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THE EFFECT OF LEADERSHIP ON JOB SATISFACTION

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DECLARATION

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

_____

Shivani Govender

ABSTRACT

Leadership, even though very difficult to define, is a process by which an individual tries to influence others to achieve a holistic organisational goal.

Literature categorises leadership into three common styles namely, transactional, transformational and laissez-faire leadership, with transformational leadership and transactional leadership being the most domineering. Literature also proposes that leadership styles influence job satisfaction.

The first objective of this study was to determine the leadership style within FNB Business: Projects and Operations and thereafter to investigate the effect of that leadership style on job satisfaction within the business. A descriptive research study using qualitative and quantitative methods was done. Questionnaires were distributed to all employees and the results were analysed.

The results of Multifactor Leadership Questionnaire showed that a transformational leadership style, specifically inspirational motivational, prevailed within the department. The MLQ also showed that employees were very satisfied with their jobs. The Job Satisfaction Survey outlines the specific factors, namely, supervision and nature of work that lead to employees being satisfied in their work place. Finally, the Minnesota Satisfaction Survey solidified the high job satisfaction rate within FNB Business: Projects and Operations highlighting minimal variance between extrinsic and intrinsic satisfaction. The results, however, challenge the initial problem statement stating that there was job dissatisfaction due to leadership. This could be due to employees being afraid of being honest, employees not taking the survey or employees moving teams. Therefore, a recommendation is that the survey should be executed again and tracked at a team level. For example, respondents should answer which team they belong to. This field should also be a multiple-choice question as opposed to free text. In this way, leadership style and responses from individuals would be traceable to a specific leader. This would highlight the outliers for more accurate results and actions post this research survey.

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Abbreviations

Abbreviation	Description
ANOVA	Analysis of Variance
JSS	Job Satisfaction Survey
MIQ	Minnesota Importance Questionnaire
MLQ	Multifactor Leadership Questionnaire
MSQ	Minnesota Satisfaction Questionnaire

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Skinner (2017) identified leadership as the biggest challenge in banking today. Unpleasant leadership encourages barriers such as regulation, legacy and culture negatively. Leadership has been defined by Yukl (2006) as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Yukl, 2010, p. 10). Leadership can give individuals the culture to innovate to overcome constraints, therefore, a lack of good leadership can pose many issues (Rowe & Guerrero, 2011). Leadership style is a unique quality that differentiates one leader from another and it is this influential vigour that drives employees to complete a task and to produce optimal results; especially in the banking sector (Bahmanabadi, 2015). Rehman (2016) states employee’s attitudes towards their jobs are greatly affected by leadership. One of the most crucial causes for poor performance in the workplace is poor leadership skills, whereby managers tend to offer little feedback on employees’ performance, micromanage their teams and dictate to employees instead of motivating them, which in turn causes a decrease in employee productivity (Leviticus, n.d.). The function of leaders in businesses today has evolved and these leadership styles carried out by leaders has an impact on the success of the organisation. By using fitting leadership styles, leaders can impact employees’ work fulfilment, job satisfaction, responsibility and efficiency.

1.2 BACKGROUND

FNB Business: Projects and Operations has 3 main areas which include Projects, Operations as well as IT shops. The focus is on managing strategic projects, programmes and portfolios for the Bank. The nature of the projects is information systems development, which looks at creating or enhancing systems that support and/or service clients, staff, as well as, external parties such as vendors. The operations areas are back office support teams which provide services such as customer support on queries and issues. They also provide support to front line staff. The IT shop is currently working on some of these projects. They are unique because they report into a business area and not an IT area. Thus, FNB Business: Projects and Operations is a dynamic department with many moving parts and expertise (Serfontein, 2017)

1.3 RESEARCH PROBLEM

Following an address by the Head of the department, an important issue that had surfaced recently was employee job dissatisfaction due to leadership. FNB, like many other organisations, would like the best human resources to achieve its goals and objectives. This, however, can only be possible when employees are satisfied, as a content workforce wields greater performance and work efforts (Pushpakumari, 2008). The managers play a key role within FNB Business: Project and Operations and are responsible for motivating employees, planning, organizing and controlling.

Employee job satisfaction is vital as there is large competition for talent in the industry. It is easy for competitors to compete with individual elements of employment such as benefits and salaries. FNB Business: Projects and Operations also invests money and time into employees, therefore, bad leadership styles result in loss of performance, knowledge and loss of the time taken to train an employee. This in turn would affect the performance of the employee.

The purpose of this study is to, thus, investigate the effect of leadership style on job satisfaction within FNB Business: Projects and Operations.

1.4 RESEARCH QUESTION

What are the factors relating to leadership that are affecting employee job satisfaction in FNB Projects and operations?

- What leadership style does FNB Business: Projects & Operations follow?
- What is the relationship between this leadership style and job satisfaction?

1.5 RESEARCH OBJECTIVES

The primary objective of this study is to investigate whether there is a relationship between leadership styles and employee job satisfaction at FNB Business: Projects and Operations.

The sub-objectives are:

- To determine the leadership style within FNB Business: Projects & Operations follows
- To investigate the relationship between the leadership style and job satisfaction.
- To propose factors that influence employee satisfaction in FNB

1.4 RESEARCH METHODOLOGY

Collection of data was done by means of electronic questionnaires that were distributed to the target population. The target population for the research included all employees from the FNB Business Projects and Operations' Project Office.The questionnaire was compiled to determine employees' views on leadership styles and job satisfaction levels. The research

study was qualitative and descriptive. Questionnaires were distributed to all employees in the department hence all had an equal opportunity to provide their input.

Data analysis was done in Microsoft Excel.

The relationship between leadership style and job satisfaction was deduced through correlation analysis. Descriptive statistics were used to analyse the demographic results of the participants. Reliability of the questionnaires was determined by Cronbach's alpha for internal consistency. Factor analysis was used to determine the validity of the various questionnaires.

1.5 OUTLINE OF CHAPTERS

This report consists of five chapters that include the following areas, namely:

1.6.1. Chapter One: Introduction

This chapter introduces the research topic and presents a summary of the research problem, background, objectives and research methodology.

1.6.2. Chapter Two: Literature Review

The literature review chapter offers an outline of job satisfaction and leadership styles. It purposefully elicits content from the already existing body of knowledge, disparagingly investigating conflicting or supporting arguments from research and previous studies.

1.6.3. Chapter Three: Research Methodology

This chapter explains the methodology that was used to collect the data for this study. It offers acumen regarding the sample, the measuring instruments, data collection procedures and data analysis techniques. Additionally, the validity and reliability of the data is assessed whereby any shortcomings are highlighted.

1.6.4. Chapter Four: Results and Discussion

Chapter four statistically analyses the collected data and displays the data in various illustrative and correlative ways for easy interpretation.

1.6.5. Chapter Five: Conclusion

This final chapter provides significant conclusions gained from the results' analysis after comparison to the preceding related literature. Finally, recommendations are made for further study of the topic.

CHAPTER 2

LITERATURE REVIEW

The purposes of this literature review are to discuss two leadership styles namely transformational and transactional; define job satisfaction and then discuss the relationship between the leadership styles and job satisfaction. Chapter 2 constructs a theoretical basis whereby understanding can be obtained from preceding associated literature.

2.1 LEADERSHIP

According to Silva (2016), one of the most difficult concepts to define is leadership (Silva, 2016). Furthermore Bass (2008) argued that leadership is a subjective concept hence defining it is tough. However even though it is difficult to define leadership, it is vital to have a good definition of this concept because of its wide use in numerous areas namely, business, religions, politics, sports, etc. (Silva, 2016).

Belias *et al.* (2014) states that leadership is a key element of an organisation's overall function and affects employees' everyday performance, problem solving strategies, internal feelings of capability and interpersonal relationships. Studies and research on leadership and its styles have been done globally and numerous styles have been found, namely, autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, situational, transactional and transformational leadership (Mosadeghrad, 2003). However, according to Powell *et al* (2008) transformational and transactional leadership styles were found to relate most closely to job satisfaction of employees. Therefore, this study will focus on these two leadership styles.

Burns (1978) was the first to introduce the notion of transactional and transformational leadership style in his descriptive research on political leaders. He branded transformational leaders as the those who drive their teams to achieve more than they primarily anticipated and lead them to exceed their own self-interests. This is advantageous for the group or business. Additionally, he characterised transformational leaders as individuals who work closely together with followers to assist one another to progress to higher levels of confidence and motivation.

2.1.1 Transactional and Transformational Leadership

The transactional and transformational leadership styles were compared by Bass and Avolio (1994). Transactional leadership style is centred around an agreement between the leader (manager) and follower (employee) regarding tasks to be completed and expected outcome

following completion of those tasks, whereas, transformational leadership boosts morale, motivation and employees' performance. This is done in numerous ways such as, assisting the employee to identify themselves with the task and its connection to the business, acting as role model to provide inspiration to followers, allowing followers to own their piece of work and understanding employees' strengths and weaknesses to optimise execution (Yalew, 2016).

Bass's theory defines three different dimensions of transactional leadership, namely, contingent reward, management by exception (active), and management by exception (passive) and five different dimensions of transformational leadership, namely, idealised influence (behaviour); idealised influence (attributed); inspirational motivational; intellectual stimulation and individual consideration. Finally, Bass's theory mentions a so-called passive leadership or laissez-faire leadership style whereby leaders refrain from getting involved or interfering when their leadership is required (Yalew, 2016).

2.1.2 Transformational Leadership

Transformational leadership goes beyond the cost-benefit relationship and motivates and inspires employees to achieve more than they thought they were capable of - it means to go beyond expectations (Krishnan, 2005). Development is promoted and employees are encouraged to think more strategically when being lead in a transformational leadership style (Odumeru & Ifeanyi, 2013). Furthermore, transformational leaders are caring and supportive of others and never discriminate based on colour, race, social class, sex, age or religion (Chemjong, 2004). Therefore, transformational leaders are people-orientated and emotional attachments occur between the follower and leader.

The transformational leadership theory developed by Bass and Avolio (1994) consist of five dimensions (Dlamini, et al., 2017):

- Idealised influence (behaviour):
  When employees hold their leaders in high esteem and respect. Subordinates admire and trust their bosses. The behavioural idealised influence dimension includes moral and ethical conduct, risk sharing and putting the needs of the employees before the leader's personal needs.
- Idealised influence (attributed):
  When the leaders' leadership style results in employees being able to relate to their managers and there is a yearning to act like them. Respect and pride is instilled into followers through the attributed idealised influence dimension and results in subordinates having confidence in and trusting their leaders.

- Inspirational motivational

  This dimension encapsulates leaders that inspire and motivate subordinates to perform tasks that are meaningful, challenging and clearly mapped out. This ensures that all members of the team have the same aim and vision. Inspirational motivational leaders are role models by being industrious, remaining optimistic during stressful situations or a crisis and assisting in reducing the workload of employees through utilisation of interesting methods.
- Intellectual stimulation

  When subordinates are encouraged by the leader to use their imagination when solving problems. The leader drives innovation for performing challenging tasks or problems, which opens doors for new ways of achieving goals in the business. In this way, employees can development themselves in parallel to displaying dedication to their jobs and their organisation.
- Individual consideration

  When leaders care about the self-development of employees. Leaders pay attention to the employees and listen to them. By listening to subordinates, their confidence levels are boosted

The research on transformational leadership shows that high productivity, a decrease in the rate of employees resigning and increased levels of job satisfaction are all due to this leadership style (Rehman, 2016).

Transformational leadership can be used in numerous environments. Bass (1999) states that transformational leadership is more effective than transactional leadership as it can be utilised in many different industries such as hospitals, military, education and business. The competence of a sales area can be improved through transformational leadership. This leadership styles can also enable an organization to reform its brand in the commercial centre and create a positive setting for employees (Schieltz, 2018).

The transformational leadership style can be exceptionally successful when utilized properly, however it may not inevitably be the best decision for each circumstance. Now and again, employees may require a more administrative or totalitarian style that includes nearer control and more prominent course, especially in circumstances where individuals are unskilled, amateurish and require continuous supervision (Cherry, 2017). Additionally, Ford (2012) mentions that “there is a time and place for each style”. Therefore, when organisations are seeking innovations, a shift or to prevent falling behind, transformational leaders are essential (Ford & Tucker, 2012). Furthermore Gilmore (2013) argued that employees who are already

inspired and optimistic do not seem to need the characteristics that transformational leaders propose. Therefore, he suggests that transformational leaders tend to gravitate towards individuals who are morose, forlorn and lack energy and confidence (Gilmore, et al., 2013).

Despite the critique around transformational leadership, it has proven to be the most effective leadership form (Bass, 2006). The type of leader that would use transformational leadership is someone who does not only care about his/her deliverables and performance but also attempts to steer and motivate his/her followers by using his/her knowledge and experience to provide a guided career path for the followers (Bhasin, 2017).

According to Tuuk (2012) there are three main workplace trends namely, 1) Women in the workplace, 2) Employee empowerment and 3) Internal Branding (Tuuk, 2012). Tuuk (2012) discussed how transformational leadership addresses these modern-day movements in the workplace. Women are more closely associated to the characteristics of transformational leadership such as motivation, excitement, optimism and caring for followers' needs therefore increased acceptance of this leadership style would mean that more leaders will be recognised as strong leaders (Tuuk, 2012). Additionally, transformational leadership attends to empowering employees as transformational leaders are considerate, motivational and help followers find their purpose in the workplace. This empowers employees as it makes them knowledgeable, confident and better incorporated in the organisation (Tuuk, 2012). Lastly, leaders set the tone of the business and its goals. Transformational leaders reiterate the organisation's goals and purpose so employees feel that they are working for a viable brand. Transformational leaders also promote integrity, trust, honesty and collaboration which translated into a "well-perceived internal brand (Tuuk, 2012). Therefore, employees who will want to be empowered, women and individuals who bother about an internal brand will respond to transformational leadership.

Furthermore, given the nature of females, women will be more inclined to exhibit a transformational leadership style (BPW, 2015). According to BPW International (2015) females are more likely to exercise a transformational leadership style

Even though transformational leadership can be difficult to teach as it should come from within, it can be taught and involves 1) generating a motivating foresight for the future, 2) persuading individuals to become tied up with and convey the vision, 3) supervising conveyance of the vision and 4) building ever-more grounded, trust-based associations (Tools, 2018).

2.1.3 Transactional Leadership

According to Odumeru & Ifeanyi (2013) transactional leadership is based on leader-follower exchange where the follower acts according to the instructions of the leader and in turn the leader rewards the followers. Exchange is done by means of compensation and can be

negative by means of a punishment or positive like wages, praise or recognition (Odumeru & Ifeanyi, 2013). Therefore, transactional leadership can be summarised as a task-orientated leadership style, relating to reward or punishment based performance initiatives (Loganathan, 2013).

Transactional leadership consists of three dimensions, namely, contingent reward, management by-exception active, and management-by-exception passive (Sadeghi & Pihie, 2012).

- Contingent reward:
  When leaders use rewards in exchange for great performance to achieve the organisation's goals
- Management by-exception active:
  When leaders oversee their followers' work and closely observe for role violations or mistakes.
- Management-by-exception passive
  When leaders intercede when an issue surfaces hence waiting for errors and mistakes to occur then only acting to correct to it.

A transactional leader is an individual who puts emphasis on and appreciates structure and order. In certain organisations that emphasise structure, this leadership style is the only way to ensure the job gets completed hence beneficial. Transactional leaders are probable to govern large corporations, control military operations or lead global tasks that require standards and controls to complete goals and meet deadlines or move individuals and supplies in a composed way. Leaders with a transactional leadership style are not a good fit for places where imagination and inventive thoughts are esteemed. Hence transcational leadership will be detrimental in laid-back, creative or open orgabisatoions.

Transactional leadership relies upon self-inspired individuals who function well in an organized, coordinated environment. Transactional leaders work most efficiently with individuals who know their jobs and are roused by the reward-punishment framework. Therefore transactional leadership is commonly used where employees speak different languages like in multinational companies (Mindvalley, 2018). This leadership is also used in the police force or military where consistency between areas is key. Finally transactional leadership is employed in areas where it is vital for everyone to know what is expected of them and how to complete tasks under pressurised situations (STU, 2018). Addiionally, people who are driven by money and rewards respond to transactional leadership. Also, individuals who have further commitments are only interested in knowing precisely how to carry out their tasks

with a specific end goal to keep their job and receive the benefits, would respond to transactional leadership (STU, 2018).

