measured with 20 items with 4 items (per subcomponent), these include: Inspirational motivation (4 items; *a*=.87), Idealised influence (8 items; *a*=.91), Intellectual stimulation (4 items; *a*=.89) and Individualised Consideration (4 items; *a*=.84) (Fuller et al., 1999). The reliability of the questionnaire is sufficient as all Cronbach alphas were above .70. The scale utilises a five-point scale ranging from 0 (not at all) to 4 (Frequently, if not always). While psychological empowerment was using a 4-item version of Spreitzer's (1995) scale with a (Cronbach's alpha=70), which is a similar measure used in the current research. Lastly, job satisfaction was measured using a 15-item scale with Cronbach alpha of .89 by Warr, Cook & Wallis (1979) (Fuller et al., 1999).

According to Fuller et al. (1999) the study utilised a "moderated regression analysis for analysing the data and to explore the hypothesised interaction between transformational leadership and psychological empowerment in predicting job satisfaction" (p. 390). The results of the study showed that the sample of 230 nurses indicated that psychological empowerment moderates the relationship between three of the four dimensions of transformational leadership and job satisfaction (Fuller et al., 1999). Thus, psychological empowerment was considered an enhancer of the relationship between transformational leadership and job satisfaction as predicted (Fuller et al., 1999). The study's hypothesis was proven correct that psychological empowerment would have an effect on transformational leadership and job satisfaction either increasing or decreasing transformational leadership and job satisfaction (Fuller et al., 1999).

Similarly, the research study aims to investigate the moderating effect of transformational leadership on employee psychological empowerment and resistance to change, shown by the hypothesis 2, which states: Transformational leadership moderates the relationship between resistance to change and employee psychological empowerment. After the moderation has taken place, the expectation is that, the relationship is positive with high transformational leadership and weaker with low transformational leadership.

Furthermore, recent research supports the notion that psychological empowerment is positively associated with a range of employee outcomes such as job satisfaction, increased performance and is negatively associated with resistance to change and strain (Seibert, Wang & Courtright, 2011). Therefore, the integrated individual and team empowerment framework figure 0 below summarises the contextual antecedent, attitudinal consequences, individual characteristics and behavioural competencies characterised by psychological empowerment. The above-mentioned factors, also shown in the figure 0 below indicate all organisational structures and practises are indicators of psychological empowerment (Seibert et al., 2011). Firstly, on the left contextual factors such as managerial practises, socio-political support, transformational leadership and work design characteristics are important and lead to higher levels of psychological empowerment and high performance, (Seibert et., 2011). Also, these contextual antecedents indicating high levels of psychological empowerment may be applied to team empowerment (Seibert et al., 2011). Thus, hypothesis 1 states: Contextual factors including (a) High performance managerial practises, (b) socio-political support, (c) positive leadership, and (d) work design characteristics will be positively related to psychological empowerment (Seibert et al., 2011).

According to Seibert et al. (2011) meaning and self-determination illustrated in the centre of the box in figure 0 below, are two components of psychological empowerment and have been shown to have a significant relationship with job performance shown by the job characteristics theory. In addition, psychological empowerment also assesses feelings of competence and impact which are related to the increase of performance once tasks are increased and one feels competent in their work (Seibert et al., 2011). Thus, the expectation is that when employees have high psychological empowerment, this will lead to increased task performance (Seibert et al., 2011).

Secondly, figure 1 below shows a range of individual characteristics such as positive self-evaluation which gives meaning to how one or the team of employees may view themselves as

being self-determined and having an impact on their work which will result in attitudinal consequences such as job satisfaction and optimum performance (Seibert et al., 2011). Hence, it was hypothesised in hypothesis 2 that: Positive self-evaluation traits will be positively associated with psychological empowerment (Seibert et al., 2011, p. 984). Likewise, other individual characteristics where hypothesised as follows in hypothesis 3: Human capital variables including (a) education, (b) Tenure, (c) age, and (d) job level will be positively associated with psychological empowerment (Seibert et al., 2011, p. 984).

Thirdly, the attitudinal consequences indicate the outcomes of psychological empowerment such as Job satisfaction, organisational commitment and turnover intention, in turn these may be influenced by individual characteristics and contextual antecedents showed in the figure below and this is also hypothesised in hypothesis 4 (Seibert et al., 2011). Hypothesis 4 states: Psychological empowerment will be positively related to the employee work attitudes of (a) job satisfaction and (b) organizational commitment and will be negatively related to (c) strain and (d) turnover intentions (Seibert et al., 2011, p. 985). This hypothesis is similar to the research study because the research is also interested in looking at the inverse relationship between psychological empowerment and resistance to change.

Lastly, behavioural consequences such as task performance and innovation are key indicators of psychological empowerment because it is only when individuals feel empowered to generate their own ideas and carry a sense of autonomy that they perform optimally (Seibert et al., 2011). As indicated by the study's proposed hypothesis in hypothesis 5: Psychological empowerment will be positively related to the employee work behaviours of (a) task performance, and (b) innovation (Seibert et al., 2011). Overall, figure 1 below showing the indicators for psychological empowerment may be applied and useful to both individual and team situations requiring high psychological empowerment for increased performance, job satisfaction, organisational commitment and in turn a decrease in resistance to change and intent to leave by employees. Therefore, the integrated individual and team empowerment framework figure can assist managers and supervisors in terms s of knowledge of indicators of psychological empowerment and how these can be implemented to curb resistance to change, shown by figure 1 below:

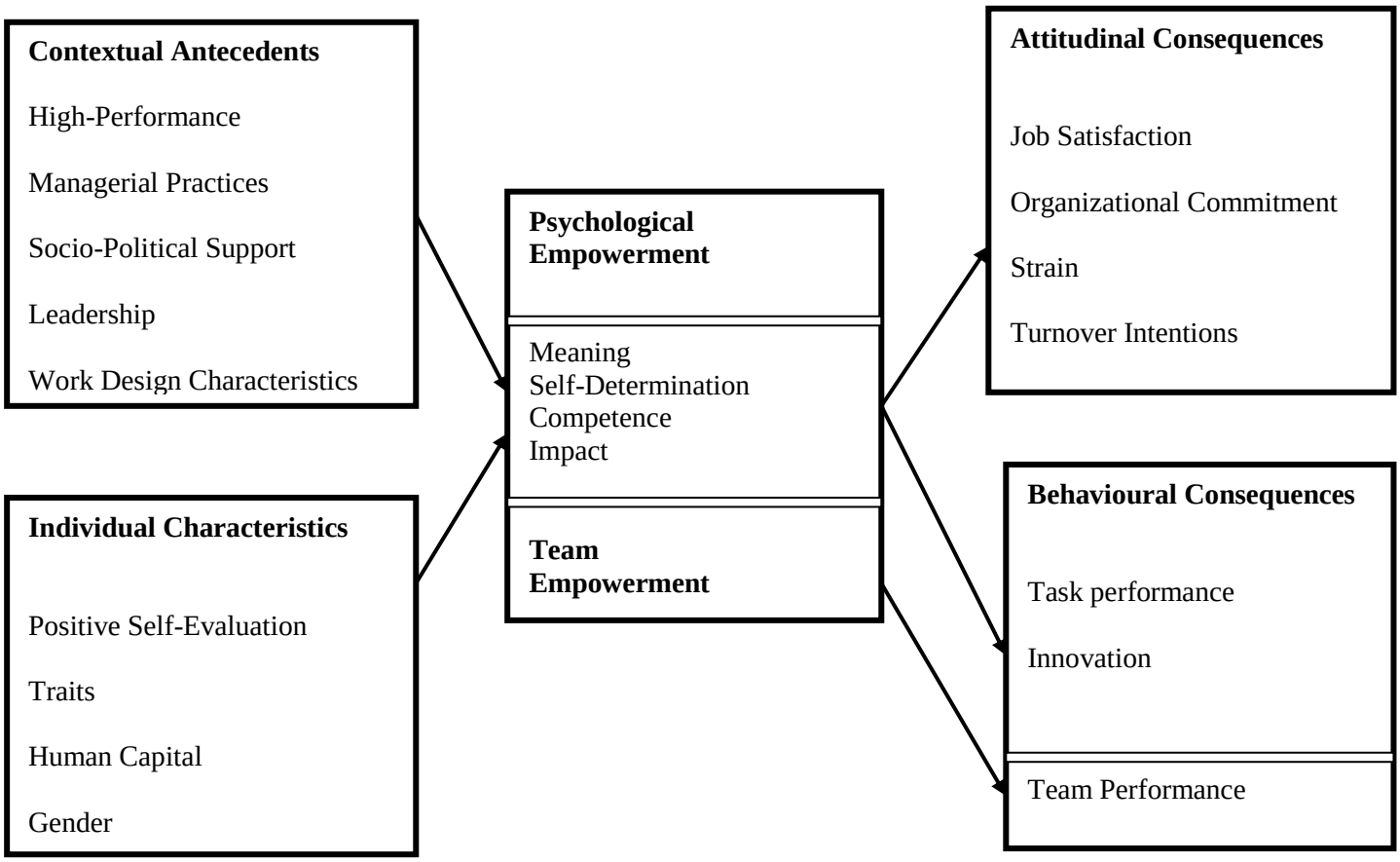


Figure 1: Integrated individual and team empowerment framework.

2.5 Aim of the Research

The aim of the study was to assess generational interests in the workplace in terms of resistance to organisational change, employee psychological empowerment and transformational leadership. The study assessed how psychological empowerment and transformational leadership were associated with resistance to change in an organisation.

2.6 Research Hypothesis

1. There is a negative correlation between employee psychological empowerment and resistance to change.
2. Transformational leadership moderates the relationship between resistance to change and employee psychological empowerment.

Based on previous research findings, psychological empowerment has been found to be positively related to transformational leadership and negatively related to resistance to change (Fuller et al., 1999). However, not many studies have investigated if this is true for different age/generational cohorts in the workplace. Therefore, this research study does not aim to investigate all employees under the same age categories but to get the attitudes on organisational change on both generation X and Y. Similarly, the current research expects that the relationship between employee psychological empowerment to be negatively related to resistance to change. In addition, transformational leadership is expected to moderate the relationship of employee's psychological empowerment and resistance to change such that, the outcome is positively related to employee psychological empowerment and negatively related to resistance to change.

Chapter 3

Methodology

3.1 Introduction

The aim of the research was to ascertain differences in generations in the workplace in terms of attitudes regarding resistance to organisational change, employee psychological empowerment and transformational leadership. Therefore, the research explored how psychological empowerment and transformational leadership impact employee's attitudes on resisting change in an organisation. In order to collect and analyse data, various methods were employed, and discussed below in the research design. The procedure section in the methodology explains the demographic details of the sample and what methods were used to collect data such as questionnaires in the research study. This is also included the instruments used for the three measures of the research, namely: Transformational leadership questionnaire, psychological empowerment questionnaire and resistance to change questionnaire. To conclude the research methodology section, the research offers a look at the data analyses employed to investigate the proposed two hypotheses. Lastly, ethical considerations were included as an essential part of the researcher to practice ethically sound methods when dealing with human samples.

Moreover, literature, hypotheses and the aim of the research, the researcher suggested the following visual model representing the relationships that exist between the variables of the research, namely: employee psychological empowerment, resistance to change and transformational leadership. The visual (figure 2) below shows the relationship between the independent variable (employee psychological empowerment), dependent variable (resistance to change) and moderator (transformational leadership). For example, transformational leadership moderates the relationship between resistance to change and employee psychological empowerment, such that the relationship is positive with high transformational leadership and weaker with low transformational leadership.

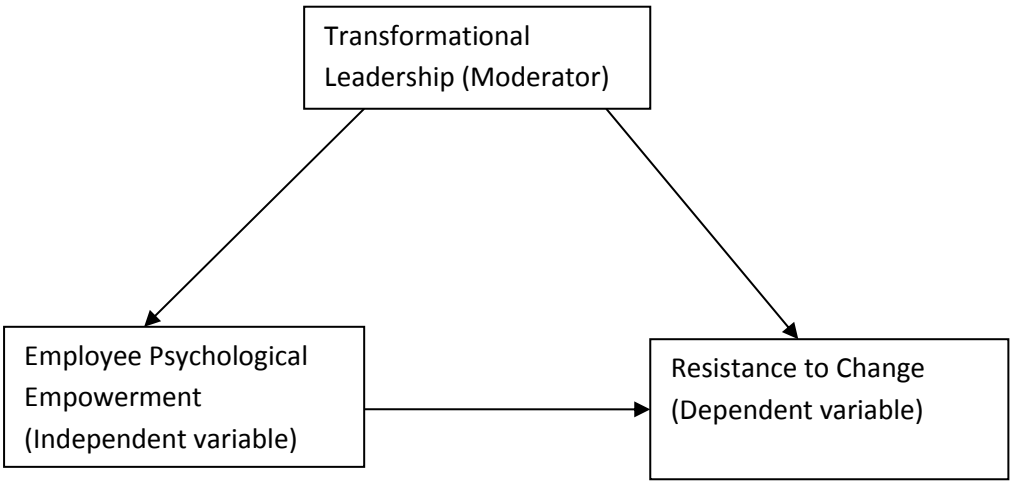


Figure 2: Visual representation showing the relationships of variables.