Transactional leadership is based on structure so once employees learn the requirements and structure, completing tasks is simpler. Hence transactional leadership is straightforward and can be easily taught (Mindvalley, 2018).

2.2.4 Laissez-faire Leadership

Laissez-fair leaders provide minimal guidance and support to employees; evade decision making, bypass responsibilities and are uninterested in the needs of their employees. This leadership is regarded as passive and ineffective (Sadeghi & Pihie, 2012).

2.2 JOB SATISFACTION

Job satisfaction is defined as a positive emotional response and the fulfilment one gets while performing a job. Employees' job satisfaction has become increasingly significant for organizations because it ultimately impacts on its development. According to Madlock (2008), job performance and job satisfaction are related. Lim (2007) reinforces this and states that employees' productivity is greatly impacted by job satisfaction and organizations with a satisfied workforce outshine other organizations (Francis & Taylor, 2016).

A noteworthy leap forward into understanding job satisfaction was through the Hawthorne reviews (Mayo, 1949). Conclusions from the review uncovered that comfortable working conditions improved job satisfaction levels among employees. Additionally, it was uncovered that individuals work for different purposes other than pay. Workers' states of mind and feelings are key elements that frame the successful components of job satisfaction. Job satisfied employees demonstrate higher sense of duty regarding their jobs and organisations (Loganathan, 2013).

There are numerous intrinsic and extrinsic factors that affect job satisfaction however leadership has always been at the forefront.

2.3 THE RELATIONSHIP BETWEEN LEADERSHIP AND JOB SATISFACTION

There are various factors that may increase job satisfaction of employees such as working conditions, work itself, supervision, policy and administration, advancement, compensation, interpersonal relationships, recognition and empowerment (Castillo & Cano, 2004). Leadership, however, plays a major role in enhancing job satisfaction of employees (Mosadeghrad, 2003).

Employees usually have an expectation of how managers should lead. When an understanding gap exists between managers and employees of leadership styles, job dissatisfaction occurs (Elpers & Westhuis, 2008). Therefore, job satisfaction increases when the gap between employees' and manager's expectation of leadership is minimised. The quality of the relationship between leader and employee has a direct relation to the job satisfaction of employees (DeCremer, 2003) and employees feel fulfilled and content with leaders who are supportive (Othman, et al., 2017). When a leader is unsupportive and has a negative attitude, employees feel uncomfortable and stressed (Wilkinson & Wagner, 1993). Negative leader-employee relationship has a range of unfavourable effects on employees namely, reduction in productivity and increase in absenteeism.

According to research, various scenarios yield varying results regarding transactional and transformational leadership and its relationship with job satisfaction. In some cases, a notable relationship existed between transformational leadership and job satisfaction, while in other instances transactional leadership demonstrated the similar relationship. According to research studies conducted by Wu (2009) and Epitropaki & Martin (2005), transactional leadership style obtained a much higher satisfaction in contrast to transformational leadership style. On the contrary, another study showed that the transformational leadership style had a greater impact on employee innovation and performance than the transactional leadership style (Boerner, et al., 2007).

A study done on Greek bank employees concluded that job satisfaction is linked to leadership style – particularly, the leadership style that correlated most highly and positively with the main job satisfaction facets was the transformational leadership style (Belias, et al., 2014). The Multifactor Leadership Questionnaire (MLQ) tool was used to measure leadership style and the Employee Satisfaction Inventory (ESI) was used to measure job satisfaction. The type of employees of specific division within the bank that was surveyed was not mentioned.

Another study done in United Arab Emirates investigated the effects of transactional and transformational leadership styles of bank managers and supervisors on employees' job satisfactions and self-perceived execution. The type of employees that formed the sample was not mentioned, however some background on the banking environment in the UAE was discussed. There are many banks in the UAE and they are very overcrowded. Despite being profitable, the banking industry is still premature and not as developed as other countries. The banking sector in the UAE is regarded as very important and contributes significantly to the Emirates GDP. Leadership style was assessed using the MLQ while job satisfaction was measured using a 14-item scale used for organisational behaviour research, however the

tool's name was not specified. The study confirmed that transformational leadership style qualities elicited higher levels of job satisfaction and in turn performance of bank employees (Awamleh, et al., 2005).

In contrast, Cetin et al (2012) concluded that there is a strong relationship between transactional leadership styles and job satisfaction. This study investigated Turkish deposit bank employees in branches who formed part of the lower-level employees. Data collection was done by means of a survey with a 5-point Likert scale. A questionnaire created by Wu (2006) was used to assess the effect of leadership style on job satisfaction (Çetin, et al., 2012).

The findings of a Ghanaian study showed that there was a positive conclusive relationship between leadership styles (both transformational and transactional) and job satisfaction. However, the results additionally denoted that "inspirational motivation which is a type of transformational leadership" and laissez-faire which is a type of transactional leadership positively and significantly affected job satisfaction. Therefore, a manager's leadership style affects employees' job satisfaction hence managers should demonstrate good leadership. The questionnaire that was used consisted of three sections – Section one of the questionnaire included demographic questions, section two was the Job Satisfaction Survey (JSS) which was the tool used to assess job satisfaction and Section three was the Multifactor Leadership Questionnaire (MLQ) that was used to determine leadership style. The banking division or type of employees was not specified however respondents were bank employees (Obuobisa-Darko & Obuobisa-Darko, 2015).

2.4 ASSESSMENT OF LEADERSHIP STYLES

There are numerous tools that have been developed to measure and assess leadership style. One of these tools is the Leader Behaviour Description Questionnaire (LBDQ) that was developed by academia at the Ohio State University. The questionnaire comprises of two leadership aspects: 1) Initiating Structure which alludes to the degree to which the leader outlines and structures his or her job and the tasks of his or her employees to meet objectives and includes building relationships with co-workers, establishing the work and achieving goals. 2) Consideration which alludes to the degree to which an individual has work connections portrayed by shared trust and regard for subordinates' thoughts and emotions (Belias & Koustelios, 2014)

In 1995 Avolio, Bass and Jung developed the Multifactor Leadership Questionnaire (MLQ) which contains nine scales where transformational leadership makes up five dimensions; transactional leadership makes up three dimensions and the last dimension is non-leadership. The MLQ provides a description of the leaders' leadership style and considers a 360 viewpoint

with the rater form and the leader form. This means that leaders assessed themselves alongside assessment of their leadership from subordinates. The five scales of transformational leadership are 1) Idealized Influence – Attributed and 2) Idealized Influence – Behaviour, when employees hold their leaders in high esteem, and respect, admire and trust their bosses resulting in employees being able to relate to their managers and there is a yearning to act like them (e.g. “I have trust in my superior’s ability to overcome any obstacle”), 3) Inspirational Motivation when leaders inspire and motivate subordinates to perform tasks that are meaningful, challenging and clearly mapped out ensuring that all members of the team have the same aim and vision (e.g. “My superior uses symbols and images to focus our efforts”), 4) Intellectual Stimulation when the leader encourages subordinates to use their imagination, challenge the norms and be innovative when solving problems (e.g. “My superior enables me to think about old problems in new ways”), 5) Individual Consideration when leaders care about the self-development of subordinates, pays attention and listens to them making them feel valued (e.g. “My superior treats me as an individual and not as part of an anonymous group”). The three scales of Transactional Leadership are 1) Contingent Reward when leaders use rewards in exchange for great performance in order to achieve the organisation’s goals (e.g. “My superior makes sure that there is a close agreement between what he/she expects me to do and what I can get from him/her for my efforts”), 2) Management-by-Exception when leaders oversee their followers’ work and closely observe for role violations or mistakes and 3) Management-by-Exception – Passive when leaders intercede when an issue surfaces hence waiting for errors and mistakes to occur then only taking action to correct to it.

Then in 2004 Avolio and Bass developed a new version of the Multifactor Leadership Questionnaire and names it MLQ-5X. This questionnaire still measures the three different leadership styles namely transformational, transactional and passive/avoidant. However, it additionally measures three leadership’s outcomes namely 1) Extra effort, 2) Effectiveness, 3) Satisfaction. The MLQ 5X Rater Form consists of 45 items where the first 36 items measure type of leadership style and the other 9 measures the outcomes using a five-point Likert scale. While the MLQ 5X Leader Form consists of the 36 items only to assess how the leader’s leader perceives their own leadership style in terms of transformational, transactional and passive-avoidant.

Another version of the MLQ is the MLQ 6S that consists of 21 items and assesses 7 factors related to transformational, transactional and passive-avoidant leadership styles.

Another tool used to assess leadership style is the Organization Leadership Assessment (OLA) developed by Laub in 1999. This tool is centred on the idea of servant leadership, which was a term coined by Robert K. Greenleaf in 1970. As the term suggests, servant leadership is based on the desire to serve which builds organisations and creates a kinder

environment (Greenleaf, 1970). The OLA was developed to evaluate the health of an organisation and is based on six key qualities associated with servant leadership namely 1) Values people, 2) Develops people, 3) Builds Community, 4) Displays authenticity, 5) Provides leadership, 6) Shares leadership. This tool consists of 60 items where characteristics related to the servant leader are addressed in the first 21 items, managers and supervisors are considered in the next 33 items and the last 6 items deal with employees' role in the business. Northouse (2001) developed another tool to measure leadership style. The Leadership Style Questionnaire consists of 20 items and was developed with the purpose to identify one's leadership style and to examine how one's leadership style links to other leadership styles. The tool assesses three leadership styles namely authoritarian, democratic and laissez-faire. Hence this tool evaluates relational and task leadership styles to provide an overall leadership representation of the individual and when one compares scores most dominant and least dominant leadership styles will be evident (Northouse, 2009).

The MLQ was chosen because it is providing a 360 feedback whereby the employees can rate themselves as well as management. It is a well-known tool and has been used by researchers globally. The tool has been widely validated with evidence showing strong validity and good reliability scores. It is also the only leadership questionnaire that incorporates job satisfaction as an outcome hence ties in directly with the objective of this research study.

2.5 ASSESSMENT OF JOB SATISFACTION

Occupations require association with colleagues and supervisors, following hierarchical principles and approaches, meeting execution measures, living with working conditions that are frequently not as much as perfect, and so forth. This implies a worker's assessment of how fulfilled or disappointed he or she is with his or her job is an intricate collective of various discrete occupation components.

There are numerous ways that researchers have assessed job satisfaction. One of the most widespread questionnaires is the Job Descriptive Index (JDI) that was first published in 1969 and revised in 1985 (Smith, et al., 1987) and 1997. The JDI supports the theory defined by Smith et al (1969) of using descriptive words to express the employee's feelings about his or her job to evaluate job satisfaction. However, through their own research and analysis, Smith et al (1987) included additional words to develop a questionnaire that could measure aspects that influence job satisfaction. The JDI consists of 72 items and is noted at the tool with the highest validity for job satisfaction measurement. The JDI is known as a "facet" measurement implying that respondents are required to reflect on facets of their job and assess their satisfaction with those factors. Five facets or factors are assessed in the JDI namely 1) The work (e.g. "my work is good"), 2) Pay (e.g. "my salary is less than what I deserve"), 3)

Promotions (e.g. “very limited”), 4) Supervision (e.g. “bad”) and 5) Co-workers (e.g., “my colleagues are responsible”).

To compliment the JDI, the group later in 1989 developed the Job in General Index (JIG) to measure employees’ overall or global feelings of job satisfaction using 18 general questions. The JIG is an amalgamation of assessment and descriptive questions and while the questions in the JDI are related with short-term feelings (“In general, I like to work here”), the questions in the JIG are related with long-term feelings. However, the design and response method of the JIG is the same as the JDI (Belias & Koustelios, 2014).

In 1967 Weiss, Dawis, England and Lofquist developed an instrument to assess job satisfaction, namely, the Minnesota Satisfaction Questionnaire (MSQ). The MSQ is another well-known tool for measuring job satisfaction, which can be found in two forms, a long version and a short version. The extensive long version consists of 100 items and measures 20 diverse aspects of the job and is related to 20 needs of work, namely ability, utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision- human relations, supervision-technical variety, and working conditions (iEduNote, 2017). The short form contains only 20 questions, one for each job aspect. The MSQ totals three dimensions of job satisfaction namely 1) Internal satisfaction (i.e. the type of work and employees’ feelings associated with it), 2) External gratification (i.e. working conditions, salary, etc.), and 3) General satisfaction. Both forms of the MSQ are five-point Likert scales and better job satisfaction is indicated by a higher summed score.

Another tool to measure job satisfaction is the “Employee Satisfaction Inventory” (ESI) is developed by Koustelios and Mpagiati (1997). Built on the theory of Smith et al, (1969) and Weiss, Dawis, England, and Lofquist (1967), the ESI uses a five-point Likert scale and measures six job-related parameters of which four are the same as the JDI. The six aspects are 1) Work (e.g., “My job is worthwhile”), 2) Salary (e.g., “I get paid as much as I need for the job I offer”), 3) Promotion (e.g., “the prospects for promotion are very limited”), 4) Supervision (e.g., “my supervisor is rude”), 5) Working conditions (e.g., “the space of my work is pleasant”), and 6) The organisation (e.g., “the service takes care of its employees”). Albeit being developed in 1997, the ESI has yet undergone validity tests and has very low reported reliability (Belias & Koustelios, 2014).

Paul E. Spector (1985) developed the Job Satisfaction Survey (JSS) that was initially created for use in human services, non-profit and public organizations. The JSS consists of 36 items based on nine job components that are scored on a six-point Likert scale. The nine facets include 1) Pay (e.g., “I feel I am being paid a fair amount for the work I do”), 2) Promotion (e.g., “I am satisfied with my chances for promotion”), 3) Supervision (e.g., “My supervisor is unfair

to me"), 4) Fringe benefits (e.g., "I am not satisfied with the benefits I receive"), 5) Contingent rewards (e.g., "When I do a good job, I receive the recognition for it that I should receive"), 6) Operating procedures (e.g., "I have too much paperwork"), 7) Co-workers (e.g., "I enjoy my co-workers"), 8) Nature of work (e.g., "I feel a sense of pride in doing my job"), and 9) Communication (e.g., "Communications seem good within this organization").

Despite the numerous instruments that have been developed to measure job satisfaction, each has been designed for a purpose. The JIG assesses overall job satisfaction and not particular facets, while the JDI only utilised a "facet approach". However, the MSQ and JSS explores both i.e. job satisfaction on a general scale as well as its dimensions (Astrauskaitė, et al., 2011). Hence the JSS and MSQ were chosen for this research study. The JSS and MSQ are well known instruments that have been recurrently studied for validity and reliability yielding good scores. Furthermore, some outcomes of the JSS tie in directly with the MLQ such as contingent reward hence would be interesting for analysis.

2.6 SUMMARY OF KEY CONCEPTS

By examining the literature above, it can be concluded that there are various leadership styles that influence job satisfaction. The type or leadership is specific to an organisation and the degree to which that leadership style affects job satisfaction is case based. Therefore, it is vital to that organisations be mindful of the different leadership styles and factors that affect job satisfaction to influence employees to achieve goals.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research method that was utilised to collect the data will be outlined in this chapter. This chapter begins with research design explanations, the sampling method used, collection of the data, analysis of the data and concludes with validity and reliability testing. Descriptive research was used to conduct this research whereby qualitative data was collected to obtain insight into the fields of study namely job satisfaction with varying leadership styles.

3.2 RESEARCH DESIGN

Quantitative research methods were used in this study by which employees of the organisation were asked to complete a survey or questionnaire (DeFranzo, 2011). This was the primary method of collecting non-numerical data. The questionnaire was set up online and the link was emailed to individuals requesting their participation. A Likert scale was used for answering the questions and numerically scored responses. A quantitative approach was used to analysis some of the results of the effect of leadership style on job satisfaction. Due to the sensitivity of the matter, all questionnaires were treated as anonymous.