3.2 Research Design

The research employed a quantitative research design to establish the relationship between generations X and Y, in terms of attitudes to resistance to change and employee psychological empowerment moderated by transformational leadership. A moderator variable, namely transformational leadership was added as a third variable affecting the relationship between the two variables (Field, 2009). The research study employed a non-experimental quantitative research design. In this research, there was no random assignment, manipulation of variables or control variables as the design was based on observation of relationships (Sousa, Driessnack & Mendes, 2007). The non-experimental design, which the research utilised, is a correlational study. A similar prospective study was carried out previously to establish factors that affected differences in generations on attitudes to change and employee resistance to change (Sousa et al., 2007). According to Sousa et al. (2007) a non-experimental design has an advantage over experimental designs in that variables not being subjected to manipulations or randomization which may raise ethical concerns.

3.3 Participants and Sampling

Participants of this research comprised of 108 employees, 57 female participants and 51 male participants from a large government organisation based in Johannesburg. The research was carried out in a large organisation undergoing unplanned change, of which employees were showing attitudes of resistance. The sample was representative of both male and female employees from different departments in the organisation were investigated. The demographic variables such as age, gender and race was reported by participants for purposes of distinguishing generational differences.

Most studies measure Gen X and Gen Y using Age as unit of measure. Most commonly, researchers view Generation X having a birth year of 1965-1979 and an age range of 28-43. Generation Y, as having a birth year of 1980-1999 and age range of 27 and under (Crumpacker & Crumpacker, 2007). In the research, Generation X referred to people born between the years 1965-1979 and Generation Y referred to people born1980-1999.

Age ranges were adjusted to suit the present research done in 2016. Overall, the research was interested in Generation Y: under 27 and 28-35 and Generation X: 36-43 and 44+ in terms of how psychological empowerment and transformational leadership influence how they resist change. The sampling strategy that the research employed is a non-probability, purposive sampling design, where random selection did not take place because the researcher selects inclusion criteria's which the participants have to meet (Bryman, 2012). In doing so, participants chosen for this particular research were employees of the organisation at which the research was carried out, and the participants were aged 18 to 65 years old. Hence, table 1 below indicates the age and demographic information indicates of 108 sample population.

Table 1

Demographic Variable	Variable Category group	Variable category group name	N	%
Age	Under 27	1	27	25
	28-35	2	24	22.2
	36-43	3	20	18.5
	44 and above	4	37	34.3
	Missing			
	Total		**108**	**100**
Gender	Female	1	57	52.8
	Male	2	51	47.2
	Missing			
	Total		**108**	**100**
Race	Black	1	81	75
	White	2	12	11.1
	Coloured	3	4	3.7
	Indian/Asian	4	10	9.3
	Other	5	1	9
	Missing			
	Total		**108**	**100**

Note. Table: Demographic information of the sample

3.4 Measuring Instruments

3.4.1 Transformational Leadership Behaviour:

The Multifactor Leadership Questionnaire Form 5X was used (Appendix D) to analyse transformational leadership (Rowold, 2005). The MLQ questionnaire was originally developed by Bernard Bass in 1985. This instrument has been used in South Africa before. For example, there is a study on emotional intelligence and leadership styles in the South African Petrochemical industry that used the instrument (Pillay, Viviers & Mayer, 2013).

The scale utilises a five-point scale ranging from 0 (not at all) to 4 (Frequently, if not always). Transformational leadership was measured using a scale with 20 items. There were 4 items (per subcomponent), these included: Inspirational motivation, Idealised influence, Intellectual stimulation and Individualized Consideration (Rowold, 2005). Sample items included "My leader articulates a compelling vision for the future" (Bass & Avolio, 1995). The questions of the MLQ questionnaire were adjusted slightly to suit the characteristics of the research sample. According to Muenjohn and Armstrong (2008), the Cronbach's alpha produced for the original MLQ scale was .86 and .87 for the translated MLQ. The reliability values were greater than .70, indicating an acceptable, good Cronbach's Alpha. Furthermore, confirmatory factor analysis (CFA) was run to test the factorial validity of the MLQ-5X, the transformational scales of the MLQ-5X showed high and significant convergent validity which lends further credibility to the validity of the MLQ-5X (Rowold, 2005).

3.4.2 Resistance to change:

Oreg (2003) designed the Resistance to Change Scale which focuses on attitudes of individuals or their tendency to resist, avoid, devalue change or find change to be averse. The Resistance to Change scale (Appendix E) consists of 17 items with four sub-scales which tapped into attitudes towards change: Routine seeking "I generally consider changes to be a negative thing". Emotional reaction "When I am informed of a change of plans, I tense up a bit". Short-term focus "Changing plans seems like a real hassle to me". Cognitive rigidity "I don't change my mind easily". The responses vary from 1 (strongly disagree) and 6 (strongly agree). The total scales reliability coefficient alpha was a Cronbach's alpha of .92 (Oreg, 2003). The alpha's for the subscales respectively for Routine Seeking, Emotional Reaction, Short-Term Focus were .89, .86, .71 and Cognitive Rigidity which only contained three items had a Cronbach's alpha of .68 (Oreg, 2003).

3.4.3 Employee Psychological Empowerment:

Growing research has moved towards developing and validating a measure for psychological empowerment in the workplace contest (Spreitzer, 1995). Employee psychological empowerment was measured using a measure which translated by Spreitzer (1995) (as cited in Pieterse et al., 2010). The scale consists of a 12- item questionnaire (Appendix F). The scale has three-item sub-scales measuring meaning, competence, self-determination and impact (Pieterse et al., 2010). Examples of sample items include "I am confident about my ability to do my job" and "I have autonomy in determining how I work". The responses vary from 1 (completely disagree) to 5 (completely agree). The reliabilities for empowerment in industrial organisations or workplace show that the Cronbach alpha reliability coefficient for overall empowerment was .72 (Spreitzer, 1995). While the meaning scale had an internal reliability of .85, the competence sub-scale was .84, the self-determination scale had an internal consistency of .80 and impact sub-scale had an internal consistency of .85 (Spreitzer, 1995). Therefore, the internal reliabilities established for the psychological empowerment sub-scales are sufficient for internal consistency as they all above .72.

3.5 Research Procedure

In accessing participants to partake in the research, a cover letter (Appendix A) was sent via email to the respective mangers of the organisation explaining the purpose of the research and getting permission. After obtaining the organisation's permission the next important step was to provide participant information sheet (Appendix C) to inform the participants of the research's aims and their rights to participate or withdraw from the research. The relevant forms were signed by all relevant parties, in order to gain permission for data collection. The permission granted by both the organisation and participants, followed with the researcher conducting the research, of which the permission letter will also be attaché d in the appendices. The research study involved the researcher spending at least a week or two at the organisation or emailing questions to employees who needed clarifications, of which 3 questionnaires were handed out to employees in order to gather their views and attitudes on resisting change in the organisation.

The questionnaires took approximately less than 25 minutes to be completed. Hardcopy questionnaires were placed in a sealed envelope provided by the researcher. The responses were placed in a sealed box which was placed in an accessible area. This was done to ensure confidentiality so that no one has access to the questionnaires except the researcher.

The participants also filled in a demographic questionnaire for purposes of data collection (Appendix B). The questionnaire was a self-report, of which the results of the respondents were then analysed using correlation and multiple regression in IBM ® SPSS 23, a statistical program which assists in capturing and analysing meaningful research data.

3.6 Data analysis

Prior to data collection, participants were required to fill out a demographic form with demographic information such as age, gender and race. After data collection, the researcher proceeded to use the demographic information of participants was then used to provide descriptive statistics of the sample. The data analysis consists of two stages. The first stage involved the initial cleaning stage, characterised by checking for missing data using exploratory factor analysis, reliability analysis and sample size. Before running the analysis on IBM ® SPSS 23, missing entries were identified.

According to Bryman (2012) missing data is as a result of participants failing to reply to a question due to either an accident and they forgot to fill in or because they did not want to fill in the questionnaire. The second stage included proving or disapproving the hypothesis by running parametric tests. This stage began with a correlation matrix of all variables (transformational Leadership, employee psychological employment and resistance to change), followed by a regression analysis and moderation. Lastly a two-way analysis of variance (ANOVA) was run to represent generational group differences.

The analyses which were used to test the hypotheses included a moderation analysis used to establish the moderating effect of transformational leadership on resistance to change and psychological empowerment. Predictive correlations and multiple regressions were analysed using the statistical program called SPSS. First, correlations were run to test and provide explanation on the natural relationship between the three variables. Secondly; multiple regressions take the correlation a step further by including a moderator to test the strength and direction of the relationship. Transformational leadership as a moderator variable might affect the relationship of Generation X and Y: psychological empowerment and resistance to change (Field, 2009).

Thus, according to (Field, 2009) if there is a statistically significant interaction effect, the current research would indicate that moderation occurred and there would be a difference in the predictor variable (employee psychological empowerment) and outcome variable (resistance to change). To conclude, a two-way ANOVA was run to establish generational differences between generation X and Y. Two-way ANOVA enables the researcher to establish differences groups and mostly to indicate which groups differ specifically. A two-way ANOVA tests the main effect for each independent variable on the dependent variable and an interaction effect is indicated (Pallant, 2011).

3.7 Ethical Considerations

Ethics in social science research is essential in guiding research and the upholding of fundamental ethical principles in order to avoid harm to participants (Bryman, 2012). Therefore, it is important to ensure that research does not harm participants of all ages and is designed to uphold integrity in the field of research (Bryman, 2012). The principle of informed consent requires participants to be aware of the purpose of the research and to get them to agree to participate (Bryman, 2012). For this reason, anonymity and confidentiality were upheld by the researcher. The research maintained the integrity of participants and it prevented harm and deception to participants (Silverman, 2013). The informed consent letter in the form of a participant information sheet (Appendix C) was presented to each participant, before administering the questionnaires. Anonymity and Confidentiality were upheld in the research; no names of participants appear on any part of the research report and information obtained from participants was not disclosed to third parties (Silverman, 2013).

Chapter 4

Results

4.1 Introduction

This chapter presents the results of the research report. The research data was obtained using descriptive and inferential statistics. Prior to data collection, participants were required to fill out a demographic form with demographic information such as age, gender and race. The demographic information of participants was then used to provide descriptive statistics which is represented in the frequency table. Data analysis consisted of two stages. The first stage involved the initial cleaning stage, characterised by checking for missing data and sample size. Before running the analysis was done on IBM ® SPSS 23, missing entries were identified. According to Bryman (2012) missing data is as a result of participants failing to reply to a question due to either an accident and they forgot to fill in or because they did not want to fill in the questionnaire. The second stage involved proving or disapproving the hypotheses of the study by running parametric tests. A correlational matrix showed the variables to be analysed which were transformational leadership, employee psychological empowerment and resistance to change) was computed, followed by multiple regression and moderation analyses. Lastly a two-way analysis of variance (ANOVA) was run to represent generational group differences.

4.2 Exploratory Factor Analysis

Factor analysis presents data in an easy way for the researcher or reader to interpret, as it shows clearly which factors load highly or not and need to be removed (Babbie, 2013). In the research report, exploratory factor analysis was conducted to clean data by using a principle component analysis with an oblique rotation, specifically promax rotation as each measure had similar variables in it. Factor analysis was used to determine factors or variables that load the highest on a construct, while extracting those that do not explain the construct (Babbie, 2013). Exploratory factor analysis allowed the successful deletion of items that loaded lower than the .4 factor loading cut-off or significantly on each factor (Oreg, 2003).