3.3 SAMPLING

Sampling is crucial for qualitative research. The participants included males and females of various ages, roles (programme managers, projects managers, project administrators and business analysts.) and qualifications. The total population size was 91. However, the sample for this research project included 25 individuals from the project office. This means that the sampling fraction was 1 in 3.64, which means that on average 3.64 people of the population were represented by one person in the sample hence 27.5 % of the population created the sample. Even though 43 questionnaires were submitted, 18 were disregarded due to incompletion. As Marley (2018) states, it is impossible to collect responses from the whole populations set therefore the sample set that will be analysed is very important. One of the most vital concepts that should be examined for determining the validity of the sample set is the margin of error (Marley, 2018). An online margin of error calculator (https://www.surveymonkey.com/mp/margin-of-error-calculator/) was used to determine whether the sample size of the survey was sufficient. Assuming a 95% confidence level, because we are certain that the sample accurately reflects the attitudes of the total population and most researchers use a value between 90 and 99% (SurveyMonkey, 2018), the margin

of error was calculated to be 17. This means that for example if the mean for job satisfaction due to supervision was 50%, with the margin of error of 17, one would be confident that 33% (50% - 17%) and 67% (50% + 17%) of the total population would be satisfied with their job due to supervision. Considering the small sample size, this is an acceptable margin of error because margin of error is indirectly proportional to sample size (Marley, 2018).

3.4 DATA COLLECTION

Bryman and Bell (2007) explained that questionnaires are utilised by researchers for collecting opinions of people from a large group. Given that the objective of this research project is to gather and assess participant perceptions of leadership and job satisfaction of a large group of people, the survey method is appropriate (Adams & Cox, 2008).

An electronic questionnaire was compiled and distributed to all 91 employees in the project office to determine the relationship between leadership style and employee job satisfaction.

A questionnaire was used for data collection and consisted of three sections: Section One gathered the demographic data of the employees; Section Two dealt with surveying the employees' job satisfaction and Section Three dealt with the leadership style questions.

Section 1 required the demographic data (age, gender, ethnicity, education, tenure/experience, marital status and income bracket) of the employees as these could be confounding variables. Confounding variable are external influences that can impair results and cause limitations in the study. Confounding variables cannot usually be controlled or eliminated therefore must be considered or take note of when conducting data analysis to ensure validity is not affected (Braga, et al., 2011).

The Multifactor Leadership Questionnaire (MLQ) was used to determine if the leadership style was transformational or transactional, based on their characteristics (Obuobisa-Darko & Obuobisa-Darko, 2015) (Belias, et al., 2014). The leadership style was determined by calculating a score from the leaders' answers, and then correlated to a description of the respective leadership style.

Finally, in Section 3, employees completed the Job Satisfaction Survey (JSS) and Minnesota Satisfaction Questionnaire (MSQ).

3.4.1. Questionnaire Design and Content

The questionnaire can be found in Appendix A, B and C respectively and consists of five sections:

3.4.1.1. Letter of Information

The respondents were introduced to the researcher through the letter of consent and the purpose of the study was stated. The estimated time to complete the survey was also included.

3.4.1.2. Letter of Consent

The participants were reassured that their identity would be treated with confidentiality. It was also mentioned that partaking in the survey was optional and withdrawal at any time of the study was allowed. Furthermore, a letter of consent was submitted to FNB to obtain approval from the Head of the Department and HR to conduct the survey (Appendix B).

3.4.1.3. Demographic Data

The biographical questions comprised the following;

- Gender;
- Age;
- Qualification (if applicable);
- Department;
- Years of service; and
- Race

3.4.1.4. Leadership Style Questionnaires

The Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1995) provided a description of the leaders' leadership style and considers a 360 viewpoint with the rater form, Form 5X, and the leader form, Form 6S (refer to Appendix C). This meant that leaders assessed themselves and rated their leaders and employees without direct reports only rated their manager or leader.

Table 1: Scoring responses for the MLQ

Response	Score
Not at all	0
Once in a while	1
Sometimes	2
Fairly often	3
Frequently if not always	4

MLQ Form 5X

The MLQ Form 5X allows employees to be a rater in the sense that they can rate and give feedback on the behaviour of their leadership. The multifactor leadership questionnaire was considered with its original construct as 9 components under 3 leadership dimensions determined by Avolio and Bass (1995).

The MLQ Form 5X consists of 45 items, however, only those questions that evaluated transactional and transformational leadership styles were analysed. The items that were related to a transactional leadership style were 1, 3, 4, 11, 12, 16, 17, 20, 22, 24, 27, and 35 and the items that were related to a transformational leadership style were 2, 6, 8, 9, 10, 13, 14, 15, 18, 19, 21, 23, 25, 26, 29, 30, 31, 32, 34, and 36 (Houser, et al., 2010).

The results were determined by averaging the scores for each item in each leadership style scale and then summing the items as per below to obtain a score for each leadership construct. The leadership style with the higher score determined the leadership style of the managers and leaders of the department (Abgoli, 2009).

Table 2: Transformational and Transactional Leadership Styles and how to calculate the scores for each construct (Mathew, 2013) (Abdulghani, 2016)

#	**Factor**	**Description**	**Sum the following questions**
Transformational			
1	Idealised Influence (Behaviour)	Indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.	6, 14, 23 and 34
2	Idealised Influence (Attributed)		10, 18, 21 and 25
3	Inspirational Motivational	Measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.	9, 13, 26 and 36
4	Intellectual Stimulation	Shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.	2, 8, 30 and 32

5	Individual Consideration	Indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.	15, 19, 29 and 31
Transactional			
6	Contingent Reward	Shows the degree to which you tell others what to do to be rewarded, emphasize what you expect from them, and recognize their accomplishments.	1, 11, 16 and 35
7	Management-by-exception (Active)	Assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it isn't broken, don't fix it."	4, 22, 24 and 27
8	Management-by-exception (Passive)		3, 12, 17 and 20
9	Laissez-faire leadership	Measures whether you require little of others, are content to let things ride, and let others do their own thing.	5, 7, 28 and 33

MLQ Form 6S

The leaders were asked to answer the 21 item MLQ Form 6S. The leaders who were asked to answer the MLQ Form 6S were the programme managers and their bosses. For this research project, a leader was identified as any individual that has employees who report directly to him or her.

Instructions

The managers' leadership was measured on seven factors related to transformational and transactional leadership. The score for each factor was calculated by summing three specific questions on the questionnaire. See below for the scoring model.

Table 3: Seven Factors, their descriptions and how to calculate the score for each respectively *(Mathew, 2013) (Qosja & Druga, 2014)*

#	**Factor**	**Description**	**Sum the following questions**
Transformational			
1	Idealised Influence	Indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to	1, 8 and 15

		their hopes and dreams, and act as their role model.	
2	Inspirational Motivational	Measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.	2, 9 and 16
3	Intellectual Stimulation	Shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.	3, 10 and 17
4	Individual Consideration	Indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.	4, 11 and 18
Transactional			
5	Contingent Reward	Shows the degree to which you tell others what to do to be rewarded, emphasize what you expect from them, and recognize their accomplishments.	5, 12 and 19
6	Management-by-exception	Assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it isn't broken, don't fix it."	6, 13 and 20
Laissez-faire			
7	Laissez-faire leadership	Measures whether you require little of others, are content to let things ride, and let others do their own thing.	7, 14 and 21

3.4.1.1 Job Satisfaction

Job satisfaction is an intangible personal perception and thus difficult to measure. An abstract understanding of the concept is therefore required to measure job satisfaction. The simplest ways to measure job satisfaction are through interviews or observation in the workplace; however, questionnaires are viewed as most objective (Worrell, 2004). Worrell (2004) suggests that questionnaires are favourable as they can be distributed easily, reduce bias,

allow for confidentiality and are most cost effective and least time consuming when compared with one-on-one interviews. The most frequently mentioned job satisfaction instruments noted in literature include The Job Satisfaction Survey (JSS) and Minnesota Satisfaction Survey (MSQ).

The Job Satisfaction Survey

The JSS was developed by Paul E. Spector to measure individuals' feelings and attitudes towards their job. The survey consists of 36 questions and targets nine distinct aspects of job satisfaction, namely, pay; promotion; benefits; supervision; contingent rewards; operating procedures; co-workers, nature of work and communication. Four items are used to assess each of the facets and a summed score is calculated for all 36 items. Responses are in the form of a Likert scale and range from "strongly disagree" to "strongly agree" with questions written positively and negatively (Worrell, 2004).

The JSS was the questionnaire used to evaluate the job satisfaction of all employees and contained some questions written in a positive while others in a negative direction. The survey consisted of 9 subscales related to job satisfaction and 36 questions in total. Some of the questions were negatively worded hence the score required reversing before calculating the total score with the positively worded questions. Below is a step by step scoring methodology for the JSS (Spector, 1999).

Instructions

1. A score for each response should be allocated to each question. The answers to the Likert scale correspond to a score as per Table 4 below:

Table 4: Scoring for the JSS

Response	**Score**
Strongly Disagree	1
Moderately Disagree	2
Slightly Disagree	3
Slightly Agree	4
Moderately Agree	5
Strongly Agree	6

2. The Negatively worded items are 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36. These should be reverse scored as per Table 5 below:

Table 5: Reverse Scores for the JSS

Original	Reverse Score
1	6

2	5
3	4
4	3
5	2
6	1

3. All the questions in the JSS fit into the subscales shown below in Table 6:

Table 6: Subscales in the JSS

Subscale	**Item numbers**
Pay	1, 10, 19, 28
Promotion	2, 11, 20, 33
Supervision	3, 12, 21, 30
Fringe Benefits	4, 13, 22, 29
Contingent rewards	5, 14, 23, 32
Operating conditions	6, 15, 24, 31
Co-workers	7, 16, 25, 34
Nature of work	8, 17, 27, 35
Communication	9, 18, 26, 36
Total satisfaction	1-36

4. An adjustment must be made if some questions are missing else the calculated score will be too low. The best way to do this is calculate the mean and use that mean as a substitution for the missing questions.

According to Spector (1999) there are no scores that can be translated to indicate employee satisfaction or dissatisfaction. This means that there is no specific score that separates satisfied and dissatisfied individuals. However, to draw conclusions, two approaches namely, the normative approach and the absolute approach, can be used. The normative approach looks at scores relative to the sample and it accentuates and highlights the expected outcomes and includes judgements (Kolb, 2008). This approach will not be used for interpretation in this study because there are various limitations such as finding the norms for the samples are difficult and when found only a limited number of organisations are available. The norms are usually convenience samples that random people consolidate and add to a website hence not well validated. Finally, the norms readily available are from North America, Canada and the U.S., hence not specific to South Africa. South Africa has a different culture to America hence the level of job satisfaction would vary hence the normative approach might yield inaccurate results.

The absolute approach will be used which considers reasonable scores to signify satisfaction and dissatisfaction as it is more logical approach. Since the JSS used a "6-point agree-disagree response choices", it can be assumed that "agreement with positively-worded items and disagreement with negatively-worded items would represent satisfaction, whereas disagreement with positive-worded items, and agreement with negative-worded items represents dissatisfaction." This meant that an average response score of 4 or greater represented satisfaction; an average of 3 or less represented dissatisfaction and a mean score between 3 and 4 showed uncertainty or neutrality. When looking at the summed score; 36-108 represented dissatisfaction; 144 to 216 represented satisfaction, and between 108 and 144 was ambivalence (Spector, 2007).

Minnesota Satisfaction Survey (MSQ)

Three forms of the MSQ exist; two 100-item long forms and a 20-item short form. The MSQ uses a Likert scale with response choices ranging from "very dissatisfied" to "very satisfied".

The MSQ measured intrinsic and extrinsic job satisfaction. Intrinsic relates to how employees feel about the actual tasks involved in the job itself and extrinsic refers to factors that are external to the actual work or tasks but related to the work situation hence affect job satisfaction (Buitendach & Rothmann, 2009). The short-form was used and consisted of 20 questions.

Scoring

Scoring for the MSQ was done using Table 7 below (Weiss, et al., 1967):

Table 7: Scoring for MSQ

Response Choice	Score Weighting
Very Dissatisfied	1
Dissatisfied	2
Neutral	3
Satisfied	4
Very Satisfied	5

The total score for all 20 questions were summed to obtain a total score. A low level of job satisfaction was reflected through a lower score (Martins & Proença, 2012).

The short-form MSQ consisted of 2 scales by which certain questions belong to intrinsic and extrinsic respectively as per Table 8 below.

Table 8: Questions that belong to intrinsic and extrinsic job satisfaction

Scale	Questions
Intrinsic	1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 17, 18, 20
Extrinsic	5, 6, 12, 13, 14, 19

3.4.2. Questionnaire distribution

The questionnaire was compiled online using SurveyMonkey and was accessible through a hyperlink that was distributed via email. The survey took approximately 15 minutes to complete. Responses were then captured and stored online until analysis. There were three steps involved in the process of collecting data; the initial survey distribution and two follow up mailings:

First Mailing

The first mailing included a brief explanatory paragraph and the hyperlink to the online survey.

First Follow Up

Following the initial mail distributed, two weeks later a reminder was sent to the distribution list assuring confidentiality and urging all individuals to participate.

Second Follow Up

A second and final follow up was done four weeks after the initial questionnaire mailing. Once again, the participants' confidentiality was reassured and the closing date of the questionnaire was announced.

3.5. DATA ANALYSIS

The primary aim of data analysis is to understand the various building blocks of the study through the relationships between the variables (leadership style and job satisfaction) and to establish if any relationships can be found. The data collected from the employees was captured on Microsoft Excel and the program assisted in interpreting and analysing the data, drawing conclusions and provide some recommendations. The raw data was manipulated to ensure easy capture in the Excel Program and incomplete questionnaires were discarded. The study is descriptive hence mean was calculated. Additionally, correlations were deduced and conclusions drawn. However, each structured questionnaire was obtained directly from literature hence had it had its own scoring model as explained above.

Statistical significance was determined using a t-test for demographics with two groups of data such as gender and Analysis of Variance tests (ANOVA) was used for the remainder demographics.

3.6. RELIABILITY AND VALIDITY

Reliability indicated stability, consistency and the trustworthiness of the research study. Cronbach's alpha coefficient was used to assess reliability (Van Saane, et al., 2003).

Internal consistency was measured by calculating Cronbach's alpha coefficient which ranges from 0 to 1. Even though the values for what is stated as a "good" alpha is subjective, a minimum alpha coefficient between 0.65 and 0.8 is recommended. An alpha coefficient of 0.9 or greater is regarded as excellent; 0.8-0.9 is regarded as good; and 0.7 – 0.8 is acceptable.

Then an alpha value between 0.6 and 0.7 and 0.5 to 0.6 is regarded as questionable and poor, respectively. However, an alpha coefficient of less than 0.5 is unacceptable (Goforth, 2018).

Validity showed how accurate the instruments (questionnaires) and results were for the research study. Face validity was used whereby the questionnaire was compared to previous literature and questionnaires used to validate the survey (Craig, 2013). Confirmatory factor analysis was used to examine the construct and content validity of the questionnaire.

3.7. ETHICAL ISSUES

Employees were asked to conduct surveys on a sensitive research topic therefore ethical clearance from the university through the School of Industrial Ethics Committee; consent from the organisation as well as the respondent needed to be obtained. Participation in the survey was voluntary and respondents were given the option to withdraw from the study at any time. Additionally, all participants' confidentiality of the survey was reassured and anonymity throughout the research process was confirmed. Ethics clearance number MIAEC 056/17.

CHAPTER 4

ANALYSIS AND RESULTS

4.1 INTRODUCTION

Chapter four presents the outcomes of the research study, supplemented by graphical and numerical data representations and brief results' interpretation. The exhibition of the comprehensive analysis and outcomes that were extricated from surveys completed by employees in the FNB Business: Projects and Operations Departments, is discussed in this Chapter.

The research questions for this study were assessed and answered using descriptive and inferential statistics. Reliability of the study was tested using Cronbach's Alpha and validity was determined by factor analysis.

4.2 PROFILE OF THE SAMPLE

The sample (25 employees) that made up 27.5% of the total population (91 employees) was obtained from bank employee and managers in the FNB Business Projects and Operations division. Respondents consisted of business analysts, project managers, project coordinators and programme managers.

The profile of the sample in terms of the age demographic variable is shown in Figure 1.

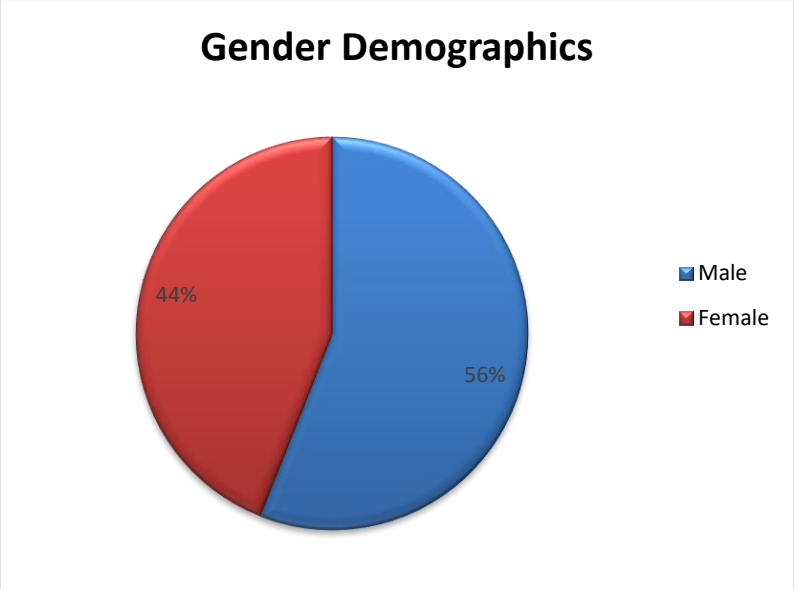


Figure 1: Frequency Distribution for Gender

Figure 1, shows that most of the participants were male with 56% while females consisted of 44% of the sample size.

The age distribution of the participants can be seen in Figure *2* below.

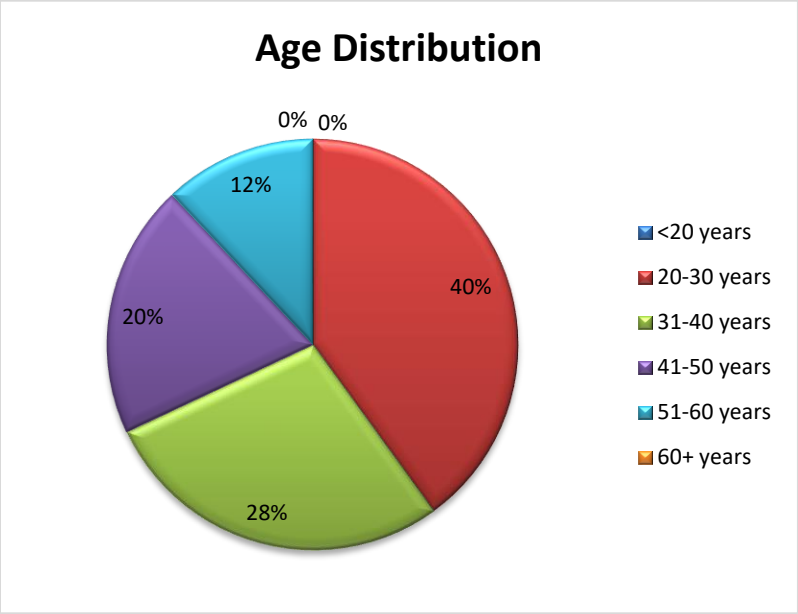


Figure 2: Frequency Distribution for Age

For the age groups, most the respondents were between 20 and 30 years old making up 40 %of the sample size, followed by the 31-40 age group (28%), the 41-50 age group (20%) and finally 51-60 age group (12%). There were no participants younger than 20 years old or older than 60 years old. The largest age group was made up of ten employees between the ages of 20 and 30 years old i.e. the millennial

The frequency distribution for years of service is illustrated in Figure *3*.

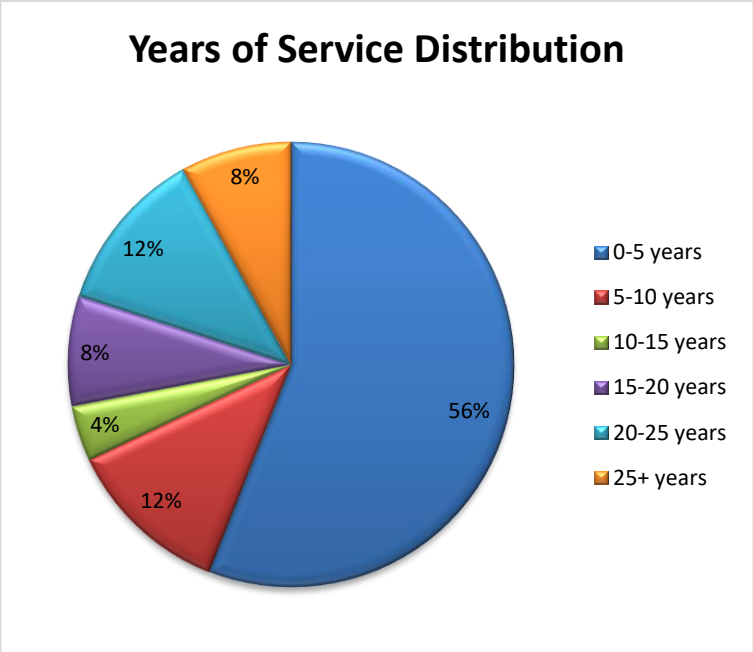


Figure 3: Frequency Distribution for Years of Service

Regarding years of service more than half the sample population ranged between 0 to 5 years of service at FNB Business: Projects and Operations with a frequency distribution of 56%. This was followed by the 5 to 10 years' group and 20 to 25 years' group which both comprised of 12% of the sample population. Similarly, the 15 to 20 years' group and 25 and more years' group both made up 8% of the sample population. Finally, the 10 to 15 years' group made up the smallest percentage of the sample population (4%). There is statistical significance that is discussed in Chapter 5.

Figure *4* shows the frequency distribution for race

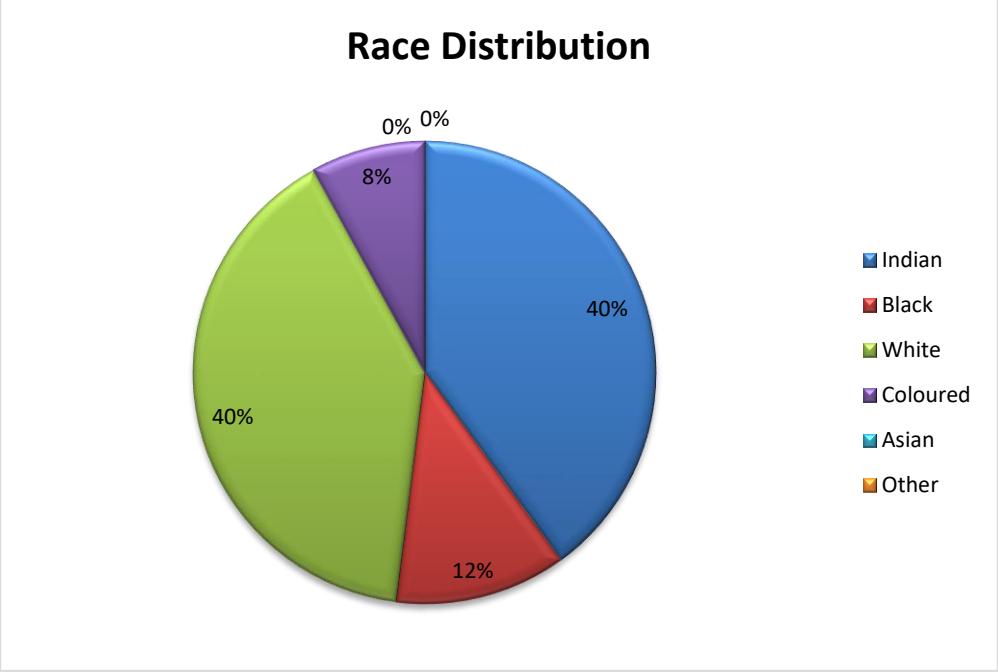


Figure 4: Frequency Distribution for Race

In terms of the race groups, Indian and White both comprised the large majority with 40%, followed by Black (12%) and Coloured (8%). There were no Asian participants or any other race groups.

The qualification and department fields were discarded as these fields were free text hence no consistency in answers making it difficult to analyse.

4.2.1 Statistical Analysis of the Sample

The data was statistically analysed by using the Analysis Toolpak Add-ins on Excel to determine statistical significance. The sample size was less than 30 therefore t-tests and ANOVA tests were conducted to investigate whether the data was statistically significant.
The results from the JSS were used to determine statistical significance. Inputs for the t-test and ANOVA test requires numerical data hence the MLQ which yields a type of leadership,

could not be used. The significance level (alpha in the Excel Analysis Toolpak) was set to 0.05. According to StatsDirect (https://www.statsdirect.com/help/basics/p_values.htm), if the calculated p-value in the t-test is less than or equal to the selected significance level, the data is considered statistically significant (StatsDirect, 2018). The results of the t-test can be found in Table 9.

Table 9: P-values for the respective demographics to investigate statistical significance

Demographic	**P-value**
Gender	0.012
Age	0.14
Years of Service	0.22
Race	0.92

The p-values calculated for age was less than alpha (0.05) therefore these results are statistically significant. However, the calculated p-values for age, years of service and race are above 0.05 hence not statistically significant. Full results can be found in Appendix E

4.3 FINDINGS OF THE STUDY

4.3.1. Leadership Style

The results from the MLQ 5X Rater Form are shown below in Table 10.

Table 10: Results from MLQ 5X Rater Form

Leadership Style		**Total Score**
Transformational Leadership Style	Idealised Influence (Behaviour)	11,72
	Idealised Influence (Attributed)	11,52
	Inspirational Motivational	12,64
	Intellectual Stimulation	10,68
	Individual Consideration	11
Transactional Leadership Style	Contingent Reward	11,6
	Management-by-Exception (Active)	6,36
	Management-by-Exception (Passive)	3,92
	Laissez-faire leadership	2,48

Sample calculation:

Total score for Idealised Influence (Behaviour)

= Q6 average score + Q14 average score + Q23 average score + Q34 average score

= 2.52 + 3.12 + 3.00 + 3.08

=11.72

The results from the MLQ 6S Self Rater Form are shown below in Table 11.

Table 11: Results from MLQ 6S Self Rate Form

Leadership Style	Total Score
Idealised Influence	9,22
Inspirational Motivational	8,91
Intellectual Stimulation	8,78
Individual Consideration	9,21
Contingent Reward	8,35
Management-by-exception	8,89
Laissez-faire leadership	6,88

Sample calculation:

Total score for Idealised Influence

= Q1 average score + Q8 average score + Q15 average score

= 3.22 + 3.00 + 3.00

= 9.22

4.3.2. Job Satisfaction

The results from the JSS are shown below in Table 12.

Table 12: Results for JSS

Subscale	Total Score	Mean	Minimum	Maximum
Pay	14,96	3.74	1	6
Promotion	14,68	3.67	1	6
Supervision	17,36	4.34	1	6
Fringe Benefits	14,72	3.68	1	6
Contingent rewards	16,44	4.11	2	6
Operating conditions	14,2	3.55	1	6
Co-workers	16,6	4.15	1	6
Nature of work	17,08	4.27	2	6
Communication	16,76	4.19	2	6

Sample calculation:

Total Score for Pay

= Q1 average score + Q10 average score + Q19 average score + Q28 average score

= 4.40 + 3.56 + 3.52 + 3.48

= 14.96

Mean for Pay

= (Q1 average score + Q10 average score + Q19 average score + Q28 average score)/number of items that contribute to pay

= (4.40 + 3.56 + 3.52 + 3.48)/4

= 3.74

The results from the MSQ are shown below in Table 13.

Table 13: results for MSQ

Intrinsic	Extrinsic	Variance
4.35	4.32	0,03

Sample calculation:

Mean for Intrinsic

= (Q1 average score + Q2 average score + Q3 average score + Q4 average score +Q7 average score + Q8 average score + Q9 average score + Q10 average score + Q11 average score + Q15 average score + Q16 average score + Q17 average score + Q18 average score + Q20)/sample size

= (4.40 + 3.44 + 5.16 + 3.88 + 5.44 + 4.96 + 4.52 + 3.56 + 4.28 + 3.20 + 4.16 + 5.16 + 5.20 + 3.48)/25

= 4.35

4.3.1.1 Job Satisfaction and Demographics

Job Satisfaction and Age

Figure *5* below shows the effect of age on job satisfaction.

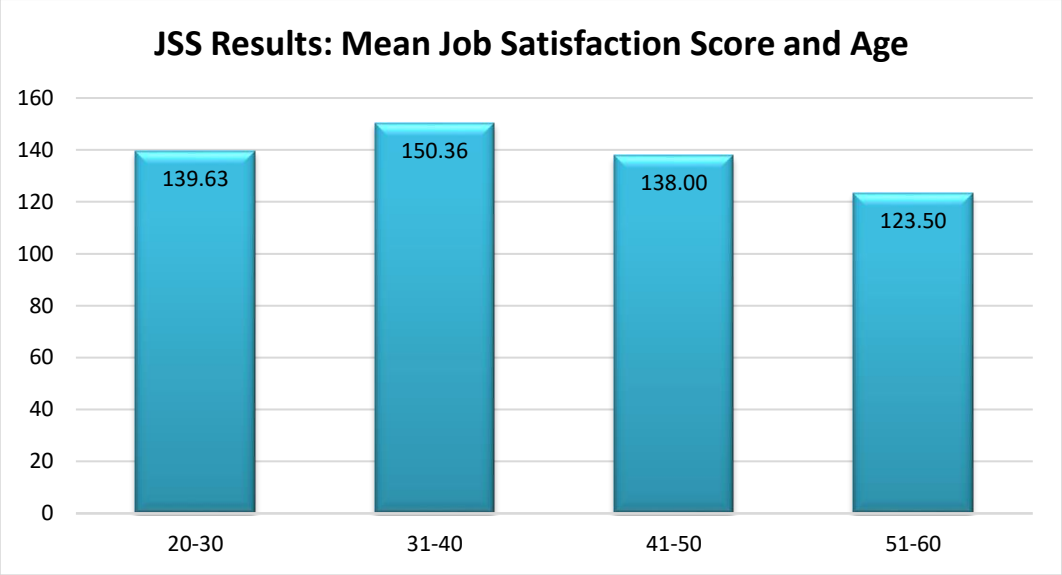


Figure 5: Age and Job Satisfaction

The age group 31-40 years old scored the highest for job satisfaction with a mean score of 150.36 while employees aged between 51and 60 years old scored the lowest with a mean score of 123.50. Ages between 20 and 30 and 41 and 50 years old scored almost equally with an average score of 138.00.

Figure *6* shows age with relation to intrinsic and extrinsic job satisfaction based on results obtained from the MSQ.

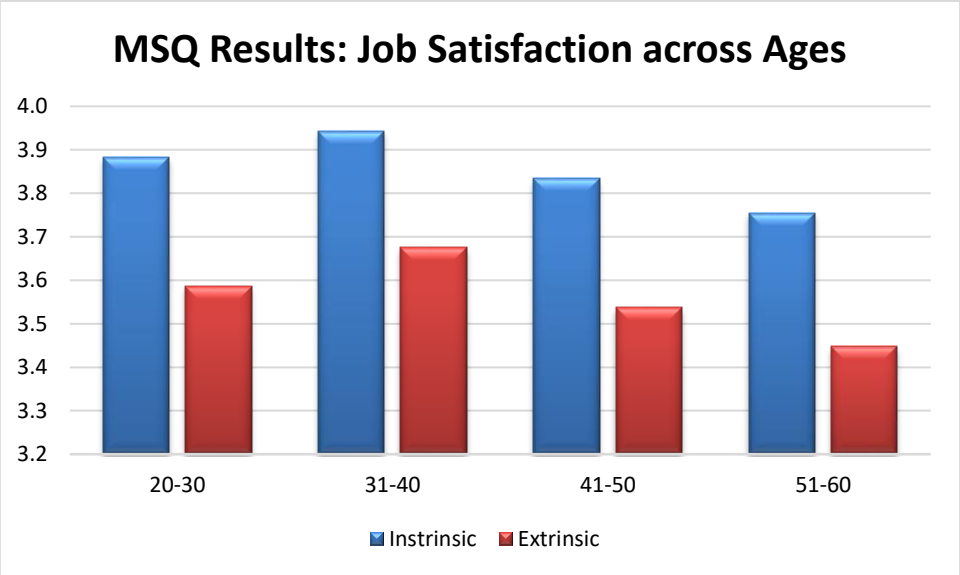


Figure 6: Age and Intrinsic and Extrinsic Job Satisfaction Results

The results from the MSQ show that intrinsic and extrinsic follow the same pattern with regards to age. The age group 31-40 are most satisfied with intrinsic and extrinsic factors while the oldest age group, 51-60 is least satisfied with the internal and external job satisfaction factors.

The results across the ages is not statically significant however it is seen that intrinsic factors dominate job satisfaction across all ages.