Before performing factor analysis, there are certain assumptions that need to be met. Firstly, the factorizability of the data or intercorrelation of items between each measure, which states that, the number of correlation coefficients are over .30 (Pallant, 2011). Secondly, the adequacy

of the sample, which refers to the Kaiser-Meyer-Olkin test (KMO), needs to be above .05 for data to be deemed appropriate for factor analysis (Field, 2009). Also, the Bartlett's Test of Sphericity needs to show significance to show that the items of the measure correlate with one another (Field, 2009). Lastly, the Scree plot provides another way of extracting the number of factors considered to be significant (Pallant, 2011). This is done by applying Kaisers' criterion factors which states that Eigen values greater than 1.0 must be retained (Pallant, 2011). Also, this is shown graphically where the significant factors on the graph begin to show when the graph begins levelling out. The factors which loaded significantly and were above .4 were maintained and resulted in the Scree plot, communalities and component correlation matrix while also taking into consideration the theoretical meaning of the factors (Oreg, 2003). The results of the factor analysis for the three measures (Resistance to change, Employee Psychological empowerment and Transformational leadership) are presented in the tables 1, 2, 3 below:

4.2.1 The Resistance to Change Scale

The first factor was the Resistance to Change scale (Appendix E) was subjected to an exploratory factor analysis and contained 17 items with four sub-scales which tapped into attitudes towards change: Routine seeking "I generally consider changes to be a negative thing". Emotional reaction "When I am informed of a change of plans, I tense up a bit". Short-term focus "Changing plans seems like a real hassle to me". Cognitive rigidity "I don't change my mind easily". The responses vary from 1 (strongly disagree) and 6 (strongly agree). Before factor analysis was run, certain assumptions for adequacy of the sample were checked using the Kaiser-Meyer-Olkin test (KMO) for the resistance to change scale. The results in the KMO and Bartlett's test table below showed that the sample was adequate as the KMO test for the resistance to change scale was run and a KMO result was .732 and the Bartlett's Test of Sphericity was significant at $p=.00$, $p<.05$. Once these assumptions were met, factor analysis was then run and is indicated in table 1. Therefore, results support that the scale measures resistance to change.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.732
Bartlett's Test of Sphericity	Approx. Chi-Square	545.106
	Df	136
	Sig.	.000

Table 1 below shows the first factor analysis of the resistance to change scale. According to table 1 there were six factors on Factor one (F1) that were found and explained 67.804% of the cumulative variance found in the total variance explained table. In addition, there are two methods of determining how factors are retained with factor analysis. The first being determining the Eigenvalue which posits if Eigenvalue is greater than one rule, then it is sufficient to be considered as a factor (Field, 2009). Therefore, the method suggests that there are 6 factors in the current research to be considered.

The second method of finding the number of factors to be considered is the Kaiser's criterion or commonly known as the Scree plot where one observes and counts the factors until the graph begins to level out (Pallant, 2011). Therefore, in observing the Scree plot (Diagram 1), it shows that the graph straightens out after the sixth factor, which means that six factors were retained. However, it is much recommended for best results to combine the Scree plot and Eigenvalue method as these may differ from researcher in terms of which factors are to be contained(Pallant,2011). Therefore, below is table 1 indicating the resistance to change Factor loadings from the final pool. Diagram 1 shows the Scree plot with the retained factors and the total variance table with the number of factors extracted.

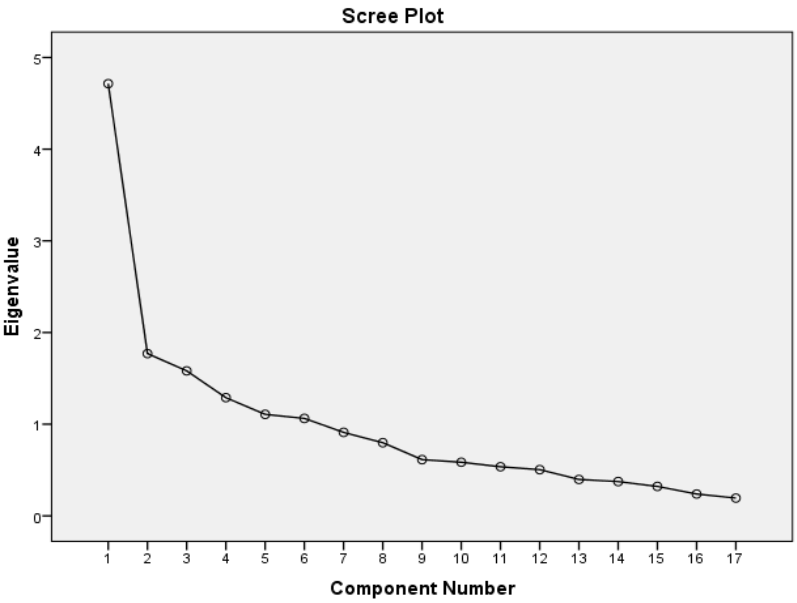
Table 1: *Resistance to Change Factor Loadings for final Item pool exploratory factor analysis*

Code	Item	Resistance to Change					
		F1	F2	F3	F4	F5	F6
Routine Seeking							
C1	I generally consider changes to be a negative thing.	.93					
C2	I'll take a routine day over a day full of unexpected events any time.	.653					
C3	I like to do the same old things rather than try new and different ones.	.505					
C4	Whenever my life forms a stable routine, I look for ways to change it.				.567		
C5	I'd rather be bored than surprised.	.476					
		Resistance to Change					
		F1	F2	F3	F4	F5	F6
	Emotional reaction sub-scale						
C6	If I were to be informed that there's going to be a significant change regarding the way things are done at work, I would probably feel stressed	.91					
C7	When I am informed of a change of plans, I tense up a bit.	.76					
C8	When things don't go according to plans, it stresses me out.	.068					
C9	If my supervisor changed the standard criteria, it would probably make me feel uncomfortable just as well without having to do extra work.	.688					
C13	I sometimes find myself avoiding changes that I know will be good for me	.606					

Short term focus			
	Changing plans seems like a real hassle to me		
C10	Often, I feel a bit uncomfortable even about changes that may potentially improve my life.	.670	
C11	When someone pressures me to change something, I resist it even if I think the change may ultimately benefit me	.737	
C12	Once I've come to a conclusion, I'm not likely to change my mind.	.650	
C16	.	.699	
Cognitive rigidity			
	I often change my mind		
C14	I don't change my mind easily.		.415
C15	My views are very consistent over time.	.538	
C17		.600	
Eigenvalue		4.715	
Individual total variance explained (%)		67.8%	

***Note. N* = 108 after mean substitution. C = Resistance to Change**

Diagram 1: Scree Plot for Resistance to Change indicating six factors extracted using the Eigenvalue method.



Total Variance explained of the six factors extracted.

Total Variance Explained				
Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total
1	4.715	27.733	27.733	3.944
2	1.770	10.413	38.146	3.228
3	1.582	9.306	47.452	2.074
4	1.289	7.584	55.037	1.366
5	1.107	6.513	61.550	1.372
6	1.063	6.254	67.804	1.399
Extraction Method: Principal Component Analysis.				
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.				

4.2.2 Employee Psychological Empowerment

The second factor subjected to factor analysis was employee psychological empowerment using a Principle Component Analysis with oblique rotation. The scale consists of a 12- item questionnaire (Appendix F). The psychological empowerment scale (PEQ) showed communalities to be generally good, and were above .4 (Pallant, 2011). However, item PEQ 9- "I have considerable opportunity for independence and freedom in how I do my job" was removed as it was deemed problematic with a communality of .372, which is below the standard .4 regarded as sufficient for factors and accounting for 62.54% of the total variance. After the removal of item 9 on the PEQ scale, the total variance went up to 65. 476%. After the removal of item 9, the second factor (PEQ scale was representative of 3 factors accounting for 65. 476%. The factors are shown below in table 2. Moreover, the KMO and Bartlett's test was above .6 and was significant at $p<.05$; these results indicate that the scale represents an adequate sample (Field, 2009). The total variance explained table and Scree plot (Diagram 2) will also be shown, to indicate that the factors considered.

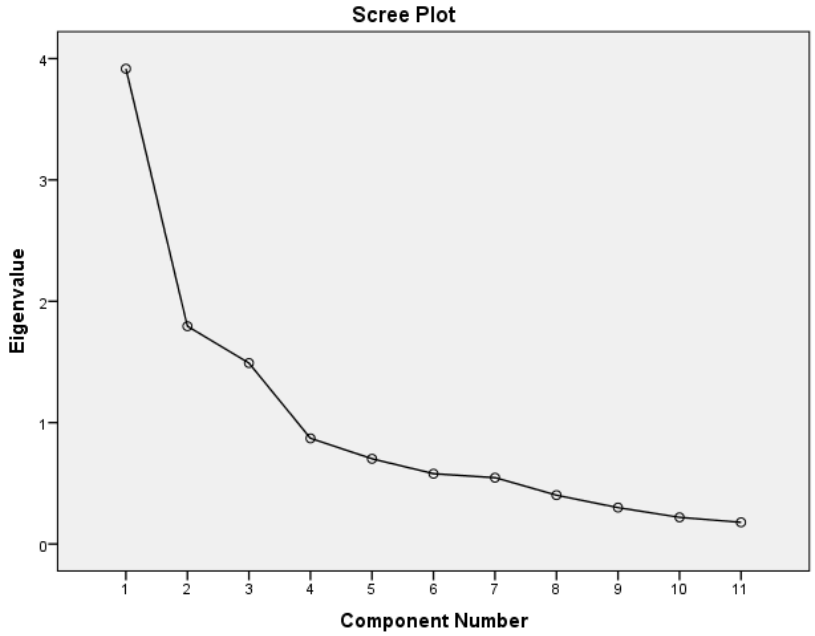
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.720
Bartlett's Test of Sphericity	Approx. Chi-Square	467.404
	Df	55
	Sig.	.000

Table 2: *Employee Psychological Empowerment Factor Loadings for final Item pool exploratory factor analysis*

Code	Item	Psychological Empowerment		
		F1	F2	F3
PEQ1	The work I do is very important to me.	.491		
PEQ2	My work activities are personally meaningful to me.	.510		
PEQ3	The work I do is very meaningful to me		.571	
PEQ4	I am confident about my ability to do my job.	.700		
PEQ5	I am self-assured about my capabilities to perform my work activities.	.696		
PEQ6	I have mastered the skill necessary for my job.	.681		
PEQ7	I have significant autonomy in determining how I do my job.	.549		
PEQ8	I can decide on my own how to go about doing my own work.	.560		
PEQ10	My impact on what happens in my department is large.	.640		
PEQ11	I have a great deal of control over what happens in my department.	.498		
PEQ12	I have a significant influence over what happens in my department	.634		
Eigenvalue		3.917		
Individual total variance explained (%)		65.476%		

***Note. N* = 108 after mean substitution. PEQ= Employee Psychological Empowerment**

Diagram 2: Scree Plot for Psychological Empowerment indicating three factors extracted using the Eigenvalue method.



Total Variance explained of the three factors extracted.

Total Variance Explained				
Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total
1	3.917	35.605	35.605	3.299
2	1.795	16.314	51.919	2.527
3	1.491	13.558	65.476	2.533
Extraction Method: Principal Component Analysis.				
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.				

4.2.3 Transformational Leadership

The third factor subjected to factor analysis was the Multifactor Leadership Questionnaire Form 5X (Appendix D) which was used to analyse transformational leadership (Rowold, 2005). A Principal Component Analysis (CPA) with oblique rotation (Promax) was utilised for factor analysis. The scale utilises a five-point scale ranging from 0 (not at all) to 4 (Frequently, if not always). The transformational leadership was measured with 20 items. The transformational leadership scale (MLQ) showed all communalities to be generally good, and were above .4 (Pallant, 2011). The MLQ scale representative of 2 factors accounting for 62,948% total variance. The factors shown below in table 3 were mostly factors loading on Factor 1 and only two on factor 2. Moreover, the KMO and Bartlett's test was above .6 and was significant at $p<.05$; these results indicate that the scale represents an adequate sample (Field, 2009). The total variance explained table and Scree plot (Diagram 3) are also shown to indicate that the factors were considered.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.928
Bartlett's Test of Sphericity	Approx. Chi-Square	1577.128
	Df	190
	Sig.	.000

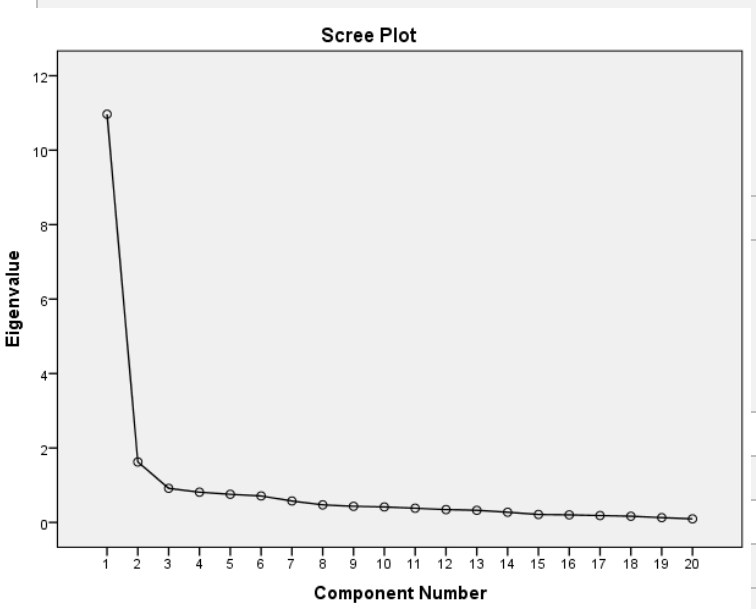
Table 3: *Transformational Leadership Factor Loadings for final Item pool exploratory factor analysis*.