Job Satisfaction and Gender

Figure *7* shows the effect of gender on job satisfaction from results obtained from the JSS.

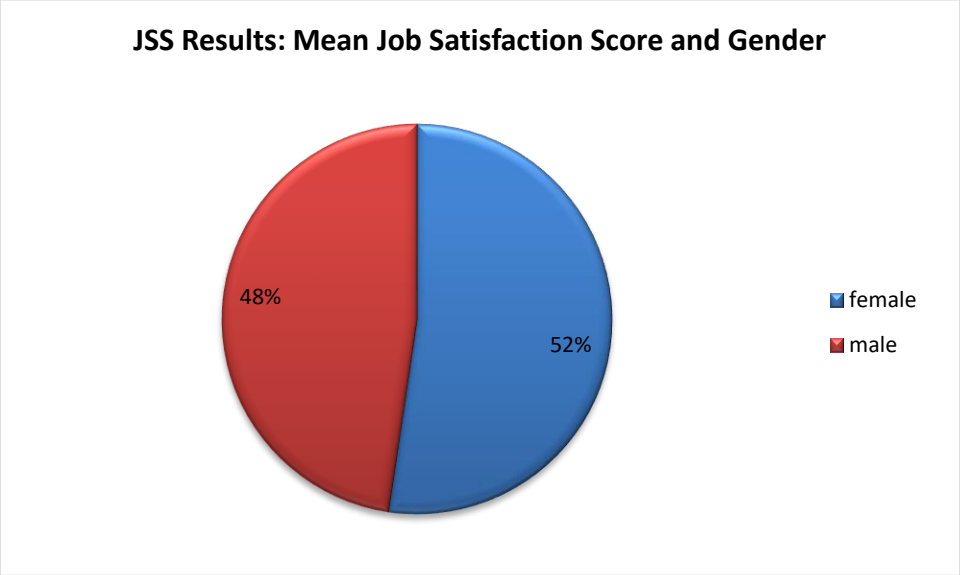


Figure 7: Gender and Job Satisfaction

There is no statistically significant difference between males and females and job satisfaction.

Figure *7* shows the effect of gender on job satisfaction from results obtained from the JSS.

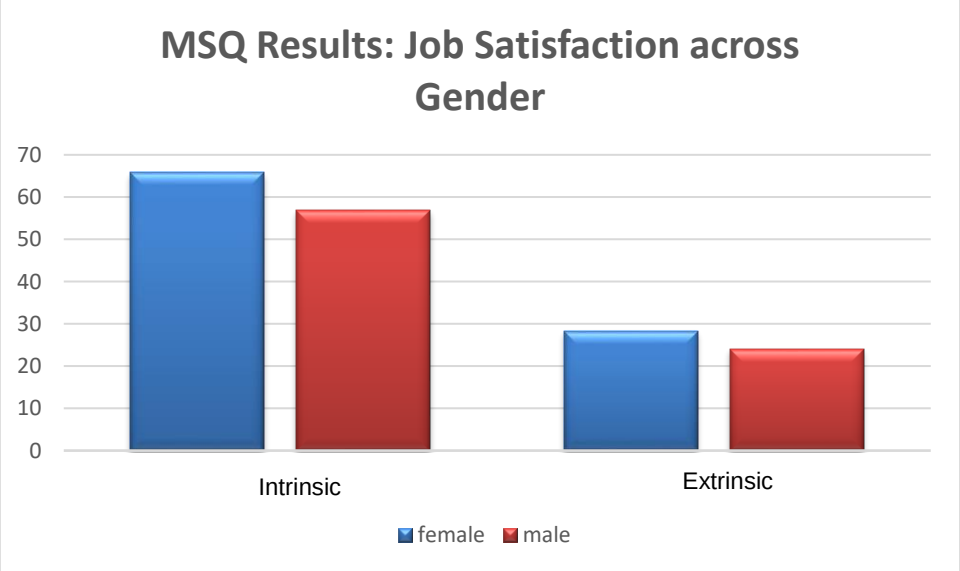


Figure 8: Gender and Intrinsic and Extrinsic Job Satisfaction Results

The results across the genders are not statically significant however it is seen that intrinsic factors dominate job satisfaction across both genders.

Job Satisfaction and Race

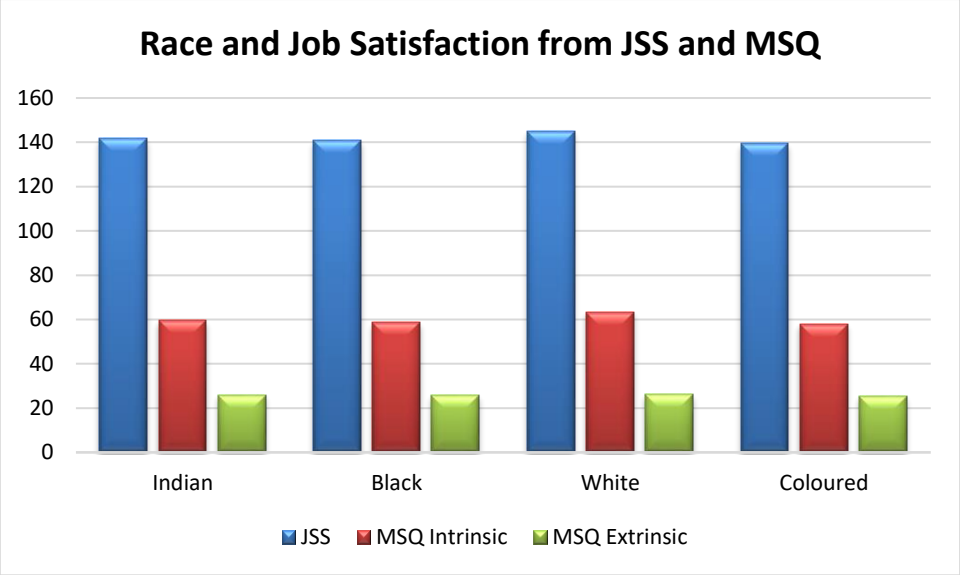


Figure 9: Race and Job Satisfaction from JSS and MSQ Questionnaires

Even though white respondents seem slightly more satisfied with their job, there is no statistically significance between the various races and job satisfaction. The JSS results seem higher due to how those scores are captured.

Job Satisfaction and Years of Service

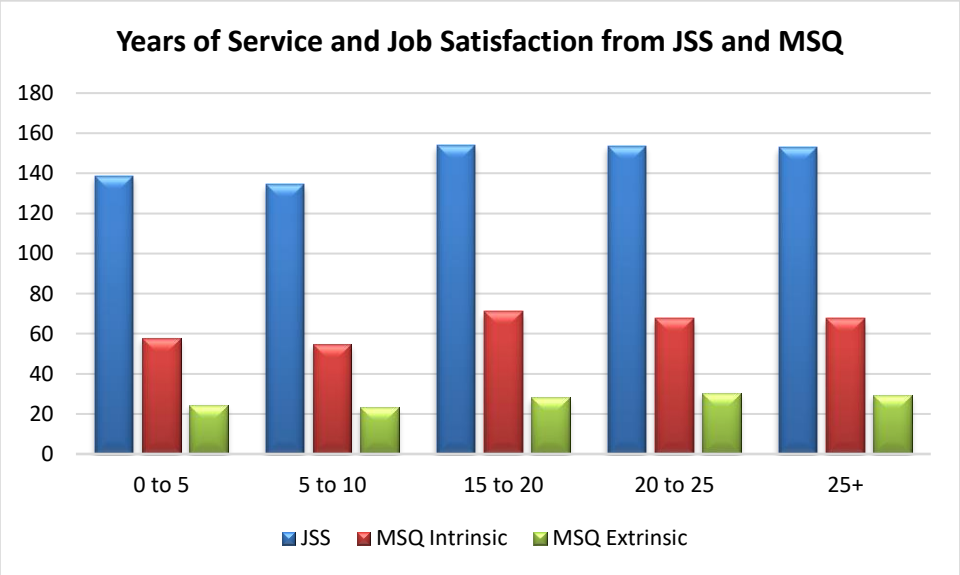


Figure 10: Years of Service and Job Satisfaction from JSS and MSQ Questionnaires

Figure *10* shows that overall the years of service demographic follows the same trend as race and job satisfaction. In general, employees who have more years of service in the department as more satisfied than those employees between 0 and 10 years of service. These results will be further discussed in Chapter 5.

Table 14: Summary of Results

					Reward Factors				Management Style		Individual Choice	Company Characteristics		Total
Individual	Male/Female	Race	Age Group	Leardship style	Pay	Promotion	Contingent rewards	Fringe Benefits	Supervision	Communication	Nature of work	Coworkers	Operating conditions	
1	Female	Indian	20-30	Inspirational Motivational	10	14	19	12	18	20	18	16	15	142
2	Female	Black	31-40	Contingent Reward	17	18	19	18	19	20	18	19	15	163
3	Male	Indian	20-30	Idealised Influence (Attributed) Contingent Reward	13	12	20	11	19	19	15	19	12	140
4	Female	White	41-50	Idealised Influence (Attributed) Inspirational Motivational	19	13	20	14	19	19	18	17	15	154
5	Female	Indian	31-40	Contingent Reward	15	16	19	14	19	19	18	19	18	157
6	Male	Indian	31-40	Idealised Influence (Attributed) Individual Consideration	15	10	17	13	13	16	14	15	13	126
7	Male	Coloured	20-30	Inspirational Motivational	16	11	16	16	17	15	12	18	14	135
8	Male	White	41-50	Idealised Influence (Attributed) Inspirational Motivational	18	14	20	19	19	19	18	19	20	166
9	Female	White	51-60	Inspirational Motivational	18	17	18	18	19	20	18	18	14	160
10	Female	Indian	20-30	Idealised Influence (Attributed) Intellectual Stimulation Contingent Reward	14	14	17	16	18	15	16	15	17	142
11	Male	Black	31-40	Idealised Influence (Attributed)	13	14	16	13	19	15	15	15	14	134
12	Female	White	20-30	Idealised Influence (Attributed) Inspirational Motivational Individual Consideration	17	13	15	15	15	18	17	15	18	143
13	Male	Indian	41-50	Intellectual Stimulation	9	10	13	10	13	18	18	14	16	121
14	Male	White	51-60	Idealised Influence (Attributed) Inspirational Motivational Contingent Reward	17	16	18	17	18	17	19	17	12	151
15	Female	White	20-30	Individual Consideration	14	16	14	13	16	12	15	13	13	126
16	Female	Indian	41-50	Idealised Influence (Behaviour) Idealised Influence (Attributed) Inspirational Motivational Intellectual Stimulation Contingent Reward	19	20	18	19	19	18	20	19	18	170
17	Female	Indian	31-40	Idealised Influence (Behaviour)	15	16	17	17	19	17	19	18	14	152
18	Male	Indian	20-30	Idealised Influence (Attributed) Inspirational Motivational Intellectual Stimulation	13	12	10	13	19	12	18	15	13	125
19	Male	Black	31-40	Inspirational Motivational	14	15	14	13	15	13	16	14	12	126
20	Male	White	31-40	Inspirational Motivational	13	13	13	16	18	16	19	16	14	138
21	Female	White	20-30	Idealised Influence (Behaviour) Inspirational Motivational Contingent Reward	16	18	17	16	15	17	17	17	12	145
22	Male	White	20-30	Inspirational Motivational	14	13	12	11	15	15	17	17	9	123
23	Male	Indian	20-30	Inspirational Motivational	13	19	15	15	17	17	16	17	12	141
24	Male	White	51-60	Inspirational Motivational	17	15	18	15	19	16	19	16	11	146
25	Male	Coloured	41-50	Intellectual Stimulation	15	18	16	14	17	16	17	17	14	144
					374	367	411	368	434	419	427	415	355	

4.3.3. Reliability

All questionnaires used in the research study were structured questionnaires from literature with high reliability and validity (Dhammika, et al., 2013) (Elenkov, 2008) (Spector, 1999).

Table 15: Structured Questionnaires from Literature and their respective Cronbach's Internal Consistency Alpha Value (Dhammika, et al., 2013) for reliability

Questionnaire	**Cronbach's Internal Consistency Alpha**
MLQ 5X Rater Version	0.86
Idealised Influence (Behaviour)	0.7
Idealised Influence (Attributed)	0.89
Inspirational Motivational	0.87
Intellectual Stimulation	0.80
Individual Consideration	0.86
Contingent Reward	0.78
Management-by-Exception (Active)	0.70
Management-by-Exception (Passive)	0.91
Laissez-faire leadership	
MLQ 6S Form	0.86
Idealised Influence (Behaviour)	0.76
Idealised Influence (Attributed)	0.76
Inspirational Motivational	0.79
Intellectual Stimulation	0.75
Individual Consideration	0.73
Contingent Reward	0.72
Management-by-Exception (Active)	0.77
Management-by-Exception (Passive)	0.77
Laissez-faire leadership	
JSS	0.91
Pay	0.75
Promotion	0.73
Supervision	0.82
Fringe Benefits	0.73
Contingent Rewards	0.76
Operating Conditions	0.62
Co-workers	0.60
Nature of Work	0.78

Communication	0.71
MSQ	0.87- 0.92
Intrinsic	0.84 – 0.91
Extrinsic	0.77 – 0.82

All values in Table 15 are above 0.6 which according to Goforth (2018) is recommended. The Cronbach alpha coefficients for the various facets of the MLQ are above 0.7; 0.8 and 0.9 which are acceptable; good and excellent respectively. However overall both MLQ versions have a calculated Cronbach alpha coefficient of 0.86, which is good. The overall Cronbach alphas coefficient for the job satisfaction survey were above 0.9 hence excellent.

None of the survey had an unacceptable Cronbach alpha coefficient of less than 0.5. this shows that all surveys used are very reliable tools.

4.3.4. Validity

The MLQ, JSS and MSQ are structured questionnaires that have been validated in literature before as explained below.

4.3.4.1. MLQ

The latest form of the MLQ Form 5X was used in this research study and consists of 36 items with 9 scales. Antonakis (2001) provided strong evidence supporting the validity of the MLQ 5X Form. Even though some researchers are still critical of the MLQ model, since 2003 none has been able to provide dis-confirming evidence of the theorized nine-factor model (Antonakis, 2001).

Bagheri *et al.* (2015) conducted confirmatory factor analysis on the MLQ 6S Form. Construct validity of the MLQ 6S Form was reported between 0.62 and 0.91 hence acceptable. Furthermore Judge & Piccolo (2014) supported the validity of the MSQ 6S Form (Judge & Piccolo, 2014).

In general, reliability and validity for the nine subscales of the leadership styles were confirmed by various researchers such as Bass, Avolio, Sosik, Gellis and colleagues as well as Felfe and Lee and colleagues (Bagheri, et al., 2015).

4.3.4.2. JSS

Content validity is the degree to which the survey includes the most significant facets of the concept of job satisfaction and construct validity is the extent to which the JSS relates to other job satisfaction questionnaires in terms of literature and theories about job satisfaction.

Content validity was measured according to the extent of how each item or question in the JSS were related. The results prove sufficient content and construct validity of the tool (Batura, et al., 2016). Furthermore Abaasi (2016) supports that the JSS shows evidence of construct validity (Abaasi, 2016).

4.3.4.3. MSQ

"Evidence for the validity of the MSQ is derived mainly from its performance according to theoretical expectations and this type of validity is called construct validity" (Weiss et al., 1967, pg. 14).

The Minnesota Satisfaction Questionnaire (MSQ) is one of the most widely used instruments in the measurement of job satisfaction with its validity continuously proven over the 50 years that it has been in use. Factor analysis was used to explore the construct validity of the MSQ which proved sufficient for both extrinsic and intrinsic factors (Martins, 2008). Additionally, Buitendach & Rothmann confirmed the two-factor structure (Buitendach & Rothmann, 2009). Finally, the MSQ manual states that the construct validity of the MSQ is supported (Weiss, et al., 1967). Based on Weiss' (1967) Theory of Work Adjustment, evidence that supports the construct validity for the MSQ is indirectly derived from construct validation studies of the MIQ (Minnesota Importance Questionnaire). "Evidence for the validity of the MSQ as a measure of general job satisfaction comes from other construct validation studies based on the Theory of Work Adjustment" (Weiss, et al., 1967, pg. 16). Substantiated data has been derived for the concurrent validity of the MSQ from the study of group differences and especially occupational differences in job satisfaction. Several studies showed that there are occupational differences in job satisfaction (Weiss, et al., 1967). Statistics from 25 occupational groups were analysed to investigate if these variances were reflected by the MSQ. Analysis included one-way analysis of variance (this is to test variances in the level of satisfaction that is being expressed) and Bartlett's test for homogeneity of variance (this is to test differences in group variability). Group differences were statistically significant at the 0.001 level for both means and variances on all sub scales of the MSQ hence proving its validity (Weiss, et al., 1967).