Code	Item	Transformational Leadership	
		F1	F2
MLQ1	My supervisor makes others feel good to be around him	.830	
MLQ2	Mysupervisor expresses with a few simple words what we should do	.693	
MLQ3	My supervisor enables me to think about old problems in new ways	.772	
MLQ4	My supervisor enables me to think about old problems in new ways	.787	
MLQ5	My supervisor tells me what to do if we want to be rewarded for our work.	.693	
MLQ6	My supervisor is satisfied when we meet agreed-upon standards	.697	
MLQ7	My supervisor is content to let me continue working the same ways always.	.566	
MLQ8	I have complete faith in my supervisor	.885	
MLQ9	My supervisor provides appealing images visually about what we can do.	.743	
MLQ10	My supervisor provides me with new ways of looking at puzzling things.	.895	
MLQ11	My supervisor let me know how he/she thinks I am doing	.835	
MLQ12	Mysupervisorprovides recognition/rewards when I reach their goals.	.657	
MLQ13		.732	

	My supervisor does not change anything, as long as things are working.		
MLQ14		.594	
MLQ15	Whatever I want to do, is OK with my supervisor	.816	
MLQ16	I am proud to be associated with my supervisor	.781	
	My supervisor helps me find meaning in their work		
MLQ17	My supervisor get me to rethink ideas that I had never questioned before		.836
MLQ18	My supervisor gives personal attention to me when I seem rejected	.782	
MLQ19	My supervisor tells me the standards I have to know to carry out my work	.806	
MLQ20	My supervisor ask no more of me than what is absolutely essential	.688	
Eigenvalue		10.965	
Individual total variance explained (%)		62.948%	

***Note. N* = 108 after mean substitution. MLQ= Transformational Leadership**

Diagram 3: Scree Plot indicating two factors extracted using the Eigenvalue method.



	Rotation Sums of Squared Loadings[a]
Total	
	10.763
	5.963

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

4.3 Reliability Analysis

Subsequent to the factor analysis for the three measures, the reliability of the three measures was run to check the internal consistency of the items for the three measures. In order to assess the reliability, Cronbach alpha (*a*) as the most common measure of reliability was calculated to assess internal consistency (Field, 2009). According to Field (2009) when interpreting Cronbach alpha accepted values are those above .7 and .8, those lower are generally regarded as indicating an unreliable scale. Therefore, the current research utilised Cronbach alpha to determine the reliability of the three scales used, namely: Resistance to Change, Employee Psychological Empowerment and Resistance to Change. The internal consistency reliability Cronbach alpha results were all above .8 for the three scales as follows:

Resistance to Change Scale: Internal Consistency results. Item no: 17

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.801	.805	17

Employee Psychological Empowerment: Internal Consistency results. Item no: 12

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.812	.825	12

Transformational Leadership: Internal Consistency results. Item no: 20

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.954	.954	20

4.4 Descriptive Statistics

According to Babbie (2013) descriptive statistics assist the researcher in describing the characteristics of a sample such as the age variable categories, gender and ethnicity. In the case of the current research, the responses of 108 participants from a government organization were used. The sample was categorised by the following the age categories: under 27, 28-35 was representative of Generation Y and 36-43 and 44 and older was representative of Generation Y. Moreover, the data from the descriptive statistics below were assessed for normality using skewness and kurtosis tests.

According to Field (2009) positive skews in a dataset represent too many low scores in the distribution while negative scores are representative of high scores in the data.

The closer the score is to zero, the more likely the data is normally distributed (Field, 2009). Values -1 = positively skewed (large valued outliers); + 1 = negatively skewed (low valued outliers) (Tabachnick & Fidell 2007). On the other hand, kurtosis refers to the shape of the normal distribution curve; the positive values of kurtosis indicate a pointy distribution while negative kurtosis indicates a flat distribution, normally below 0 (Field, 2009). Thus, with kurtosis the data is normally distributed if it ranges between -3 and 3 (Field, 2009). The kurtosis values ranged from -1.53 to .87 (see table 4). None of the distributions were extremely flat or peaked.

Table 4 of the descriptive statistics shows information of participants. According to table 4, *Resistance to Change Scale*, *Gender and Race* were positively skewed ranging from .11 to 1.94. However, some were negatively skewed, namely*: Age, Psychological Empowerment (T_PEQav) and Transformational Leadership (MLQav)* were negatively skewed ranging from -.124 to -.613. See attached below table 4 for skewness and kurtosis. Moreover, participants reported high levels of *Resistance to Change (Cav)* (M=2.89; SD=.666), moderate levels of *Transformational Leadership* (*MLQav*) (M=2.40; SD=.952) and *Employee Psychological Empowerment* (*T_PEQav*) (M=.58; SD=.059).

Table 4: Summary of Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Age	108	1	4	283	2.62	1.197	-.124	.233	-1.528	.461
Gender	108	1	2	159	1.47	.502	.113	.233	-2.025	.461
Race	108	1	5	162	1.50	1.000	1.943	.233	2.516	.461
Cav	108	2	5	312	2.89	.666	.544	.233	-.413	.461
T_PEQav	108	0	1	63	.58	.059	-.613	.233	.087	.461
MLQ_av	108	0	4	259	2.40	.952	-.554	.233	-.307	.461
Valid N (listwise)	108									

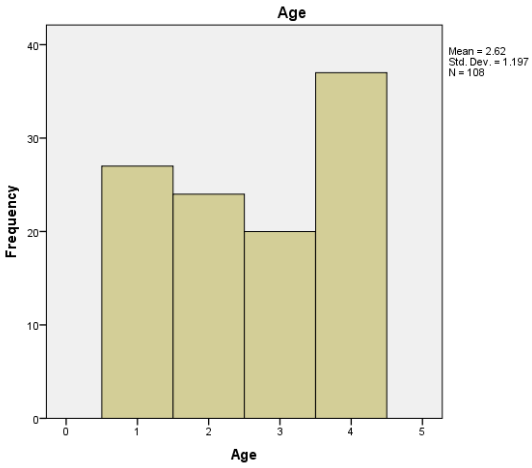
Table 4 of descriptive statistics alongside the histograms below show the age of the sample consisted of the following age categories: a) in the sample size (108), 27 participants were under 27 and this was representative of 25% of the sample size. The second age category (28-35) consisted of 24 participants, constituting 22.2% of the sample size. The third age category (36-43) was the lowest in terms of participants and this consisted of 20 participants representing 18.5% of the sample. Lastly, the age category (44 +) consisted of 37 participants and was the largest sample with 34.3% of the sample size.

Overall, from the descriptive statistics, the sample shows that the majority were females, there were 57 females, representative of 52.8% of the sample, while males were 51, (47.2%) of the sample size. In terms of race representativeness, Black people were 81 (75%) were the most participants in the sample, followed by 12(11.1%) 4 White people, then Coloured people representing 3.7% of the sample. Asians/Indians were 10 (9.3%) in the sample and ``other`` consisted of 1 participant, representative of 9% of the sample.

This is represented in the histograms showing Age (a), Gender (b) and Race (c) below:

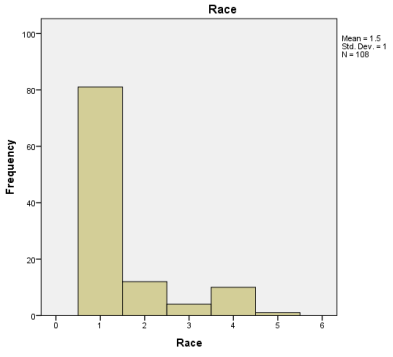
a) *Age:* Under 27=1
28-35=2
35-43=3, 36-43=4

b) *Gender:* 1= Female
2=Male





c) Race: 1= Black, 2= White, 3= Coloured, 4= Asian/Indian, 5=Other.



4.5 Correlation Analysis

Pearson's Product Moment Correlation is a statistical technique used to infer about the strength of the relationship between two continuous variables (Howell, 1999). Pearson's correlation gives an indication of the strength and direction of the relationship, which can either be positive or negative (Pallant, 2011). Therefore, a positive correlation shows that as one variable increases, so does the other (Pallant, 2011). In contrast, a negative correlation indicates that as one variable decreases, the other variable increases (Pallant, 2011). The correlations were interpreted according to Cohen's d interpretation of effect sizes, namely a correlation coefficient (Cohen's d) of .2 is regarded a small effect size, a medium effect size is .3 and a large effect size can be regarded by any value above .8 (Cohen, 1988).

A correlation matrix is presented to showing the strengths of the relationships, direction that existed between the variables in this research study. The correlation matrix was used to observe and deduct which independent variable had a linear relationship with the dependent variable ``resistance to change``. The correlation matrix also included demographic variables. Furthermore, the analyses included multiple and hierarchical regression to assess relationships between variables and the predictive effect of independent variables on the dependent variable. The study assessed the effect of age, gender and race on resistance to change in multiple regression analysis. The correlation matrix presents significant results at .01 and .05 significance levels. Significant values were highlighted in dark grey for clarity. Table 5 below shows the correlation matrix for all variables. A brief explanation is provided on the findings.

a) Resistance to Change (Cav):

The relationship between resistance to change and employee psychological empowerment was investigated using Pearson Product Moment correlation coefficient. Analyses were conducted to ensure that no violation of normality, linearity and homoscedasticity occurred (Pallant, 2011). Results show that resistance to change and employee psychological empowerment (T_PEQav) are correlated. The correlation coefficient is r= -.331, n= 108, p<.01 and is statistically significant at the .01 level (2-tailed). There is a negative relationship between resistance to change and employee psychological empowerment. Thus, medium levels of resistance to change associated with low employee psychological empowerment. Resistance to change (Cav) and Age are correlated. The correlation coefficient is r= -.227, n=108, p<.05 and

is statistically significant at the .05 level (2-tailed). There is a negative relationship between resistance to change and age. Thus, low levels of resistance to change are associated with older age.

b) Employee Psychological Empowerment:

Employee psychological empowerment (T_PEQav) and resistance to change correlated. The correlation coefficient is r= -.331, n= 108, p<.01 and is statistically significant at the .01 level (2-tailed). A negative relationship existed between resistance to change and employee psychological empowerment. Thus, medium levels of resistance to change associated with low employee psychological empowerment.

Employee psychological empowerment (T_PEQ) and age correlated. The correlation coefficient r=.239, n=108, p<0.01 and is statistically significant at the .01 level (2-tailed). A positive relationship existed between employee's psychological empowerment and age. Thus, small levels of employee psychological empowerment associated with younger age.

c) Age:

Age and Resistance to Change (Cav) are correlated. The correlation coefficient is r= -.227, n=108, p<0.05 and is statistically significant at the 0.05 level (2-tailed). Thus, young age associated with high levels of resistance to change.

Age and employee psychological empowerment (T_PEQ) are correlated. The correlation coefficient r=.239, n=108, p<.01 and is statistically significant at the .01 level (2-tailed). A positive relationship existed between employee's psychological empowerment and age. Thus, young age is associated with small levels of employee psychological empowerment. The other variables such as transformational leadership (MLQav) (moderator), gender and race were statistical non-significant at p>.05 and did not correlate with the dependent variable (Resistance to Change- Cav).

The relationships below identified with the correlation matrix are important as we get to identify which independent variables and demographic variables acting as independent variables are correlated to the dependent variable (Resistance to Change). By identifying which variables and independent variables identified as predictors with the dependent variable it became easier to identify which independent variables were predictors of resistance to change. Therefore, this led to the next analysis, which was conducted after correlation is a regression

analysis. The multiple regression analysis was conducted with the following variables; Age and employee psychological empowerment as independent variables and resistance to change (Cav) as the dependent variable.

Table 5: Correlation Matrix including all variables

Correlations							
		Cav	MLQav	T_PEQav	Age	Gender	Race
Cav	Pearson Correlation	1	-.039	-.331**	-.227*	-.114	-.038
	Sig. (2-tailed)		.688	.000	.018	.238	.694
	N	108	108	108	108	108	108
MLQ_av	Pearson Correlation	-.039	1	.103	-.047	-.096	.008
	Sig. (2-tailed)	.688		.290	.630	.322	.931
	N	108	108	108	108	108	108
T_PEQav	Pearson Correlation	-.331**	.103	1	.239*	.007	.011
	Sig. (2-tailed)	.000	.290		.013	.946	.914
	N	108	108	108	108	108	108
Age	Pearson Correlation	-.227*	-.047	.239*	1	.052	.152
	Sig. (2-tailed)	.018	.630	.013		.591	.116
	N	108	108	108	108	108	108
Gender	Pearson Correlation	-.114	-.096	.007	.052	1	-.065
	Sig. (2-tailed)	.238	.322	.946	.591		.502
	N	108	108	108	108	108	108
Race	Pearson Correlation	-.038	.008	.011	.152	-.065	1
	Sig. (2-tailed)	.694	.931	.914	.116	.502	
	N	108	108	108	108	108	108
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

4.6 Regression Analysis

Regression is taking a step further and involves extending the relationships uncovered during the correlation matrix (Howell, 1999). According to Leech, Barrett and Morgan (2014) regression analyses are used to examine how different predictors or independent variables may have an impact on only one outcome variable (dependent variable). Hence, in regression analysis prediction is important since the researcher seeks to investigate how one variable may predict another (Leech et al., 2014). In order to run a regression analysis, there are certain assumptions which need to be met first before interpreting the regression analysis. The regression assumptions covered extensively in the current research were: 4.6.1) Linearity,

4.6.2) Normality of residuals, 4.6.3) Multicollinearity of independent variables, 4.6.4) Homoscedasticity, 4.6.5) Autocorrelation and 4.6.6) Influential cases.

4.6.1 Assumptions of Regression: Linearity

Linearity alludes to the understanding of the relationship between the dependent variable (Resistance to Change) and independent variable (Employee Psychological Empowerment). According to Pallant (2011), the relationship between two variables should be linear, meaning when analysing the scatterplot, the scores should be roughly on the line and not indicating a curve. According to Field (2009), if the relationship between the independent variable and the independent variable is not linear, then one observes the scatterplot and this is also observable with values with low coefficient *r*.

Pallant (2011) states that person's correlation (r) of 0 indicates no relationship between the two variables, thus the scatter plot diagram would show a circle or blob of points with no pattern evident. The P-Plots are three plots with variables which correlated with resistance to change (Dependent variable- Cav) in the correlation matrix. The linearity plots of Diagram 4 and 6 can be treated as linear due to the points being closer to the straight line and coefficients of r closer to between -1 and +1 which would indicate a straight line (Pallant, 2011), with each showing a Pearson r of -.331 and -.227 respectively.

However, Diagram 5 showing the relationship between transformational leadership and resistance to change seems to be problematic as it is forming more of a curvilinear shape with few outliers outside the line. This may also be due to the correlation coefficient (Pearson r) being closer to zero as shown in the correlations table the moderator, transformational leadership (MLQav) has a Pearson r= -.039, indicating almost a no relationship of a perfect zero (Pallant, 2011).

Diagram 4: P-Plot for Employee Psychological Empowerment (T_PEQ)

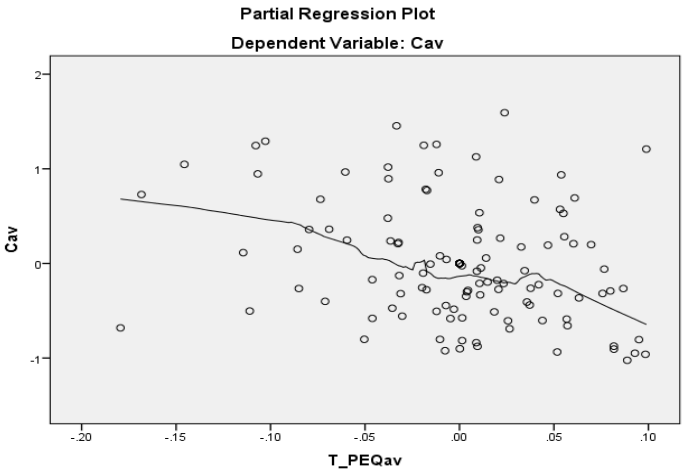


Diagram 5: P-Plots for Transformational Leadership (MLQav)

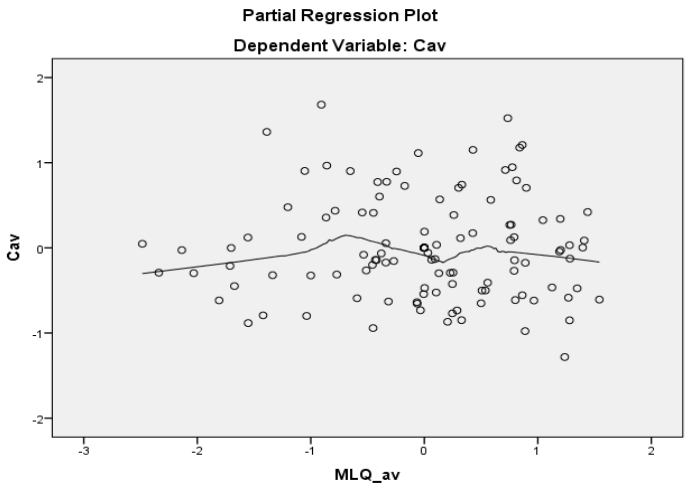
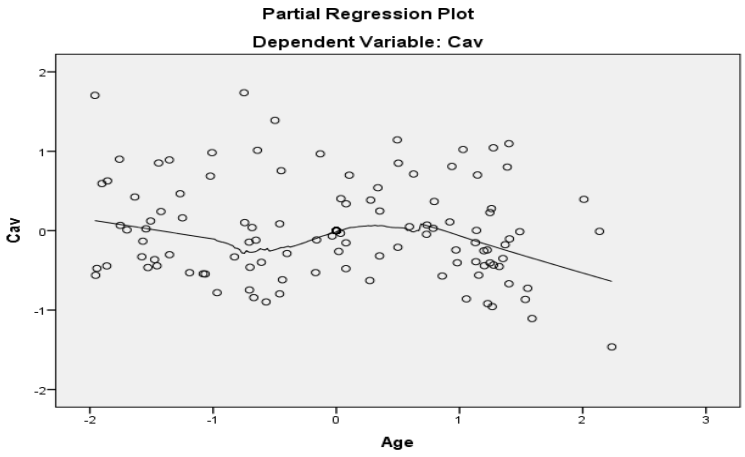


Diagram 6: P-Plot for Age



4.6.2 Assumptions 2: Normality of residuals

The first assumption of regression proposes to check the normality of residuals, as these are important for inferring normality (Field, 2009). Violation of this assumption will lead to data being abnormal for parametric testing and thus needs to be checked for violation (Hayes, 2013). Therefore, the current research will check the assumption of normality in order to ensure that the assumptions of parametric tests are met and suitable to run a multiple regression to test the hypothesis.

Diagram 7: Linearity Plot

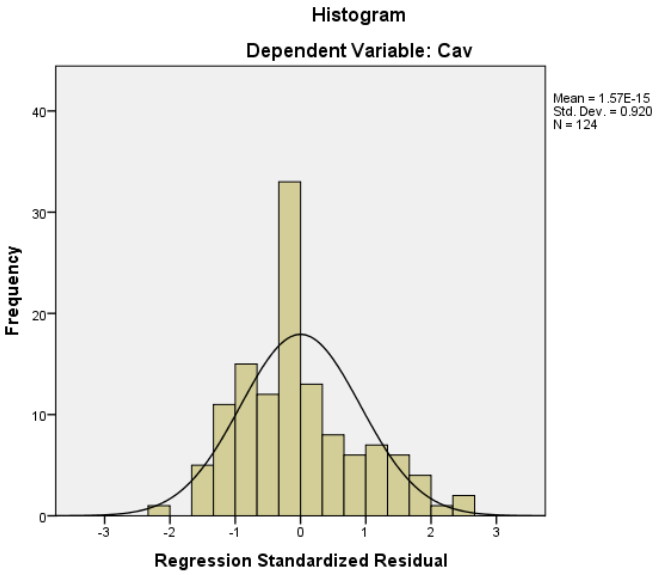
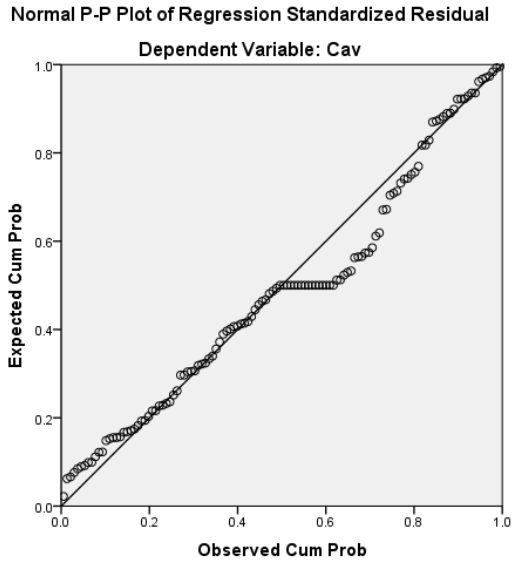


Diagram 8: P-Plots, normal distribution



From the above diagrams, diagram 7 shows the data is normally distributed and most of the scores falls within the distribution curve, around the centre with minimum outliers (Pallant, 2011). Also, diagram 8 of the P-Plot also shows that most of the plots lie on the line, thus indicating a normal distribution. However, if the scores were on the line, then it would be a perfect normal distribution with p>.05. Pallant (2011) stresses that it is also likely in the social sciences such as Psychology to find that variables are not normally distributed due to changing human behaviour and attitudes. According to Pallant (2011) person's correlation (r) of 0 indicates no relationship between the two variables, thus the scatter plot diagram would show a circle or blob of points with no pattern evident (Pallant, 2011). On the other hand, a scatter plot with a correlation of -1 or +1 would indicate a straight line (Pallant, 2011). This is true for diagram 8 of the P-Plot which shows that most of the plots lie on the line, thus indicating a normal distribution with a Pearson correlation r= 1.0 shown on the correlation table. However, if all the scores were on the line, then it would be a perfect normal distribution with p>.05.

Moreover, Field (2009) states that researchers should be concerned with obtained studentized residuals >/ 3 (3 standard deviations from the mean) are problematic. This is shown by the SRE 1. If the above assumptions are violated, it can be concluded that the regression assumptions are violated. The studentized values were also observed by the researcher to see if the there were any values >/ 3 and the SRE 1 sorted in descending order showed that the data values were all within the >/ 3 range as the lowest was -2.15020 and the highest was 2.68472 (Field, 2009). Therefore, from the above the researcher concluded with causation that the assumption of normality was met by the normality residuals.

4.6.3 Assumption 3: Multicollinearity between the independent variables

Multicollinearity is the next assumption to explore, which is concerned with investigating the correlation between independent variables. Multicollinearity occurs when independent variables are highly correlated (Hayes, 2013). Two values are looked at when assessing multicollinearity: Tolerance and VIF value. The coefficient table 6 indicates that if the Tolerance value is >.10 then there is no problem of multicollinearity. Thus, observing the Tolerance column in the Collinearity statistics table, all values are below .10 indicating no multicollinearity (Pallant, 2007). Similarly, if the VIF values are >10 then it raises concerns,

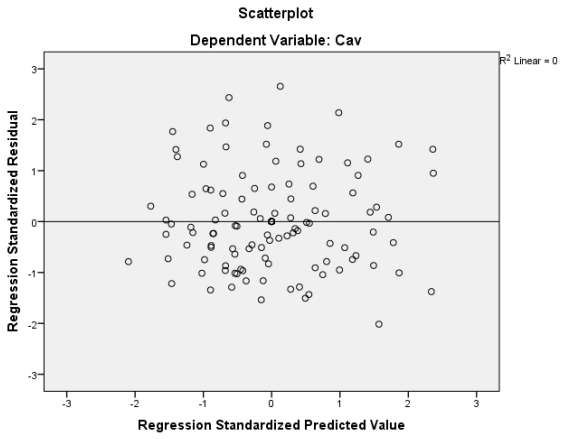
indicating multicollinearity (Tabachnick & Fidell, 2007). However, the VIF values in table 6 are below 10 thus there was no multicollinearity between independent variables (Pallant, 2007).

Table 6: Coefficient Table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5.049	.607		8.318	.000					
	T_PEQav	-3.269	1.062	-.291	-3.077	.003	-.331	-.289	-.281	.930	1.076
	MLQ_av	-.012	.064	-.017	-.179	.858	-.039	-.018	-.016	.984	1.016
	Age	-.088	.052	-.158	-1.673	.097	-.227	-.162	-.153	.938	1.067

4.6.4 Assumption 4: Homoscedasticity

Homoscedasticity holds that the variance of residuals about predicted dependent variable should be the same across all independent variables (Pallant, 2011). Residuals refer to the differences between the obtained and predicted dependent variable, these are shown on the scatterplot alongside normality and linearity (Pallant, 2011). However, if the assumption of homoscedasticity is not met or violated, then heteroscedasticity occurs, where the variance of residuals is not equal across independent variables (Field, 2009). The assumption of Homoscedasticity was interpreted using the line of best, in the scatterplot below. The line of best fit formed a straight line thus the researcher concluded that Homoscedasticity was met.



4.6.5 Assumption 5: Independence of error (Autocorrelation)

This assumption holds the view that residuals should be uncorrelated (Field, 2009). In order to test this assumption, the Durbin-Watson test was run and values ranging from 0 to 4 indicated autocorrelated residuals (Field, 2009). Also, values between 1 and 3 are also deemed acceptable (Field, 2009). Table 7 below indicates the Durbin-Watson test with a value of .007 indicating that it is between 0 and 4 and auto-correlation is evident.

Table 7: Autocorrelation Diagnostic

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.364[a]	.133	.108	.629	.133	5.310	3	104	.002	.007

a. Predictors: (Constant), Age, MLQ_av, T_PEQav, b. Dependent Variable: Cav

4.6.6 Assumption 6: Influential Cases

According to Field (2009) influential cases are those which determine whether there are certain cases that exert influence over model parameters. Two influential statistics were investigated, the Cook's distance and Leverage. Cook's distance measures the single influence of a case on the whole model, where values >1 are considered to be problematic (Field, 2009). While leverage, considers the influence of an observed value on the dependent variables over the independent variable (Field, 2009). The leverage values are calculated as (k+1)/n where k represents the number of independent variables, n is the number of participants (Field, 2009). K values may lie between 0 meaning case had no influence to 1, meaning case had influence of predictor (Field, 2009). However, values >.10 for leverage are considered problematic (Field, 2009).