CHAPTER 5

DISCUSSION

5.1 INTRODUCTION

The exhibition of the comprehensive analysis and outcomes that were extricated from surveys completed by employees in the FNB Business: Projects and Operations Departments, is discussed in this Chapter. The research questions for this study were assessed and answered using descriptive analysis. Reliability of the study was tested using Cronbach's Alpha and validity was determined by factor analysis.

5.1.1 Determining the leadership style at FNB Business: Projects and Operations

The questionnaire response rate of 27% was low however still accepted as a reliable sample size according to a margin of error calculator used online (refer to section 3.3).

From the results, 56% of the respondents were male while the remaining 44% of the respondents were female. It was an indication that more males participated in this study than females. This could be because of more male employees than female employees. Alternatively, women choosing not to participate. Despite an unequal number between males and females, both male and female respondents participated in the study.

The first research objective was to determine the leadership style within FNB Business: Projects and Operations. According to the MLQ 5X Form the predominant leadership style in the FNB Business: Projects and Operations space proved to be transformational – inspirational motivational which on average scored 12.64 out of a total of 16. This means on average, managers provide vision, focus on their work and try to make their employees feel like their work is important.

However, this did not correlate directly with the MLQ 6S Self Rater Form that the leaders completed. The results from the MLQ 6S showed that managers, on average, perceived themselves as having an idealised influence or individual consideration leadership style. These leadership styles are still classified as transformational, which means that the way the leaders perceive themselves and hope to lead is aligned with how they manage their employees.

Therefore, the overall style in FNB Business: Projects and Operations is transformational. Managers feel that they show interest in employees' wellbeing and ultimately act like a role model by displaying trust and faith in their employees and this results in employees feeling

that their leaders inspire and motivate them to work well. According to Bass Avolio (1991) the leaders in FNB Business: Projects and Operations encourage loyalty, respect and trust by encouraging employees to chase their desires while supporting the organisations' vision and goals and focusing on the needs of the employees.

5.1.2 Relationship between transformational leadership and job satisfaction

The second research objective was to determine the relationship between the dominating leadership style i.e. transformational leadership and job satisfaction. As shown in Table 12 the dimension with the highest mean score is supervision with 4.34 while the least rated job satisfaction dimension is operating conditions with a mean of 3.55. This means that on average, workers were not unsatisfied with any dimension of job satisfaction. A high job satisfaction score due to supervision means that employees are most satisfied because of leadership style. This shows a strong positive correlation between leadership style and job satisfaction.

It should be remembered that the department consists 40% of young employees aged between 20 and 30 hence yearning for guidance and inspiration. By the leaders providing this to the employees, it has resulted in increased job satisfaction.

As per a survey led by Virtuali and Work Place Trends, half of the sample of millennials stated that their definition of leadership included the empowerments of others, which directly correlates to transformational leadership which echoes liberations and inspiration. With 40% of the sample size being millennials, this could have affected the results. The survey also showed that 50% of millennials believed that they had a strong ability to communicate, build relationship and lead however lacked confidence (Fries, 2018). Similarly, this research study showed that millennials are satisfied with transformational leadership that gives them that guidance and motivation to build their self-confidence. Fries (2018) mentions that millennials prefer mentorship and transformation. Frith (2017) echoes the same sentiments about millennials preferring transformational leadership style, as they are motivated by leadership who inspire them as they want to make a difference in the workplace (Frith, 2017). This research study agrees with previous surveys in the recent years as majority of the department consists of millennials aged between 20 and 30 years old; the leadership style was concluded to be transformational which correlates to the high job satisfaction scores – even though it is not the highest in the department.

Fries (2018) also mentions that millennials are not afraid to leave a job when they are unsatisfied with leadership, which correlates with the demographics of this research study. 56% of the sample are new to the department (0 – 5 years of service) proving that millennials are willing to move for leadership standard reasons and will only stay if they are unsatisfied.

For this reason, it is unlikely that there will be millennials that are unsatisfied with their jobs in the department as they would have already moved.

Also, more than 50% of the employees are there for 0 to 5 years hence an inspirational motivational leadership style in a new environment is favoured. At a young age or early in ones' career, the qualities of a transformational leader are favoured and appreciated, which this department has successfully achieved given the demographics and level of job satisfaction. Hence the success of completing tasks and achieving organisational goals should be owed to the leaders who are leading appropriately. However, mixed relationship was found between transactional leadership style and outcome variables. Contingent reward was found as a significant predictor of satisfaction, whereas no other dimension of transactional leadership styled had significant relationship with any outcome variable. These results were supported by Asrar-ul-Haqa & Kuchinke (2016) with the only exception being a greater percentage of males in the workplace which is expected from a country in the Middle East. (Asrar-ul-Haqa & Kuchinke, 2016).

Individuals 2, 5 and 15 were outliers reflecting a transactional leadership style. When analysed further, individuals 2 and 5 who were both females aged between 31 and 40, felt that their leader displayed a Contingent Rewards leadership style, hence the leader emphasizes what he/she expects from them and recognizes their accomplishments. This was directly related to their results in the JSS which showed that they were most satisfied by contingent rewards. However, despite a varying perception about their leaders' leadership style compared to the average, they were still most satisfied by supervision. These are not unique findings but align what that of Asrar-ul-Haqa & Kuchinke (2016).

Individuals 3,10, 14, 16, 19 and 21 should be noted as they indicated that their manager's leadership style was a hybrid between transformational and transactional as the highest scores fell in both categories. However, it must be highlighted that only the contingent rewards leadership style resulted in the mixed conclusion. One could argue that due to their managers being in touch and understanding their employees that they adjust their leadership style to the individual to extract the most value from them. This has further evidence in the fact that these individuals scored high on their Job satisfaction. When one examines the results closer it is found that these individuals scored high in the segments related to transformational leadership style with an emphasis placed on contingent rewards, this can be seen as the individuals being adequately rewarded for performance and this was only possible due the management style being flexible enough to adjust to those specific individual needs and this is a hallmark characteristic of transformational leadership.

5.1.3 Factors that affect job satisfaction

Demographics

Race was also considered as a demographic factor however according to literature not much focus has been given to investigation around leadership style and ethnicity (Okozi, et al., 2009). Similarly, Silvia (2009) stated that little research had been done to examine the relationship between race and leadership style hence an exploratory approach should be taken. Okozi et al (2009) suggests that white leaders are transactional while other ethnic groups have a more inspirational and nurturing leadership style. This research study suggests the same as the demographics prove that majority of the sample is not white and the dominant leadership style is transformational. In this study there is no statistically significant difference between the races and job satisfaction, which conflicts with prior studies, such as Hersch & Xiao (2016) that concludes that non-white employees are far less satisfied than white employees. However, Mcneely (1987) does state that if sufficient measures are put into place then job satisfaction differences between races shouldn't be apparent. In addition, this research study agrees with Banerjee & Perrucci (2010) who argue that gender and ethnicity does not affect job satisfaction.

The demographics of this study revealed that more than 50% of the department are new to the area with only 0-5 years of service to the department. Also 40% of the department comprises of individuals who are between 20 and 30 years old. No linear correlation was found between age and job satisfaction (refer to section 4.3.1.1.). The older age group, 51-60 years old was least satisfied while the mid age group of 31-40 was most satisfied with their job. This could be as a result of individuals being stable in their careers, having less stringent reporting lines as they are more mature, comfortable with pay and contingent rewards, have found their preferred job and familiar with communication techniques that work best. These conclusions reject the findings of Bernal *et al.* (1998) that states that there is a positive linear correlation between age and job satisfaction (Bernal, et al., 1998). Saner & Eyüpoğlu (2012) found that even though there was no linear correlation with overal job satisfaction and age, a linear relationship existed between age and instrinsic job satisfaction (Saner & Eyüpoğlu, 2012). However, this was not the case in this research study that showed no linear relationship even between age and intrinsic nor extrinsic job satisfaction.

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Job Facets

Finally, there are various factors that affect job satisfaction however the two factors that scored highest were supervision and nature of work which means that employees are satisfied with their managers and the way they lead as well as the nature of their work. Contingent reward and communication were also among the factors that lead to satisfied employees. These results make sense as a good leader encompasses communication and will reward employees for hard work. These are factors from my both transformational and transactional leadership styles. The current findings are in agreement with prior studies. Belonio (2012) who investigated the influence of leadership style on job satisfaction of bank employees in Bangkok concluded that transformational leadership had a positive effect on job satisfaction sub scales but so did transactional leadership hence the employees' various leadership styles affect varying aspects of job satisfaction. More so a combination of leadership styles will yield most satisfied employees (Belonio, 2012).

However, the results obtained from the study challenges the problem statement that employees were dissatisfied at work due to leadership style. The results from the MSQ further rejects this statement as the variance between the extrinsic and intrinsic factors are minimal. This could be a result of unsatisfied employees not participating in the survey out of choice or fear of confidentiality.

5.2.1. RELIABILITY & VALIDITY

5.2.1.1. MLQ

Cortina (1993) stated that for each subscale of the MLQ 5X, Cronbach's alpha was calculated and categorised as very good (Cortina, 1993). To support this, Nunnally (1967) calculated Cronbach alpha as 0.87 which was greater than 0.7 hence acceptably good with reliability (Nunnally, 1967). Furthermore Antonakis (2001) stated that the MLQ showed high reliability and validity with a "high alpha scale validity" (Antonakis, 2001). The high Cronbach's alpha value proves that the MLQ questionnaire is very reliable in terms of drawing associations with the data as the questionnaire represents what is purports to represent very well.

The MLQ has been utilised in numerous dissertations and research initiatives. The MLQ manual by Avolio and Bass demonstrates strong evidence of validity.

5.2.1.2. JSS

According to a study conducted by Van Saane *et al.* (2003) the JSS proved to be very good with reliability. The calculated Cronbach alpha was 0.91 (Van Saane, et al., 2003). Content validity was measured according to the extent of how each item or question in the JSS were related. The results prove sufficient content and construct validity of the tool (Batura, et al., 2016). Furthermore Abaasi (2016) supports that the JSS shows evidence of construct validity (Abaasi, 2016). It can be concluded that the JSS is highly correlated with very good reliability (Van Saane, et al., 2003).

5.2.1.3. MSQ

As per a study conducted by Van Saane *et al.* (2003) the JSS proved to be very good with reliability. The calculated Cronbach alpha was 0.81 (Van Saane, et al., 2003). Additionally, job satisfaction as measured by MSQ, presents the acceptable levels of reliability. The intrinsic Cronbach alpha ranged from 0.84 to 0.91 and extrinsic satisfaction from 0.77 to 0.82 with general satisfaction of 0.87 to 0.92 (Weiss, et al., 1967). Similarly, Martins (2008) who excluded 6 items due to low communalities and multiple factor loadings as reported by the author, confirmed that the MSQ presented high levels of reliability with an alpha value of 0.88 for the overall scale, 0.87 for intrinsic satisfaction and 0.77 for extrinsic satisfaction (Martins, 2008). Another solution was by Sousa *et al.* (2011) with 11 items as 9 were removed due to

low communalities and multiple factor loadings as reported by the author (Sousa et al., 2011). This research also presented good reliability with Cronbach's alpha for the global scale as 0.91; Cronbach's alpha for extrinsic satisfaction as 0.88 and Cronbach's alpha for intrinsic satisfaction as 0.86 (Sousa, et al., 2011).

Factor analysis was used to explore the construct validity of the MSQ which proved sufficient for both extrinsic and intrinsic factors (Martins, 2008).

5.3. CONCLUSION

The results presented in chapter 4 were analysed and interpreted in this chapter. Through discussion, the results agreed with literature and challenged the problem statements.

The next chapter contains a summary of the research study, conclusions and recommendations.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter discussed the information obtained from the questionnaires. This chapter draws on those conclusions and reflects on the entire research study. It also includes limitations of this study and recommendations for future research in the organisation or this field of study.

The overall objective of the research study was to determine the leadership style in the department and its effect on job satisfaction. These were the two primary objectives and drove the literature review and research design and methodology.

Chapter two provided a detailed outline of the three main leadership styles and job satisfaction. The effect of leadership style on job satisfaction was also presented.

Reliable and well validated questionnaires were used to obtain results from employees and the questionnaires were analysed using qualitative and quantitative methods.

Through the research study the leadership style was established to being transformational and this leadership had a positive effect on job satisfaction.

This research study was limited to 3 leadership styles namely transformational, transactional and laissez-faire.

This study was limited to only one area of FNB which is Business: Projects and Operations therefore the results cannot be generalised throughout the organisation.

6.1 RECOMMENDATIONS

6.1.1 Recommendations for Future Research

In thus research study, the sample population was limited to the project office, it would be beneficial to extend the study to the greater FNB Business segment. This will provide researchers to gain a better understanding of the overall leadership style and job satisfaction. Additionally, a comparison between departments can be done to optimise overall job satisfaction and techniques and ideas can be shared and integrated across departments to increase job satisfaction

A greater sample size would also be beneficial in terms of getting more input into the research, because literature proves that the questionnaires are valid and reliable for greater sample sizes too.

It was found that free text answers yielded results that could not be used, for example with the business area or team and qualification. For future research, this should be a multiple-choice question based on knowledge of areas and teams in the department. Also, qualification should

be categorised as diploma, degree, post graduate degree, etc. In this way, the results are consistent and can be analysed. Furthermore, there seems to be a few leaders that are outliers hence manage employees differently. With these details, it would be possible to identify which employees belong to which leader hence more detailed results and conclusions.

It is recommended that further qualitative research be done to gain better understanding of leadership style and extrinsic and intrinsic job satisfaction. Th MSQ was the last questionnaire and respondents might have answered it in haste. Qualitative research would alleviate any uncertainty or ambiguity.

6.1.2 Recommendations for the Department

Employees are an asset an investment to any organisation however each employee is unique in terms of needs and expectations. It was found that employees in this department value transformational leaders however they are highly satisfied due to communication and contingent rewards. Therefore, the department should bear this in mind when making decisions and moving the teams forward.

This research study has underlined the effect of leadership style on job satisfaction with FNB Business: Projects and Operations. Characteristics of leadership and job satisfaction were discussed. According to the research study, an inspiration motivational leadership style is preferred and results in job satisfaction. The main factors that results in very satisfied employees are supervision, nature of work, communication and contingent rewards. The data used to draw these conclusions were obtained from structured questionnaires from literature that were distributed to all employees in the department.

The recommendations suggested in this chapter are to guide management in maintaining a high level of job satisfaction. This study will assist leaders in gaining a deeper understanding of the leadership qualities that their employees value and drives them to achieving organisational goals and completing tasks while being most satisfied in the workplace.

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APPENDIX A: LETTER OF INFORMATION

Dear Participant

I am studying towards a Master of Science (MSc) in Industrial Engineering at the University of Witwatersrand.

Following an address by the Head of the department, an important issue that had surfaced recently was employee job dissatisfaction due to leadership. FNB, like many other organisations, want the best human resources to achieve its goals and objectives. However this can only be possible when employees are satisfied, because a content workforce wields greater performance and work efforts. The managers play a key role within FNB Business: Project and Operations and are responsible for motivating employees, planning, organizing and controlling.
Employee job satisfaction is vital as there is large competition for talent in the industry. FNB Business: Projects and Operations also invests money and time into employees therefore bad leadership styles results in loss of performance, knowledge and loss of the time taken to train an employee. This in turn would affect the performance of the employee.

Therefore the purpose of this survey explores your perceptions towards the **effect of leadership styles on job satisfaction at FNB Business: Projects and Operations**

I will sincerely appreciate your co-operation in completing this questionnaire. This should not take more than fifteen minutes of your time. Please be assured that your identity will remain anonymous and your response treated with confidentiality.

Participation is voluntary and you may withdraw from the study at any time you wish to.
The survey will take you approximately 15 minutes to complete.

Thanking you in advance
Shivani Govender

APPENDIX B: LETTER OF CONSENT

I agree to participate in the MSc Research entitled The Effect of Leadership Styles on Job Satisfaction, to be undertaken by Shivani Govender under the supervision of Prof Bernadette Sunjka, and certify that I have received a copy of this letter of consent.