Therefore, in the current research, the following influential measures, Cook's distance and leverage were observed in the variable dataset labelled COO's 1 were the largest value in the Cook's data set was only one with a value of .16040, indicating there was no major issues. The

leverage values labelled Lev1 had only one value that was >.10 mainly, .11260 indicating minor problems although it might have influenced undesirables outcomes for the research. In the current research the leverage was calculated taking into consideration there are three independent variables that came out as predictors for resistance to change (Dependent variable). Thus, the leverage value was calculated as (3+1)/108= .037, which lies between 0 and 1 and is not a problematic leverage value (Field, 2009).

4.6.7 Assumptions Conclusion

From the above, one can conclude that the assumptions of regression have been extensively covered and most assumptions have been met and only minor problems were observed. Five out of six assumptions were met except the linearity of transformational leadership (MLQav) which presented with more of a curvilinear relationship with the dependent variable. Thus, the researcher is confident to interpret the results or output of the multiple regressions with caution and no fear of unevenly distributed data.

4.7 Multiple Regression

A standard multiple regression is the extension of correlation and simple linear regression, in that it investigates the influence of many independent variables on the dependent variable. As Field (2009) defines multiple regressions as the extension of regression in which there are many predictors, impacting the dependent variable. This section will then assess and discuss results which are important to the current research hypothesis predictions. The following independent variables were entered simultaneously: Employee Psychological Empowerment (T_PEQav, MLQav and Age (control variable which influenced the predictor) and Resistance to Change (Cav) as the dependent variable.

Table 8: Model Summary Table

Model Summary										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.364[a]	.133	.108	.629	.133	5.310	3	104	.002	.007
a. Predictors: (Constant), Age, MLQ_av, T_PEQav, b. Dependent Variable: Cav										

From Table 8, the R^2 value is .133 (adjusted R^2 = .108), which means that the linear combination of the three independent variables can explain 10.8% of Resistance to change (Cav) in the research's sample. According to Field (2009), the adjusted R^2 gives us an indication of what the R^2 would have been if the model was obtained from the population. This does not appear to be a good result as 10.8% is a relatively small percentage to represent the population.

Table 9: Anova Table

ANOVA[s]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.306	3	2.102	5.310	.002[b]
	Residual	41.170	104	.396		
	Total	47.476	107			
a. Dependent Variable: Cav						
b. Predictors: (Constant), Age, MLQ_av, T_PEQav						

The Anova table above indicates that the proportion of variance explained by the three variables together is significant (Leech et al., 2014). Overall, the model is statistically significant with the combined independent variables (F= 5.310, $p<0.01$ and $p<.05$). This means that there is a relationship predicted by the independent variables and that it is not entirely zero (Pallant, 2011).

Table 10: Coefficient table for multiple regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5.049	.607		8.318	.000					
	T_PEQav	-3.269	1.062	-.291	-3.077	.003	-.331	-.289	-.281	.930	1.076
	MLQ_av	-.012	.064	-.017	-.179	.858	-.039	-.018	-.016	.984	1.016
	Age	-.088	.052	-.158	-1.673	.097	-.227	-.162	-.153	.938	1.067

The results in table 10 showed a negative relationship between employee psychological empowerment and resistance to change. Employee psychological empowerment (T_PEQav) was the only independent variable which significantly predicted resistance to change (Beta= -.291, $p<0.05$). On the other hand, transformational leadership (MLQav) and Age are non-significant, $p> .05$.

4.8 Moderation Analysis

In moderation, three variables are tested, the independent variable, dependent variable and the moderator itself. The moderation procedure used was the Process Procedure for SPSS by Hayes (2013). The moderator is a variable that affects the relationship between the independent and dependent variable by either affecting the strength or direction of the relationship among the two variables (Field, 2014). By including a moderation analysis in this study, the aim was to establish the relationship between the independent variable (Employee Psychological Empowerment) and the dependent variable (Resistance to change) with Transformational leadership as the moderator.

Therefore, in employing moderation analysis, the researcher was interested in the interaction of the variables or the combined effect of the independent variable and moderator on the dependent variable (Field, 2014). Thus, if the interaction effect is significant, then moderation is considered to have taken place (Field, 2014). The following moderation output was produced in table 11 below:

Table 11: Moderation matrix

```
Run MATRIX procedure:

*************** PROCESS Procedure for SPSS Release 2.13.2 **************
Model=1
************************************************************************
Outcome: Cav

Model Summary
       R    R-sq     MSE       F     df1     df2       p
      .4      .1      .4     5.3     3.0   104.0      .0

Model
coeff      se       t       p
Constant     2.9      .1    47.1      .0
MLQ_av        .0      .1     -.3      .8
T_PEQav     -3.7     1.0    -3.6      .0
int_1        2.2     1.3     1.6      .1

Interactions:
```

```
Int_1T_PEQav     X     MLQ_av

R-square increase due to interaction(s):
      R2-chng       F     df1     df2       p
int_1      .0     2.7     1.0   104.0      .1
```

From the matrix table 11 above, the researcher was interested in the significance of the interaction effect (int_1) Hayes (2013). The model summary of the matrix table above show that the interaction effect between T_PEQav, MLQav and Cav (outcome variable) was non-significant (NS). The results show no relationship between employee psychological empowerment (T_PEQav) and resistance to change (Cav) as moderated by transformational leadership (MLQav). Thus, Hypothesis 2 in this study is not supported.

The non-significant interaction effect, shown by transformational leadership not moderating the T_PEQav and Cav may be due to the organisational context, specifically the current research focused on a government organisation which at the time of change was not characterised by transformational leadership when empowering employees or curbing change. However, the government organisation rather is characterised by transactional leadership or authoritative leadership as most employees generally scored supervisors low on the transformational leadership questionnaire, showed in the correlation matrix Table 5, the non-significant negative correlation ($p=.688$, $p<.05$) between transformational leadership (MLQav) and Resistance to Change (Cav) with a Pearson correlation of $r= -.39$ showing a weak negative relationship. This moderation result will be discussed further in Chapter 5, whereby the result section is extensively discussed.

4.9 Two-way ANOVA

A two-way, between groups, analysis of variance, (two-way ANOVA) is used to show difference between groups. A two-way analysis of variance has two independent variables and the ``between groups`` aspect of the analysis shows that different people or members are found in each group (Pallant, 2011). Two-way ANOVA enables the researcher to establish differences in groups and mostly to indicate which groups differ specifically. A two-way ANOVA tests the main effect for each independent variable on the dependent variable and an interaction effect is indicated (Pallant, 2017). Therefore, the current research employed a Two-way ANOVA to establish differences between age groups falling specifically in the, Generation Y: under 27 and 28-35 and Generation X: 36-43 including the 44+ in terms of how

psychological empowerment and transformational leadership influenced their resistance to change. Firstly, the interaction of age with gender on resistance to change was investigated. First, the descriptive Table 4.9.1 below gives an indication of the mean scores, standard deviation and number of people for each group (Pallant, 2011).

Below are the means for the different age categories and number of females and males in each group. It is evident that group 4 (44+) (N=37) which forms part of Generation X had the highest number of people who responded to the resistance to change scale. Followed by group 1 (under 27) and 2 (28-35) forms part of generation Y group with N=27and N=24 respectively compared to Generation X: Group 3, 36-43 (N=6).

4.9.1 Descriptive Statistics for Two-way ANOVA

Dependent Variable: Cav

Age	Gender	Mean	Std. Deviation	N
under 27	Female	3.03	.631	14
	Male	3.16	.681	13
	Total	3.09	.647	27
28-35	Female	2.81	.857	13
	Male	2.95	.705	11
	Total	2.88	.777	24
36-43	Female	2.99	.597	14
	Male	3.15	.414	6
	Total	3.04	.543	20
44 and older	Female	2.98	.573	16
	Male	2.41	.533	21
	Total	2.66	.614	37
Total	Female	2.96	.653	57
	Male	2.81	.677	51
	Total	2.89	.666	108

The Levene's test score measures equality of error variances across all groups and variance is equal only if the Levene's score is non-significant (P>.05) (Pallant, 2011). The Table below shows that the Levene's score was above p>.05, indicating that the variance of the dependent variable, Resistance to Change, across all groups is equal.

Levene's Test of Equality of Error Variances[a]			
Dependent Variable: Cav			
F	df1	df2	Sig.
.965	7	100	.461
a. Design: Intercept + Age + Gender + Age * Gender			

Interaction Effects

The next step in the two-way ANOVA interpretation is to evaluate the interaction effect between age and gender (age*gender) and the dependent variable (Resistance to change). The results show an interaction effect (age*gender) that is not significant (NS). In order to broaden the analysis, the main effect is analysed.

Main Effect

The main effect shows the effect of each independent variable on the depend variable (Pallant, 2011). Therefore, when the researcher established that the interaction effect was not significant (NS), an analysis to establish the main effect was performed (Pallant, 2011). The results showed that there was no significant main effect for age and no significant effect for gender. This means that males and females do not differ in terms of resistance to change scores and there is no difference in scores for generation Y (under 27; 28-35) age category and generation X (36-43; 44+) participants.

Although the effect size indicates that the size of the difference for males and females is relatively small and closer to non-existent as shown by the Eta squared value (.01). However, according to Cohen (1988) effect size conditions, the Eta squared value for age difference is .69 showing a relatively medium difference even though it is non-significant. After finding that the main effect also does not show a significant main effect and interaction result overall, the researcher resorted to post-hoc tests to establish group differences as a variance test (Pallant, 2011). In this study, there was no significant interaction and main effect. Further, group differences using post-hoc tests for age were performed (Pallant, 2011).

Therefore, a multiple comparisons Table was used for post-hoc comparison test, which used Turkey HSD, test in order to establish significant group differences (Pallant, 2011). Post-Hoc tests only showed that Group 1 (under 27) representing Generation Y and group 4 (44+) representing Generation X differed significantly ($p=.041$; $p<.05$; $M= .43$). Both these groups showed the largest mean differences compared to other groups of $M=.43$. The second group (28-35) ($M=2.88$) and third group (36-43) ($M=3.04$) did not differ significantly from other groups.

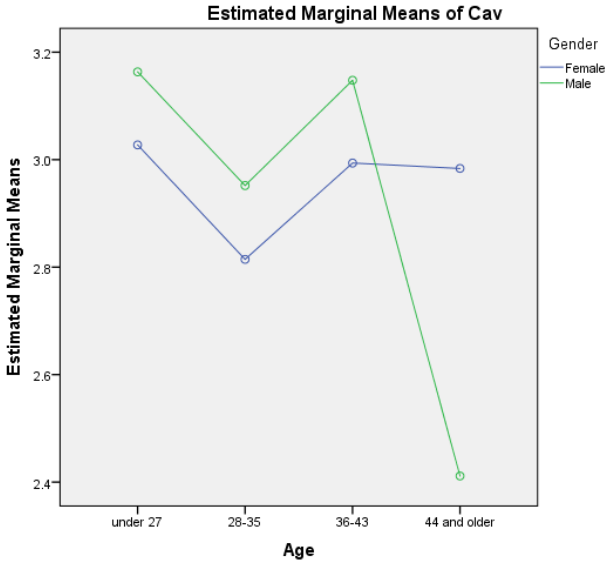
Moreover, the plot shown by figure 4.9.2 for the effect of age on resistance to change (Cav) shows that there appears to be quite a large difference in male and female scores for the older age group (45+). Moreover, the younger females and males of the sample tend to show high levels of resistance (Under 27). However, the age group 28-35 of both males and females decrease their resistance to change. On the contrary, category 36-43 has more males likely to resist change than females. Although as the males age (44+) they tend to resist less and females remain high and consistent in terms of resisting change still. Overall, resistance to change is with younger participants but then decreases with middle age people for both genders then decreases for males of the older generation and remains high for females.

The findings shown by the plots below will further be discussed in chapter 5 in relation to the literature, findings and organisational context in which the research was done. The second profile pot (4.9.3) shows the effect of both age and race on resistance to change. The plot's results were interpreted as follows: Group 1 (Under 27): shows that Coloured people had high level of resistance followed by White people, Black people and lastly Indians were unlikely to resist among the younger participants. The second group (28-35): shows that Coloured ($M= 2.88$), Black ($M=2.88$) and Indian ($M=2.88$) people had the same level of resistance to change. This is shown by the same mean difference across the groups ($M=2.88$). Conversely, White people in the age group were less likely to resist.

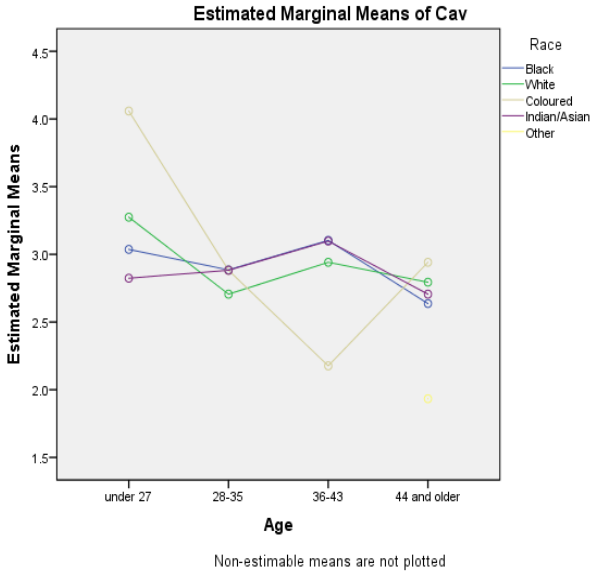
The third group (36-43) show that Blacks and Indian people resisted more than Coloured and White participants. Lastly, group 44+ shows that Coloured people resisted change more, followed by White people then Indians and Black people in the oldest age group. These differences are discussed in terms of what could be the possible reasons for the racial differences based on age group. Overall, the plot for Age*Race indicate that Generation Y (Under 27; 28-35) is more likely to have Coloured, Black and White people resisting change

compared to Indians who on both groups showed least resistance to change. On the other hand, Generation X (36-43; 44+) show much of a difference within in the different age categories, although people aged 36 and above are viewed as the older generation. Disparities are noted within the Generational X group that is between the 36-43 and 44+ on change. People in the age group 36-43 perceived Black and Indian people as more resistant to change than White and Coloured people while the age group, 44+ showed different results. Plots 4.9.1 (Age*Gender) and 4.9.2 (Age* Race) are shown below:

4.9.2 Plot for Age*Gender



4.9.3 Profile Plot for Age*Race



4.10 Results Conclusion

The researcher's starting point was first identifying any missing data through the means of exploratory analysis. Items which did not predict the factor were removed and those predicting the construct were retained. The exploratory factor analysis was followed by running reliability test to test the internal consistency of items. Once this was achieved, the researcher went on to investigate variables that correlated with the dependent variable (Resistance to change). A correlation matrix was performed to establish relationships among variables.

Furthermore, a regression analysis was conducted to investigate the predictive effect of independent variables on the dependent variable (Cav). There were minor problems with the assumptions of regression which may be due to missing entries or sample size. However, five out of the six assumptions were met. Once the statistical assumptions were met and not violated, a moderation analysis was run to test the second hypothesis of the study investigating the moderating effect of transformational leadership on employee psychological empowerment and resistance to change. The moderation showed a non-significant result, thus a two ways ANOVA way run to assess group differences between generation X and Y. The following chapter discusses the results of the study.

Chapter 5

Discussion

5.1 Introduction

This chapter aims to discuss the results section in relation to the literature discussed in chapter 2 in depth. The first section of the discussion will focus on the research results which were statistically significant at the level of .01 level followed by the results that were statistically significant at the level .05. Moreover, the chapter covers findings that resulted from inferential statistics. The research aimed to uncover and understand the relationships which existed between employee psychological empowerment, resistance to change, transformational leadership and demographic variables. Thus, the research consisted of two hypotheses which were tested using inferential statistics.

5.2 Discussion of the research Findings

The research aimed to investigate two relationships: firstly, the relationship between the independent variables which was employee psychological empowerment and resistance to change (dependent variable). Secondly, transformational leadership as the moderating variable between employee psychological empowerment and resistance to change was investigated. This relationship is also visually represented in Figure 1 of chapter 3. Prior to statistical analyses, reliability analyses were run first for all variables, to test the internal consistency of employee psychological empowerment, transformational leadership and resistance to change. Lastly, group differences were noted using Two-way ANOVA as an analysis of group differences between Generation X and Y. Therefore, four analyses were conducted in order to investigate the hypothesised relationships. A correlation matrix was performed firstly with all the variables of the research included. A multiple regression was run to test the relationship of the independent variables in predicting resistance to change, the dependent variable. A moderation analysis was conducted to investigate how transformational leadership as the moderator influenced the relationship of employee psychological empowerment and resistance to change.

The discussion chapter will report significant results found in chapter 4 as a result of running inferential statistics. The first area of interest was running inferential statistics to explore whether there is a negative correlation between employee psychological empowerment and resistance to change. This was the researcher predicted that employee psychological empowerment would correlate with resistance to change, which was investigated using correlation analysis. The results of the correlation matrix, table 5 proved as expected that employee psychological empowerment correlated with resistance to change and was statistically significant. The Literature review has shown studies that reported that employee psychological empowerment is negatively related to resistance to change and positively related to transformational leadership (Fuller et al., 1999).

In a study conducted by Fuller et al. (1999) 230 nurses, were participants at a regional medical facility in the South-eastern United States. The study aimed to investigate the degree to which transformational leadership affects job satisfaction on the level of employee psychological empowerment (Fuller et al., 1999). As predicted, the results of the study showed that psychological empowerment was considered an enhancer of the relationship between transformational leadership and job satisfaction as predicted (Fuller et al., 1999). Therefore, this shows that psychological empowerment whether a predictor or moderator has a significant impact on levels of employee satisfaction and low levels of resistance. Furthermore, this is also stressed in the psychological empowerment theory aim which states if employees are positively empowered then there is less resistance to change and increased motivation, satisfaction and innovation (Lamm & Gordon, 2010).

The integrated individual and team model shown in figure 0 of chapter 2 also supports the findings of employee psychological empowerment negatively correlating with resistance to change. This is indicative of the model, as the indicators of high psychological empowerment are associated with increased performance, job satisfaction, organisational commitment and in turn a decrease in resistance to change and intent to leave by employees (Seibert et al., 2011). Therefore, the model supports the notion that high psychological empowerment leads to a positive outcome and low psychological empowerment leads to undesirable outcomes such as organisational cynicism (Bommer et al., 2005). Bommer et al. (2005) describe organisational Cynicism as a complex attitude characterised by feelings of distrust, beliefs of unfairness about the organisation. Therefore, when such feelings arise among employees due to uneasiness brought about by change, managers are to ensure that levels of psychological empowerment are high, in order to suppress resistance to change. This integrated individual and team

psychological empowerment framework will be useful to management in terms of knowledge of indicators of high psychological empowerment (Seibert et al., 2011).

According to Pieterse et al. (2010), employees with high psychological empowerment would not feel the need to resist change because they would be able to take ownership of their job roles and influence their work. However, when employee psychological empowerment is low, employees tend to be less motivated and become ineffective. This could be related to the fact that employees might have the belief that they do not have the ability to make new initiatives in their own work. Thus, employees could be reactive and resist work change (Lamm & Gordon, 2010). The results of this study are similar to findings of a study conducted by Lamm and Gordon (2010) which revealed that organisational change could either increase or decrease employee psychological empowerment.

Furthermore, the results are supported by a quantitative stud conducted in two different organisational settings, investigating the relationship between psychological empowerment and resistance change by employees (Lamm & Gordon, 2010). Therefore, as a result of the findings in chapter 4 indicating that there was a statistically significant negative correlation between employee psychological empowerment and resistance to change. The implication is that increased psychological empowerment could foster the acceptance of organisational change by employees and the first hypothesis of the research was accepted. The results support the position that high employee psychological empowerment is inversely associated with resistance to change. In reality, the results suggest that organisations in South Africa should provide psychological empowerment for their employees in order to reduce resistance to change and new ideas in the workplace.

Moreover, in this research study, the demographic variable age was a significant predictor of resistance to change. However, when observing the relationship between employee psychological empowerment and resistance to change in the two groups, Generation Y and Generation X, the correlation results showed statistically significant results. Resistance to change (Cav) correlated significantly with Age. The results suggest that age is associated with resistance to change in the workplace.

A negative relationship existed between resistance to change and age. Thus, resistance to change correlated inversely with age in that older employees showed lower scores on resistance to change, that is, Generation X. While younger age, Generation Y had higher scores on resistance to change. This result is also shown by the two-way ANOVA post hoc test showed

that Generation X and Y differ significantly in psychological empowerment and resistance to change. However, no significant effects were found for gender. This means that males and females did not differ in terms of resistance to organisational change.

This may be due to Generation Y being characterised as a generation that interrogates the existing world order, they would be inquisitive to know the reasons behind organisational demands (Martin, 2005). This means, generation Y as the interrogating generation is more likely to ask the uncomfortable questions regarding the change and whether it is beneficial to them or not. As a result, low employee psychological empowerment was associated with the younger employees; Generation Y and high employee psychological empowerment was associated with the older employees, Generation X. This information regarding the different generational cohort's response to change is important in understanding age-related differences in work attitudes such as organisational change, is essential in predicting future work attitudes (Rhodes, 1983). According to Macky et al. (2008) attitudinal differences are different and observable across generations because of the different generations had varying experiences of change implemented in the workplace. Thus, the above results of a statistic significant result between age and resistance to change may be influenced by the following professional characteristics proposed (Yigit & Aksay, 2015).

On the other hand, generation Y are not hesitant to resist and leave the job if they felt that they were not happy or not empowered. However, generation X may be less resistant to change due long service and experience of different changes in the organisation, that may result in older employees being complacent or used to the status quo (Smola & Sutton, 2002). This means that employees, characterised by Generation X may have seen the organisation go through many changes that the employees are no longer as resistant as before. Some of the professional benefits they get from the organisation due to their seniority at work and are highly empowered because of the job security and loyalty to their occupation, as they are aware of greater benefits such as pension funds (Yigit & Aksay, 2015). Therefore, the older employees may adopt an ``easy-going`` approach in which they support organisational change if the planned change does not affect their occupation (Yigit & Aksay, 2015).

The moderation results of the study showed transformational leadership as the moderator variable between employee psychological empowerment and resistance to change showed positive relationships. In a study by Bommer et al. (2005), transformational leadership behaviour predicted empowerment in terms of self-efficacy and self-esteem in employees

collectively. As shown in this study, leaders utilising transformational leadership behaviour could encounter less resistance to change (Bommer et al., 2005). Therefore, transformational leadership behaviour represents positive change- oriented behaviour when it involves implementing planned change (Bommer et al., 2005).

However, the results of this study showed that transformational leadership did not significantly predict employee psychological empowerment and resistance to change. According to Ekaningsih (2014) many research studies on transformational leadership in organisations overlook the importance of trust and empowerment in employee satisfaction or reducing dissatisfaction. Thus, if employees are satisfied and empowered, behaviours in resistance to change levels decrease. Robbins et al., (1993) suggests that when an organisation is going through change, the organisation needs leadership to facilitate the change. Also, most managers in organisations run the risk of not leading but dealing with recurrent complexities such as planning tasks and organising events (Hadebe, 2013).

Although, transformational leadership aims to motivate employees to move beyond expectations, resistance to change could hamper the process (Hadebe, 2013). In a government organisation, there is normally an overpowering organisational culture, where there are set ways of leading employee, which managers and employees are accustomed to the status quo and everyday norms, even if those norms have ceased to be productive and a new leadership style is needed (Hadebe, 2013). The results of this study showed that transformational leadership exists in government organisations but to a limited extent due organisational bureaucracy.

Therefore, Hadebe (2013) suggests that more leaders are needed in government and more managers to move into leadership roles that see beyond policy. Leaders who empower followers create an environment for readiness to change and they create lasting opportunities out of simple government policies for employees (Hadebe, 2013). In view of the results of this study, public companies need to move beyond transactional leadership which concentrates on task-performance, controlling employees and doing very little to motivate employees (Pieterse et al. 2010). Leaders unlike mangers are relations-orientated and offer a two-way communication whereby leaders offer avenues such psychological empowerment to create a readiness for change (Lizar, Magundjaya & Rachmawan, 2014). As a result, employees get to understand and ask why the change is needed and thus decreasing chances of resisting change.

Psychological empowerment was deemed a significant predictor of resistance to change and transformational leadership was found not to have a moderating effect between employee psychological empowerment and resistance to change. These factors should be considered by South African organisations in order to improve employee morale and productivity. Dissatisfaction of employees results in job losses and reduced return of investments and profitability for organisations. Organisations and society are institutions, where change is inevitable. Therefore, results and literature shows that organisations change management should be guided by models such as the integrated individual and teamwork model shown in figure 0 and different leadership styles such as transformational leadership to decrease levels of resistance to change. In addition, the difference between generation Y and X in terms of their views regarding resistance to change challenges organisations to plan for all age groups of employees to avoid industrial action.

5.3 Limitations of the study

The results of the study have been discussed in conjunction to the literature review, consisting of studies done both in South Africa and globally on transformational leadership, employee psychological empowerment and resistance to change. However, most of the studies were conducted outside South Africa. In addition, the questionnaires used in the research were also a limitation. A total of 200 questionnaires were distributed to participants in a government organisation but only 108, just about 50% were returned and used in the final analysis. Due to the different and flexible working hour's participants had, it also proved difficult for the researcher to keep track of participants` work schedules. Also, in filling in the questionnaires respondents were required to be truthful and questionnaires did not provide a clear indication of truthfulness, although the reliability of the questionnaires was established before administering the questionnaires. Therefore, unstructured questionnaires, following a mixed methods approach could have provided a more truthful account and allowed respondents to voice other feelings they had regarding empowerment and reasons as to why they would resist change.