I acknowledge that the research has been explained to me and I understand what it entails, as follows:

1. There will be questionnaires distributed to employees
2. Follow up face-to-face interviews might be conducted
3. The interviews will be audio taped, and transcribed for analysis by the researcher.
4. I have the right to withdraw my assistance from this project at any time without penalty, even after signing the letter of consent.
5. I have the right to refuse to answer one or more of the questions without penalty and may continue to be a part of the study.
6. I may request a report summary from HR, which will come as a result of this study.
7. I am entirely free to discuss issues and will not be in any way coerced into providing information that is confidential or of a sensitive nature.
8. Employees' identity will remain anonymous. The information disclosed in the interviews will be confidential.
9. Questionnaires, audio-tapes and transcripts will be kept securely stored during the research and after the research has been completed.
10. This project was approved by the Faculty of Engineering and the Built Environment of the University of the Witwatersrand and the School of Mechanical, Industrial and Aeronautical Research Ethics Committee (non-medical) of the University.
11. If I have any questions or concerns about my rights or treatment as a participant, I may contact the Chair of the School of Mechanical, Industrial and Aeronautical Research Ethics Committee (non-medical) at bruno.emwanu@wits.ac.za

By clicking OK/Next below and continuing with this survey, you are providing your consent to the above.

Questions concerning the study can be directed to:

Shivani Govender
Tel: 0837131960 and Email: shivani.govender@fnb.co.za
Supervisor: Bernadette Sunjka
Tel: 0 11 717 7367 Email: bernadette.sunjka@wits.ac.za

APPENDIX C: QUESTIONNAIRE

SECTION 1: ABOUT YOU

Where applicable, mark the appropriate box with a cross (x).

Gender	Male			Female		
Age	<20	20-30	31-40	41-50	51-60	60+
Department						
Qualification (if applicable)						
Years of Service	0-5	5-10	10-15	15-20	20-25	25+
Race	Indian	Black	White	Coloured	Asian	Other

SECTION 2: LEADERSHIP STYLE

Section to be completed by all employees

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

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

#	Description	Not at all	Once in a while	Sometimes	Fairly often	Always
1	Provides me with assistance in exchange for my efforts					
2	Re-examines critical assumptions to questions when they are appropriate					
3	Fails to interfere until problems become serious					
4	Focuses attention on mistakes and deviations from standards					
5	Avoids getting involved when important issues arise					
6	Talks about his/her most important values and beliefs					
7	Is absent when needed					
8	Seeks differing perspectives when solving problems					
9	Talks optimistically about the future					
10	Instils pride in me for being associated with him/her					
11	Is specific about who is responsible for reaching performance targets					
12	Waits for things to go wrong before taking action					
13	Talks enthusiastically about what needs to be accomplished					
14	Stresses the importance of having a strong sense of purpose					
15	Spends time teaching and coaching					
16	Makes clear what one can expect to receive when performance goals are achieved					
17	Goes beyond self-interest for the group					
18	Treats me as an individual rather than just a member of the group					
19	Demonstrates that problems must reoccur before taking action					
20	Acts in ways that builds my respect for him/her					
21	Considers the moral and ethical consequences of decisions					

22	Displays a sense of power and confidence					
#	**Description**	**Not at all**	**Once in a while**	**Sometimes**	**Fairly often**	**Always**
23	Articulates a compelling vision of the future					
24	Avoids making decisions					
25	Directs my attention towards failures to meet standards					
26	Gets me to look at problems from different angles					
27	Helps me to develop my strengths					
28	Suggests new ways of doing things					
29	Emphasizes the importance of having a collective sense of the mission					
30	Expresses satisfaction when I meet expectations					
31	Expresses confidence that goals will be achieved					
32	Uses methods of leadership that are satisfying					
33	Gets me to do more than I am normally expected to do					

Section to be completed if you are a manager

This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word "others" may mean your employees or direct reports. If an item is irrelevant, or if you are unsure or do not know the answer leave the answer blank.
For the following questions tick the appropriate box that most closely corresponds to how you feel. Please attempt to answer every question.

#	Description	Not at all	Once in a while	Some-times	Fairly Often	Frequently if not always
1	I make others feel good to be around me.					
2	I express with a few simple words what we could and should do.					
3	I enable others to think about old problems in new ways.					
4	I help others develop themselves.					
5	I tell others what to do if they want to be rewarded for their work.					
6	I am satisfied when others meet agreed-upon standards.					
7	I am content to let others continue working in the same way as always.					
8	Others have complete faith in me.					
9	I provide appealing images about what we can do.					
10	I provide others with new ways of looking at puzzling things.					
11	I let others know how I think they are doing.					
12	I provide recognition/rewards when others reach their goals.					
13	As long as things are working, I do not try to change anything.					
14	Whatever others want to do is O.K. with me.					
15	Others are proud to be associated with me.					
16	I help others find meaning in their work.					
17	I get others to rethink ideas that they had never questioned before.					
18	I give personal attention to others who seem rejected.					
19	I call attention to what others can get for what they accomplish.					
20	I tell others the standards they have to know to carry out their work.					
21	I ask no more of others than what is absolutely essential.					

SECTION 3: JOB SATISFACTION

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

#	**Description**	**Disagree very much**	**Disagree moderately**	**Disagree slightly**	**Agree slightly**	**Agree moderately**	**Agree very much**
1	I feel I am being paid a fair amount for the work I do.						
2	There is really too little chance for promotion on my job.						
3	My supervisor is quite competent in doing his/her job.						
4	I am not satisfied with the benefits I receive.						
5	When I do a good job, I receive the recognition for it that I should receive.						
6	Many of our rules and procedures make doing a good job difficult.						
7	I like the people I work with.						
8	I sometimes feel my job is meaningless.						
9	Communications seem good within this organization.						
10	Raises are too few and far between.						
11	Those who do well on the job stand a fair chance of being promoted.						
12	My supervisor is unfair to me.						
13	The benefits we receive are as good as most other organizations offer.						
14	I do not feel that the work I do is appreciated.						
15	My efforts to do a good job are seldom blocked by red tape.						
16	I find I have to work harder at my job because of the incompetence of people I work with.						
17	I like doing the things I do at work.						
18	The goals of this organization are not clear to me.						

Ask yourself: How satisfied am I with this aspect of my job?

#	**Description**	**Extremely Satisfied**	**Very Satisfied**	**Satisfied**	**Some-what Satisfied**	**Not Satisfied**
1	Being able to keep busy all the time.					
2	The chance to work alone on the job.					
3	The chance to do different things from time to time.					
4	The chance to be “somebody” in the community.					
5	The way my boss handles his/her workers.					
6	The competence of my supervisor in making decisions.					
7	Being able to do things that don’t go against my conscience.					
8	The way my job provides for steady employment.					
9	The chance to do things for other people.					
10	The chance to tell people what to do.					
11	The chance to do something that makes use of my abilities.					
12	The way company policies are put into practice.					
13	My pay and the amount of work I do.					
14	The chances for advancement on this job.					
15	The freedom to use my own judgment.					
16	The chance to try my own methods of doing the job.					
17	The working conditions.					
18	The way my co-workers get along with each other.					
19	The praise I get for doing a good job.					
20	The feeling of accomplishment I get from the job.					

APPENDIX D: RAW DATA

DEMOGRAPHIC

#	Gender	Age	Department	Qualification	YOS	Race	Department	Qualification
1	Female	20-30	Digital Channels	ENG	0-5	Indian	Digital Channels	ENG
2	Female	31-40	Business Strategic Projects	Marketing Honours	0-5	Black	Business Strategic Projects	Marketing Honours
3	Male	20-30	FNB Business	ENG	0-5	Indian	FNB Business	ENG
4	Female	41-50	Projects and Operations	N/A	0-5	White	Projects and Operations	N/A
5	Female	31-40	PMO	BBA	0-5	Indian	PMO	BBA
6	Male	31-40	PMO	Finance	0-5	Indian	PMO	Finance
7	Male	20-30	PMO	IT	0-5	Coloured	PMO	IT
8	Male	41-50	PMO	B-Com Law	20-25	White	PMO	B-Com Law
9	Female	51-60	Change Management	N/A	25+	White	Change Management	N/A
10	Female	20-30	PMO	ENG	0-5	Indian	PMO	ENG
11	Male	31-40	Business Banking	Finance	5-10	Black	Business Banking	Finance
12	Female	20-30	PMO	Finance	5-10	White	PMO	Finance
13	Male	41-50	PMO	ENG	0-5	Indian	PMO	ENG
14	Male	51-60	PMO	N/A	20-25	White	PMO	N/A
15	Female	20-30	PMO	Finance	0-5	White	PMO	Finance
16	Female	41-50	Value Adds	DIP	15-20	Indian	Value Adds	DIP
17	Female	31-40	Finance	Finance	10-15	Indian	Finance	Finance
18	Male	20-30	Reg & Com	ENG	0-5	Indian	Reg & Com	ENG
19	Male	31-40	Apollo	IT	5-10	Black	Apollo	IT
20	Male	31-40	CRM	Finance	15-20	White	CRM	Finance
21	Female	20-30	Multi-Currency	ENG	0-5	White	Multi-Currency	ENG
22	Male	20-30	PMO	ENG	0-5	White	PMO	ENG
23	Male	20-30	PMO	ENG	0-5	Indian	PMO	ENG
24	Male	51-60	CRM	N/A	25+	White	CRM	N/A
25	Male	41-50	Business Banking	N/A	20-25	Coloured	Business Banking	N/A

MLQ RATER

Individual 1	Leadership Style	Score	2			
Transformational Leadership Style	Idealised Influence (Behaviour)	13	3	4	3	3
	Idealised Influence (Attributed)	11	4	1	3	3
	Inspirational Motivational	14	4	3	3	4
	Intellectual Stimulation	1	0	1	0	0
	Individual Consideration	7	0	3	3	1
Transactional Leadership Style	Contingent Reward	9	1	2	3	3
	Management-by-Exception (Active)	7	2	2	1	2
	Management-by-Exception (Passive)	4	3	1	0	0
	Laissez-faire leadership	2	0	0	2	0
Individual 2	**Leadership Style**	**Score**	3			
Transformational Leadership Style	Idealised Influence (Behaviour)	12	3	3	3	3
	Idealised Influence (Attributed)	9	3	3	3	0
	Inspirational Motivational	13	3	4	3	3
	Intellectual Stimulation	13	4	3	2	4
	Individual Consideration	9	3	0	2	4
Transactional Leadership Style	Contingent Reward	15	4	4	4	3
	Management-by-Exception (Active)	4	0	2	1	1
	Management-by-Exception (Passive)	0	0	0	0	0
	Laissez-faire leadership	1	0	0	0	1
Individual 3	**Leadership Style**	**Score**	4			
Transformational Leadership Style	Idealised Influence (Behaviour)	14	2	4	4	4
	Idealised Influence (Attributed)	16	4	4	4	4
	Inspirational Motivational	12	2	2	4	4
	Intellectual Stimulation	15	3	4	4	4
	Individual Consideration	14	4	4	2	4
Transactional Leadership Style	Contingent Reward	16	4	4	4	4
	Management-by-Exception (Active)	7	2	2	1	2
	Management-by-Exception (Passive)	4	0	0	0	4
	Laissez-faire leadership	1	0	0	0	1
Individual 4	**Leadership Style**	**Score**	5			
Transformational Leadership Style	Idealised Influence (Behaviour)	15	3	4	4	4
	Idealised Influence (Attributed)	16	4	4	4	4
	Inspirational Motivational	16	4	4	4	4
	Intellectual Stimulation	15	3	4	4	4
	Individual Consideration	14	4	4	2	4
Transactional Leadership Style	Contingent Reward	11	0	3	4	4
	Management-by-Exception (Active)	7	1	2	2	2
	Management-by-Exception (Passive)	0	0	0	0	0
	Laissez-faire leadership	1	0	0	0	1
Individual 5	**Leadership Style**	**Score**	6			
Transformational Leadership Style	Idealised Influence (Behaviour)	12	3	3	3	3
	Idealised Influence (Attributed)	12	3	3	3	3
	Inspirational Motivational	12	3	3	3	3
	Intellectual Stimulation	12	3	3	3	3
	Individual Consideration	11	3	3	2	3
Transactional Leadership Style	Contingent Reward	13	4	3	3	3
	Management-by-Exception (Active)	6	0	2	2	2
	Management-by-Exception (Passive)	0	0	0	0	0
	Laissez-faire leadership	1	0	0	0	1

Individual 6	**Leadership Style**	**Score**	7			
Transformational Leadership Style	Idealised Influence (Behaviour)	9	1	3	3	2
	Idealised Influence (Attributed)	10	3	2	2	3
	Inspirational Motivational	9	2	2	2	3
	Intellectual Stimulation	7	3	0	2	2
	Individual Consideration	11	2	3	3	3
Transactional Leadership Style	Contingent Reward	9	3	2	1	3
	Management-by-Exception (Active)	6	1	2	2	1
	Management-by-Exception (Passive)	2	1	1	0	0
	Laissez-faire leadership	3	1	1	0	1

Individual 7	**Leadership Style**	**Score**	8			
Transformational Leadership Style	Idealised Influence (Behaviour)	12	4	3	3	2
	Idealised Influence (Attributed)	10	3	2	1	4
	Inspirational Motivational	15	4	4	4	3
	Intellectual Stimulation	9	2	3	2	2
	Individual Consideration	9	3	2	2	2
Transactional Leadership Style	Contingent Reward	11	2	3	3	3
	Management-by-Exception (Active)	7	3	1	2	1
	Management-by-Exception (Passive)	7	2	2	0	3
	Laissez-faire leadership	6	1	1	3	1

Individual 8	**Leadership Style**	**Score**	9			
Transformational Leadership Style	Idealised Influence (Behaviour)	12	0	4	4	4
	Idealised Influence (Attributed)	16	4	4	4	4
	Inspirational Motivational	16	4	4	4	4
	Intellectual Stimulation	11	1	4	3	3
	Individual Consideration	12	2	4	3	3
Transactional Leadership Style	Contingent Reward	10	0	3	3	4
	Management-by-Exception (Active)	6	1	2	2	1
	Management-by-Exception (Passive)	8	1	2	1	4
	Laissez-faire leadership	1	0	0	0	1

Individual 9	**Leadership Style**	**Score**	10			
Transformational Leadership Style	Idealised Influence (Behaviour)	13	3	4	4	2
	Idealised Influence (Attributed)	12	4	4	0	4
	Inspirational Motivational	16	4	4	4	4
	Intellectual Stimulation	10	4	3	0	3
	Individual Consideration	13	3	4	2	4
Transactional Leadership Style	Contingent Reward	15	4	4	4	3
	Management-by-Exception (Active)	6	0	2	2	2
	Management-by-Exception (Passive)	5	0	0	1	4
	Laissez-faire leadership	5	0	0	4	1

Individual 10	**Leadership Style**	**Score**	11			
Transformational Leadership Style	Idealised Influence (Behaviour)	11	2	2	3	4
	Idealised Influence (Attributed)	13	3	4	4	2
	Inspirational Motivational	10	3	2	1	4
	Intellectual Stimulation	13	3	4	3	3
	Individual Consideration	9	3	0	3	3
Transactional Leadership Style	Contingent Reward	13	4	1	4	4
	Management-by-Exception (Active)	6	1	2	2	1
	Management-by-Exception (Passive)	7	0	3	0	4
	Laissez-faire leadership	2	0	0	2	0

Individual 11	Leadership Style	Score	12			
Transformational Leadership Style	Idealised Influence (Behaviour)	9	2	1	3	3
	Idealised Influence (Attributed)	12	3	3	3	3
	Inspirational Motivational	10	3	1	3	3
	Intellectual Stimulation	11	3	3	3	2
	Individual Consideration	10	2	3	3	2
Transactional Leadership Style	Contingent Reward	11	3	3	2	3
	Management-by-Exception (Active)	6	2	1	1	2
	Management-by-Exception (Passive)	1	0	0	1	0
	Laissez-faire leadership	1	0	0	0	1

Individual 12	Leadership Style	Score	13			
Transformational Leadership Style	Idealised Influence (Behaviour)	8	3	1	1	3
	Idealised Influence (Attributed)	12	4	3	2	3
	Inspirational Motivational	12	4	4	1	3
	Intellectual Stimulation	5	1	3	0	1
	Individual Consideration	11	2	3	2	4
Transactional Leadership Style	Contingent Reward	10	3	0	3	4
	Management-by-Exception (Active)	4	0	2	1	1
	Management-by-Exception (Passive)	5	1	4	0	0
	Laissez-faire leadership	0	0	0	0	0

Individual 13	Leadership Style	Score	14			
Transformational Leadership Style	Idealised Influence (Behaviour)	8	2	4	1	1
	Idealised Influence (Attributed)	7	0	3	1	3
	Inspirational Motivational	8	2	2	2	2
	Intellectual Stimulation	11	2	4	3	2
	Individual Consideration	8	1	2	3	2
Transactional Leadership Style	Contingent Reward	3	1	0	0	2
	Management-by-Exception (Active)	4	1	1	1	1
	Management-by-Exception (Passive)	6	4	1	1	0
	Laissez-faire leadership	2	1	0	0	1

Individual 14	Leadership Style	Score	15			
Transformational Leadership Style	Idealised Influence (Behaviour)	12	3	3	3	3
	Idealised Influence (Attributed)	13	3	3	4	3
	Inspirational Motivational	13	4	3	3	3
	Intellectual Stimulation	12	3	3	3	3
	Individual Consideration	13	3	4	3	3
Transactional Leadership Style	Contingent Reward	13	4	3	3	3
	Management-by-Exception (Active)	9	3	2	2	2
	Management-by-Exception (Passive)	1	0	0	1	0
	Laissez-faire leadership	0	0	0	0	0

Individual 15	Leadership Style	Score	16			
Transformational Leadership Style	Idealised Influence (Behaviour)	8	1	2	2	3
	Idealised Influence (Attributed)	6	1	2	2	1
	Inspirational Motivational	7	2	2	2	1
	Intellectual Stimulation	8	3	1	2	2
	Individual Consideration	12	3	3	3	3
Transactional Leadership Style	Contingent Reward	9	3	2	2	2
	Management-by-Exception (Active)	6	2	1	2	1
	Management-by-Exception (Passive)	8	4	2	1	1
	Laissez-faire leadership	4	0	1	3	0

Individual 16	Leadership Style	Score	17			
Transformational Leadership Style	Idealised Influence (Behaviour)	16	4	4	4	4
	Idealised Influence (Attributed)	16	4	4	4	4
	Inspirational Motivational	16	4	4	4	4
	Intellectual Stimulation	16	4	4	4	4
	Individual Consideration	14	4	4	2	4
Transactional Leadership Style	Contingent Reward	16	4	4	4	4
	Management-by-Exception (Active)	6	2	1	1	2
	Management-by-Exception (Passive)	5	4	0	1	0
	Laissez-faire leadership	0	0	0	0	0

Individual 17	Leadership Style	Score	18			
Transformational Leadership Style	Idealised Influence (Behaviour)	15	3	4	4	4
	Idealised Influence (Attributed)	12	3	4	3	2
	Inspirational Motivational	14	3	4	3	4
	Intellectual Stimulation	12	3	2	3	4
	Individual Consideration	12	2	4	2	4
Transactional Leadership Style	Contingent Reward	12	3	3	2	4
	Management-by-Exception (Active)	8	4	1	2	1
	Management-by-Exception (Passive)	1	1	0	0	0
	Laissez-faire leadership	4	0	0	3	1

Individual 18	Leadership Style	Score	19			
Transformational Leadership Style	Idealised Influence (Behaviour)	15	3	4	4	4
	Idealised Influence (Attributed)	16	4	4	4	4
	Inspirational Motivational	16	4	4	4	4
	Intellectual Stimulation	16	4	4	4	4
	Individual Consideration	15	4	4	3	4
Transactional Leadership Style	Contingent Reward	15	4	3	4	4
	Management-by-Exception (Active)	7	3	2	1	1
	Management-by-Exception (Passive)	3	1	1	0	1
	Laissez-faire leadership	1	0	0	1	0

Individual 19	Leadership Style	Score	20			
Transformational Leadership Style	Idealised Influence (Behaviour)	7	1	2	2	2
	Idealised Influence (Attributed)	9	3	2	2	2
	Inspirational Motivational	10	2	3	2	3
	Intellectual Stimulation	9	2	2	2	3
	Individual Consideration	7	2	1	2	2
Transactional Leadership Style	Contingent Reward	10	2	3	3	2
	Management-by-Exception (Active)	8	3	2	1	2
	Management-by-Exception (Passive)	8	3	3	0	2
	Laissez-faire leadership	10	4	2	3	1

Individual 20	Leadership Style	Score	21			
Transformational Leadership Style	Idealised Influence (Behaviour)	12	3	3	3	3
	Idealised Influence (Attributed)	10	1	3	3	3
	Inspirational Motivational	13	3	4	3	3
	Intellectual Stimulation	11	3	3	3	2
	Individual Consideration	11	3	3	2	3
Transactional Leadership Style	Contingent Reward	12	3	4	2	3
	Management-by-Exception (Active)	8	3	1	2	2
	Management-by-Exception (Passive)	2	0	0	1	1
	Laissez-faire leadership	1	0	0	1	0

Individual 21	Leadership Style	Score	22			
Transformational Leadership Style	Idealised Influence (Behaviour)	12	2	3	3	4
	Idealised Influence (Attributed)	8	1	2	2	3
	Inspirational Motivational	12	3	3	3	3
	Intellectual Stimulation	7	2	1	2	2
	Individual Consideration	10	2	3	3	2
Transactional Leadership Style	Contingent Reward	12	2	3	3	4
	Management-by-Exception (Active)	9	3	2	2	2
	Management-by-Exception (Passive)	3	0	1	1	1
	Laissez-faire leadership	3	0	2	1	0

Individual 22	Leadership Style	Score	23			
Transformational Leadership Style	Idealised Influence (Behaviour)	11	3	3	2	3
	Idealised Influence (Attributed)	6	1	1	1	3
	Inspirational Motivational	11	2	3	3	3
	Intellectual Stimulation	6	1	2	2	1
	Individual Consideration	6	1	2	2	1
Transactional Leadership Style	Contingent Reward	10	2	3	2	3
	Management-by-Exception (Active)	7	3	1	1	2
	Management-by-Exception (Passive)	8	3	3	1	1
	Laissez-faire leadership	6	1	2	2	1

Individual 23	Leadership Style	Score	24			
Transformational Leadership Style	Idealised Influence (Behaviour)	12	4	3	2	3
	Idealised Influence (Attributed)	12	3	3	2	4
	Inspirational Motivational	15	4	4	4	3
	Intellectual Stimulation	11	3	2	3	3
	Individual Consideration	11	2	4	2	3
Transactional Leadership Style	Contingent Reward	10	2	3	2	3
	Management-by-Exception (Active)	7	3	1	2	1
	Management-by-Exception (Passive)	3	2	0	0	1
	Laissez-faire leadership	0	0	0	0	0

Individual 24	Leadership Style	Score	25			
Transformational Leadership Style	Idealised Influence (Behaviour)	14	3	4	4	3
	Idealised Influence (Attributed)	12	3	3	3	3
	Inspirational Motivational	14	3	4	3	4
	Intellectual Stimulation	12	3	3	3	3
	Individual Consideration	12	3	4	3	2
Transactional Leadership Style	Contingent Reward	13	2	4	3	4
	Management-by-Exception (Active)	4	1	1	1	1
	Management-by-Exception (Passive)	3	1	1	0	1
	Laissez-faire leadership	2	0	1	1	0

Individual 25	Leadership Style	Score	26			
Transformational Leadership Style	Idealised Influence (Behaviour)	11	2	3	3	3
	Idealised Influence (Attributed)	12	3	3	3	3
	Inspirational Motivational	12	3	3	3	3
	Intellectual Stimulation	14	3	4	3	4
	Individual Consideration	13	4	3	3	3
Transactional Leadership Style	Contingent Reward	12	3	3	3	3
	Management-by-Exception (Active)	8	3	2	2	1
	Management-by-Exception (Passive)	2	0	0	0	2
	Laissez-faire leadership	1	0	0	0	1

MLQ LEADER

Question	Average Weighted Score Across All Leaders
1	3.22
2	2.8
3	3
4	3.22
5	2.68
6	3.56
7	2.44
8	3
9	3.11
10	2.89
11	2.88
12	3
13	2.22
14	2.11
15	3
16	3
17	2.89
18	3.11
19	2.67
20	3.11
21	2.33

Leadership Style	Score
Idealised Influence	9.22
Inspirational Motivational	8.91
Intellectual Stimulation	8.78
Individual Consideration	9.21
Contingent Reward	8.35
Management-by-exception	8.89
Laissez-faire leadership	6.88

JSS

#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	SUM
1	2	2	5	3	5	6	6	6	6	1	6	6	2	6	1	3	6	6	4	3	4	3	4	4	3	4	3	3	4	3	4	4	3	4	3	4	142
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3	4	1	6	1	6	3	6	3	6	2	5	6	3	6	1	6	6	5	4	3	4	3	4	4	3	4	3	3	4	3	4	4	3	4	3	4	140
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12	5	2	2	5	5	5	6	6	5	5	5	6	3	2	5	2	5	5	4	3	4	3	4	4	3	4	3	3	4	3	4	4	3	4	3	4	143
13	1	2	5	1	3	5	6	6	4	1	2	1	2	2	3	1	6	6	4	3	4	3	4	4	3	4	3	3	4	3	4	4	3	4	3	4	121
14	5	3	5	5	6	3	5	6	5	5	5	6	5	6	3	5	5	6	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	151
15	4	5	4	3	3	3	3	3	2	3	3	5	3	5	4	3	4	4	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	126
16	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	170
17	5	3	6	5	5	4	6	6	5	3	5	6	5	6	4	5	5	6	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	152
18	2	2	6	3	2	3	5	5	3	4	2	6	3	2	4	3	5	3	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	125
19	4	3	4	3	4	3	4	4	4	3	4	4	3	4	3	3	4	3	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	126
20	5	4	6	5	5	4	5	6	5	1	1	5	4	2	4	4	5	5	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	138
21	5	5	4	4	6	2	6	4	5	4	5	4	5	5	4	4	5	6	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	145
22	4	3	4	2	4	2	5	5	4	3	2	4	2	2	1	5	4	5	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	123
23	4	5	5	4	4	4	6	4	5	2	6	5	4	5	2	4	4	6	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	141
24	5	2	6	4	6	3	6	5	4	5	5	6	4	6	2	3	6	6	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	146
25	5	5	5	2	5	5	5	4	5	3	5	5	5	5	3	5	5	5	3	4	3	4	3	3	4	3	4	4	3	4	3	3	4	3	4	3	144

#	Pay	Promotion	Supervision	Fringe Benefits	Contingent rewards	Operating conditions	Co-workers	Nature of work	Communication	Total satisfaction
1	10	14	18	12	19	15	16	18	20	142
2	17	18	19	18	19	15	19	18	20	163
3	13	12	19	11	20	12	19	15	19	140
4	19	13	19	14	20	15	17	18	19	154
5	15	16	19	14	19	18	19	18	19	157
6	15	10	13	13	17	13	15	14	16	126
7	16	11	17	16	16	14	18	12	15	135
8	18	14	19	19	20	20	19	18	19	166
9	18	17	19	18	18	14	18	18	20	160
10	14	14	18	16	17	17	15	16	15	142
11	13	14	19	13	16	14	15	15	15	134
12	17	13	15	15	15	18	15	17	18	143
13	9	10	13	10	13	16	14	18	18	121
14	17	16	18	17	18	12	17	19	17	151
15	14	16	16	13	14	13	13	15	12	126
16	19	20	19	19	18	18	19	20	18	170
17	15	16	19	17	17	14	18	19	17	152
18	13	12	19	13	10	13	15	18	12	125
19	14	15	15	13	14	12	14	16	13	126
20	13	13	18	16	13	14	16	19	16	138
21	16	18	15	16	17	12	17	17	17	145
22	14	13	15	11	12	9	17	17	15	123
23	13	19	17	15	15	12	17	16	17	141
24	17	15	19	15	18	11	16	19	16	146
25	15	18	17	14	16	14	17	17	16	144
	14.96	14.68	17.36	14.72	16.44	14.2	16.6	17.08	16.76	142.8

MSQ

#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		Intrinsic	Extrinsic
1	2	2	5	3	5	6	6	6	6	1	6	6	2	6	1	3	6	6	4	3		56	29
2	5	6	6	5	5	6	6	6	6	5	6	6	6	6	1	6	6	6	4	3		73	33
3	4	1	6	1	6	3	6	3	6	2	5	6	3	6	1	6	6	5	4	3		55	28
4	6	3	6	6	6	4	6	6	5	6	4	6	1	6	3	4	6	6	4	3		70	27
5	5	6	6	3	5	5	6	6	5	3	4	6	4	6	5	6	6	6	4	3		70	30
6	5	1	4	3	5	3	5	3	5	3	3	2	3	4	2	3	5	3	4	3		48	21
7	5	2	5	5	4	2	6	2	3	4	3	5	4	4	4	5	4	4	4	3		55	23
8	5	2	6	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6	4	3		75	34
9	6	5	6	5	5	5	5	6	6	5	6	6	6	5	1	6	6	6	4	3		72	31
10	4	4	5	5	4	4	6	5	2	3	4	6	4	5	5	2	5	5	4	3		58	27
11	3	4	6	3	4	3	4	5	2	3	4	6	3	4	3	4	4	5	4	3		53	24
12	5	2	2	5	5	5	6	6	5	5	5	6	3	2	5	2	5	5	4	3		61	25
13	1	2	5	1	3	5	6	6	4	1	2	1	2	2	3	1	6	6	4	3		47	17
14	5	3	5	5	6	3	5	6	5	5	5	6	5	6	3	5	5	6	3	4		67	29
15	4	5	4	3	3	3	3	3	2	3	3	5	3	5	4	3	4	4	3	4		49	22
16	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	3	4		82	33
17	5	3	6	5	5	4	6	6	5	3	5	6	5	6	4	5	5	6	3	4		68	29
18	2	2	6	3	2	3	5	5	3	4	2	6	3	2	4	3	5	3	3	4		51	19
19	4	3	4	3	4	3	4	4	4	3	4	4	3	4	3	3	4	3	3	4		50	21
20	5	4	6	5	5	4	5	6	5	1	1	5	4	2	4	4	5	5	3	4		60	23
21	5	5	4	4	6	2	6	4	5	4	5	4	5	5	4	4	5	6	3	4		65	25
22	4	3	4	2	4	2	5	5	4	3	2	4	2	2	1	5	4	5	3	4		51	17
23	4	5	5	4	4	4	6	4	5	2	6	5	4	5	2	4	4	6	3	4		61	25
24	5	2	6	4	6	3	6	5	4	5	5	6	4	6	2	3	6	6	3	4		63	28
25	5	5	5	2	5	5	5	4	5	3	5	5	5	5	3	5	5	5	3	4		61	28

APPENDIX E: STATISTIC SIGNIFICANCE ANALYSIS

T-Test and ANOVA for Demographics from JSS

T-Test for Gender: Two-Sample Assuming Equal Variances

	Female	*Male*
Mean	150.3636	136.8571
Variance	151.4545	157.2088
Observations	11	14
Pooled Variance	154.7069	
Hypothesized Mean Difference	0	
df	23	
t Stat	2.69512	
P(T<=t) one-tail	0.006461	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.012921	
t Critical two-tail	2.068658	

Anova: Single Factor for Age

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
20-30	10	1362	136.2	70.4
31-40	7	996	142.2857	226.2381
41-50	5	755	151	386
51-60	3	457	152.3333	50.33333

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	1046.305	3	348.7683	2.014507	0.142715	3.072467
Within Groups	3635.695	21	173.1283			
Total	4682	24				

Anova: Single Factor for Years of Service

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
0-5	14	1940	138.5714286	177.8022

5 to 10	3	403	134.3333333	72.33333
10 to 15	1	152	152	#DIV/0!
15-20	2	308	154	512
20-25	3	461	153.6666667	126.3333
25+	2	306	153	98

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	1363.238	5	272.647619	1.560915	0.218768	2.740058
Within Groups	3318.762	19	174.6716792			
Total	4682	24				

Anova: Single Factor for Race

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Indian	10	1416	141.6	233.1556
Black	3	423	141	379
White	10	1452	145.2	186.8444
Coloured	2	279	139.5	40.5

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	103.5	3	34.5	0.15824	0.923182	3.072467
Within Groups	4578.5	21	218.0238095			
Total	4682	24				