5.4 Recommendations for future Research

The findings of this study could be used by organisations in developing transformational leadership programmes in relation to the improvement of employee relations and employee psychological empowerment. Also, this research could be useful in terms of identifying intergenerational interests among employees in South Africa in relation to transformation, employee psychological empowerment and resistance to change.

The research recommends the promotion of transformational leadership in government organisations and to encourage empowerment of employees of all generations in the (Hadebe, 2013). The findings indicate that government organisations have a long way to go in terms of moving beyond management systems and reinventing organisational policies which foster psychological empowerment and a readiness for change (Lizar et al., 2014). According to Trottier, Van Wart and Wang (2008), leaders in government agencies were weak in promoting high levels of empowerment and motivation amongst employees. This is supported by the findings of this study which showed that employees still felt there was a lack of transformational leaders in the organisation. Therefore, this serves as a cause of concern which future studies may look into and implement transformational leadership values in government organisations in South Africa.

Future studies could also address the interest gap between generation X and Y in terms of implementing rigorous programmes which foster the empowerment of the workforce in organisations for both generations and reduce resistance to change. Lizar et al. (2014) state that the human capital of the organisation is an important factor but also the biggest challenge of organisational change in the implementation of new programmes and ideas in the workplace. Future studies could explore factors that influence the readiness for change in South Africa which could include the opportunity to participate in the planned change projects, demonstrating the need for change and a sense of self-efficacy for one to accomplish the planned change (Lizar et al., 2014).

5.5 Conclusion

The purpose of the research was to investigate reasons why employees resist change in the workplace, as dissatisfied employees may have detrimental consequences on the organisation. The study has provided a critical overview of the differences in generation X and Y in the workplace in terms employee values in relation to transformation, empowerment and organisational change. The study explored how transformational leadership moderated employee psychological empowerment and employees` attitudes towards the introduction of change in an organisation. The results showed no moderation relationships between variables investigated. The findings of this study raise awareness in South African organisations to be cognisant of the need for transformational leadership to assist employees and empower them in fostering a readiness for change.

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Appendix A

PSYCHOLOGY
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Bag Private 3, Wits, 2050 • Tel: 011 717 4541 • Fax: 011 717 4559 • E-mail: psych.SHCD@wits.ac.za

Dear Madam/ Sir

Re: Request for permission to conduct research on your Organisation

I am currently an Organisational Psychology Masters student at Wits University's Psychology department. I am conducting research which is a partial fulfilment of my Masters of Arts Degree. The research aims to explore reasons employees' resistance to organisational change and what strategies are there to curb the resistance. Therefore, the study will gather the attitudes of employees about change, psychological empowerment and transformational leadership in the workplace. My research topic is focused on looking at two groups, Generation X and generation Y: The moderating effect of transformational leadership on resistance to change and psychological empowerment among employees in Johannesburg.

The research project will be carried out under my supervisor, Dr Calvin Gwandure, who is a senior lecturer in the psychology department. Employee's participation in this research will involve completing 3 questionnaires and a demographic questionnaire. It should take approximately take less than 25 minutes to complete them all. Participation in this study is completely voluntary and individuals have the right to withdraw before handing the hardcopy questionnaire in a sealed envelope provided by me. No one will be disadvantaged or advantaged in any way should they choose to complete the questionnaire or not.

Therefore, I hereby seek your consent in completing my research by requesting that employees engage in a few questionnaires for purposes of the research. The employees will be given a participation consent form. This is done to gain employees permission and ensuring confidentiality and to prevent any harm to employees. I will provide you with my research proposal to monitor only, which highlights in detail what my research aims to achieve. Moreover, copies of consent and an approval letter from the Wits University Ethics Standards Committee will be attached to legitimise my proposal. If there are any questions about the

proposal or aims of my research, please do not hesitate to contact me on 082 384 8343 (Cell phone number) or Heidie.Kemeng@wits.ac.za (Email address) or you may contact my supervisor Calvin Gwandure at calvin.gwandure@wits.ac.za (Email address). The final research project will be available at the Psychology Department. Thank you for considering my request and time. I look forward to hearing from you.

Yours Sincerely,

Heidie Kemeng	Dr Calvin Gwandure
Industrial Psychology Masters student	Supervisor and Senior Lecturer
Contact detail (0823848343 or Heidie.Kemeng@gmail.com)	011 717 4519

Appendix B

Demographic Questionnaire

Please mark the appropriate box with an X

1. Please specify which age group you belong:

Under 27	
28-35	
36-43	
44 and older	

2. Please specify your gender:

Female	
Male	

3. Please specify your race:

Black	
White	
Coloured	
Indian/Asian	
Other	

Appendix C

PSYCHOLOGY
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Bag Private 3, Wits, 2050 • Tel: 011 717 4541 • Fax: 011 717 4559 • E-mail: psych.SHCD@wits.ac.za

Participation information sheet

Dear Madam/Sir

My name is Heidie Kemeng; I am currently a Masters student at the University of the Witwatersrand. I am conducting research as a partial fulfilment of my master's degree in Organisational Psychology. My research focuses on exploring: Generation X and generation Y: The moderating effect of transformational leadership on resistance to change and psychological empowerment among employees in Johannesburg.

The researcher is interested in capturing the differences in attitudes to change between Generation X and Y in terms psychological empowerment and transformational leadership. The research aims to contribute to human resources practises and management by making employers aware of the differences between the two groups of workers and their attitudes to change, while finding strategies that curb resistance to change such as transformational leadership aimed at the two different groups.

Therefore, participants are invited to participate in the study, where they share their views on change and levels of empowerment about the organisation's leadership. Participation is completely on a voluntarily bases, no one will be coerced into participating. If participants request to withdraw from the study they are free to do so at any given time or voice out their concerns before handing in their hardcopy. Participation in this research will involve completing 3 questionnaires and a demographic questionnaire. It should take approximately less than 25 minutes to complete them all. No one will be advantaged or disadvantaged in any way should they choose to complete the questionnaire or not. The questionnaire may ask about experiences, attitudes and behaviours, but the questionnaire will be designed in such a way that the user name or ID will not be required, hence anonymity is guaranteed. Hardcopy questionnaires should be placed in a sealed envelope provided by me, as the researcher and placed in a sealed box which will be placed in an area agreed upon by us.

This is to ensure confidentiality so that no one has access to the questionnaires except me. In addition, the completed questionnaires will not be seen by anyone but me and responses will be kept confidential. As the researcher, I may be contacted on 0823848343 (cell phone) or Heidie.Kemeng@gmail.com(email). The research project is under the supervision of Dr Calvin Gwandure, a Senior Lecturer in the Psychology Department at Wits University, who may be contacted on 011 717 4519 (cell phone) or calvin.gwandure@wits.ac.za (email).

Thank you for investing your time in reading this letter.

Yours Sincerely,

Heidie Kemeng	Dr Calvin Gwandure
Industrial Psychology Masters student	Supervisor and Senior Lecturer
Contact detail (0823848343 or Heidie.Kemeng@gmail.com)	011 717 4519

Appendix D

Multifactor Leadership Questionnaire (MLQ) Form: Transformational Leadership Behaviour

KEY: Circle your option. 0 - Not at all, 1 - Once in a while, 2 = Sometimes, 3= fairly often, 4= frequently, if not always

1.	**My supervisor makes others feel good to be around him**	**0 1 2 3 4**
2.	**My supervisor expresses with a few simple words what we should do**	0 1 2 3 4
3.	**My supervisor enables me to think about old problems in new ways**	0 1 2 3 4
4.	**My supervisor help me and others to develop ourselves**	0 1 2 3 4
5.	**My supervisor tells me what to do if we want to be rewarded for our work**	0 1 2 3 4
6.	**My supervisor is satisfied when we meet agreed-upon standards**	0 1 2 3 4
7.	**My supervisor is content to let me continue working the same ways always**	0 1 2 3 4
8.	**I have complete faith in my supervisor**	0 1 2 3 4
9.	**My supervisor provides appealing images visually about what we can do**	0 1 2 3 4
10.	**My supervisor provides me with new ways of looking at puzzling things**	0 1 2 3 4
11.	**My supervisor let me know how he/she thinks I am doing**	0 1 2 3 4
12.	**My supervisor provides recognition/rewards when I reach their goals**	0 1 2 3 4
13.	**My supervisor does not change anything, as long as things are working.**	0 1 2 3 4
14.	**Whatever I want to do, is OK with my supervisor**	0 1 2 3 4
15.	**I am proud to be associated with my supervisor**	0 1 2 3 4
16.	**My supervisor helps me find meaning in their work**	0 1 2 3 4
17.	**My supervisor get me to rethink ideas that I had never questioned before**	0 1 2 3 4
18.	**My supervisor gives personal attention to me when I seem rejected**	0 1 2 3 4
19.	**My supervisor tells me the standards I have to know to carry out my work**	0 1 2 3 4
20.	**My supervisor ask no more of me than what is absolutely essential**	0 1 2 3 4

http://alrestivo.com/Downloads_files/Multifactor%20Leadership%20Questionnaire.pdf

Appendix E

Resistance to Change Questionnaire

Below are several statements regarding one's general beliefs and attitudes about change. Please indicate by circling the degree to which you agree or disagree with each statement by selecting the appropriate number on the scale next to it

Statement	Strongly Disagree	Disagree	Inclined to disagree	Inclined to agree	Agree	Strongly Agree
1. I generally consider changes to be a negative thing.	1	2	3	4	5	6
2. I'll take a routine day over a day full of unexpected events any time.	1	2	3	4	5	6
3. I like to do the same old things rather than try new and different ones.	1	2	3	4	5	6
4. Whenever my life forms a stable routine, I look for ways to change it.	1	2	3	4	5	6
5. I'd rather be bored than surprised.	1	2	3	4	5	6
6. If I were to be informed that there's going to be a significant change regarding the way things are done at work, I would probably feel stressed.	1	2	3	4	5	6
7. When I am informed of a change of plans, I tense up a bit.	1	2	3	4	5	6
8. When things don't go according to plans, it stresses me out.	1	2	3	4	5	6
9. If my supervisor changed the standard criteria, it would probably make me feel uncomfortable even if I thought I'd do just as well without having to do extra work.	1	2	3	4	5	6
10. Changing plans seems like a real hassle to me.	1	2	3	4	5	6
11. Often, I feel a bit uncomfortable even about changes that may potentially improve my life.	1	2	3	4	5	6

Statement	Strongly Disagree	Disagree	Inclined to disagree	Inclined to agree	Agree	Strongly Agree
12. When someone pressures me to change something, I tend to resist it even if I think the change may ultimately benefit me.	1	2	3	4	5	6
13. I sometimes find myself avoiding changes that I know will be good for me.	1	2	3	4	5	6
14. I often change my mind.	1	2	3	4	5	6
15. I don't change my mind easily.	1	2	3	4	5	6
16. Once I've come to a conclusion, I'm not likely to change my mind.	1	2	3	4	5	6
17. My views are very consistent over time.	1	2	3	4	5	6

Appendix F

Psychological Empowerment Questionnaire (PEQ)

Please indicate with an **X** the option you prefer.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Disagree
1. The work I do is very important to me.					
2. My work activities are personally meaningful to me.					
3. The work I do is very meaningful to me.					
4. I am confident about my ability to do my job.					
5. I am self-assured about my capabilities to perform my work activities.					
6. I have mastered the skill necessary for my job.					
7. I have significant autonomy in determining how I do my job.					
8. I can decide on my own how to go about doing my own work.					
9. I have considerable opportunity for independence and freedom in how I do my job					
10. My impact on what happens in my department is large.					
11. I have a great deal of control over what happens in my department					
12. I have a significant influence over what happens in my department					

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

HUMAN RESEARCH ETHICS COMMITTEE (SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: MORG/16/002 IH**
PROJECT TITLE:	Generation X and Generation Y: the moderating effect of transformational leadership on resistance to change and psychological empowerment among employees in Johannesburg.
INVESTIGATORS	Kemeng Heidie
DEPARTMENT	Psychology
DATE CONSIDERED	29/06/16
DECISION OF COMMITTEE*	Approved

This ethical clearance is valid for 2 years and may be renewed upon application

DATE: 29 June 2016

CHAIRPERSON
(Professor B. Bowman)

cc Supervisor:

Dr Calvin Gwandure
Psychology

DECLARATION OF INVESTIGATOR (S)

To be completed in duplicate and **one copy** returned to the Secretary, Room 100015, 10th floor, Senate House, University.

I/we fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure, as approved, I/we undertake to submit a revised protocol to the Committee.

This ethical clearance will expire on 31 December 2018

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES