

**THE RELATIONSHIP BETWEEN ORGANISATIONAL LEADERSHIP AND JOB  
SATISFACTION OF THREE GENERATIONAL AGE GROUPS IN A SCHOOL CONTEXT**

A thesis submitted in partial fulfilment of the requirements for the degree of

**MASTER OF BUSINESS ADMINISTRATION**

At the

**RHODES UNIVERSITY**

By

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## Declaration of study

I, **Juan Gert Diedericks**, truthfully declare that the work presented in this thesis is my original work and does not, in its entirety or part, exist as someone else's work. All the sources used in this research have been presented and acknowledged with the utmost integrity.



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JUAN HAASBROEK

25 AUGUST 2020

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DATE:

## ABSTRACT

Key words: Organisational leadership, Job satisfaction, Generations, Relationship, Leadership, Moderating variable, Age groups, School, Quantile, Resource based theory

With multiple generations in education, there are different leadership styles preferred by schoolteachers that affect their job satisfaction (Cufaude & Riemersma, 1999:1-3). Schools should ensure that leadership works toward satisfied teachers to reach sustainable organisational performance. The resource-based view argues that organisations should look within the organisation, particularly human resources, to find sources that lead to improved organisational performance (Jurevicius, 2013:1). Therefore, organisations should equip themselves with the required leadership style(s) to meet employee expectations. Furthermore, it is imperative to look at different generations within the school's context, as it will strengthen or weaken the relationship between organisational leadership and job satisfaction.

The study adopted a quantitative approach, using the Multiple Leadership Questionnaire and the Minnesota Satisfaction Questionnaire as instruments for collecting primary data. The population consists of high school teachers in the Eden District, Western Cape that work at affluent schools, which are declared as quantile 4 and 5 model schools. There is a total of 13 high schools that fall within this specification with a total population of 220 teachers. In total, 111 questionnaires were distributed, of which 73 were returned. Sixty-eight were considered usable. Both sample parameters specified by the research instruments were met.

The primary purpose of the study was to investigate the relationship between leadership within the organisation (referring to transformational, transactional, and passive-avoidant organisational leadership styles) and employee job satisfaction of high school teachers in the Eden District. Different generations, from the age group perspective, is composed as a moderating variable in the relationship between organisational leadership and job satisfaction. The empirical study established that the independent variables, the leadership styles employed by the organisation, are directly related to employee job satisfaction. Of the three independent variables, transformational leadership and, to a lesser extent, transactional leadership proved to have a positive association with job satisfaction. In contrast, passive-avoidant leadership has a negative relationship with job satisfaction. It is also established that the relationship is stronger or weaker based on generations, positioning generations from the age group perspective as satisfactory moderator. It was found that Millennials prefer the transactional leadership style as this will strengthen the relationship between organisational leadership and job satisfaction. Baby Boomers prefer transformational leadership for the greatest positivity. To a lesser extent, transactional leadership will also contribute to the relationship's strength between organisational leadership and job satisfaction. Generation X is indifferent to transactional or transformational leadership.

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## ACKNOWLEDGEMENTS

I will say of the LORD, “He is my refuge and my fortress; My God, in Him I will trust” - Psalm 91:2. I thank the Lord for His grace and mercy, he bestowed on me, and for the opportunity, He granted me to have made it so far in academics. Without His help and strength, none of this would have been possible.

A special thank you to Mr Kevin Rafferty, for his dedication and inputs throughout the research. His assistance helped me finish this endeavour, thank you.

I would like to thank my wife Mich  lle, for supporting me and encouraging me through the write up of this thesis. You have always been a big part of my inspirations. I love you very much.

I also want to express my gratitude to my family Hennie, Claudette, and Angelique for believing in me and playing a significant role in allowing me to study. They have been absolute stars, willing to go over and beyond any extend to help me. My mother’s humility has taught me many lessons in life, bless you!

This paper I dedicate to my 11-year-old sister, Angelique. With hard work, belief, and perseverance, you can achieve anything!

Always in our thoughts, forever in our hearts.

Gert Diedericks Haasbroek

Cornelia Haasbroek

## LIST OF ABBREVIATIONS

Acronyms	Meaning
ANOVA	One-way Analysis Variance
FRL	Full Range Leadership
HOD	Head of Department
MLQ	Multifactor Leadership Questionnaire
MSQ	Multifactor Job Satisfaction Questionnaire
RUEC	Rhodes University Ethics Committee
SACE	South African Certificate of Education
SACT	South African Council for Teachers
SSPS	Statistical Package of Social Science
WCED	Western Cape Education Department

## **CHAPTER 1: INTRODUCTION AND BACKGROUND**

### **1.1 INTRODUCTION**

The relationship between organisational leadership and job satisfaction has received plenty of attention in recent times (Swanepoel, Erasmus & Schenk, 2009). The organisational leader within the institution plays an essential role in enhancing a work environment where job satisfaction is maximised (Riaz & Haider, 2010:29). Educational institutions face times where there are increased crosscurrents of change. With multiple generations in education, different preferred leadership styles have the potential to influence subordinates job satisfaction (Senge, Cambron-McCabe, Lucas, Smith, Dutton & Kleiner. 2000:32); (Cufaude & Riemersma, 1999:1-3).

The ability of an institution to embrace change to keep its employees satisfied plays a vital role in performance, competitiveness, and general effectiveness. In the educational setting, organisational leadership that promotes job satisfaction is valued, as it stimulates productivity and improved performance (Armstrong, 2012:158; Samaitan, 2014).

Chapter one will build on the introduction to provide context and some background. The problem statement, purpose, goals, and hypothesis will then be highlighted.

### **1.2 CONTEXT AND BACKGROUND**

Marhur (2016:66) found that effective organisations recognise that their employee contributions carry the same value as organisational capital and physical resources. In effect, the resource-based view argues that organisations should look within the organisation, particularly human resources that lead to improved organisational performance (Barney, 1991:115).

Organisations perform better if employees value the leadership within the organisation, often leading to improved functionality within the workplace (Belias & Koustelios, 2014:34).

In a prior study conducted by Kurland & Hasson-Gilad (2015:57-58), teachers who perceived their leaders as transformational leaders increased their overall level of job satisfaction. The work of Hamidifar (2010:47) also highlights that absent leadership indicates little job satisfaction amongst educators.

With Millennials coming of age, educational diversity continues to grow (Senge *et al.*, 2000:32). There are between three to four generations employed at schools within the same time frame (Futrell, 2013:2). For this study, the workforce is divided according to three generations/age groups, namely Baby Boomers, Generation X, and Millennials. Baby Boomers are those born between 1950-1969, Generation X as those born between 1970-1989 and Millennials as those born between 1990-2005 (Hole, Zhong & Schwartz 2010:88).

Schools do not only have to understand the relationship between leadership and job satisfaction within the institution but also, effectively understand how different generations play a moderating role on this fundamental relationship, thus aiming to leverage the differences amongst internal resources to prosper (Kabacoff & Stoffey, 2001).

Organisational leadership can be viewed as the relationship within the organisation that exists between leaders and subordinates, where the outcomes influence and imitate shared purposes (Al-Sada, Mohd & Faisal, 2017:165). It is said that organisational leaders “use specific actions to influence the leader-follower relationship” (Bass & Avolio, 1998:32). The best-known way to review organisational leadership is by looking at the perceived leadership styles by subordinates within the organisation (Frag, Tullai-McGuinness & Anthony, 2008:26-28).

For this study, leadership styles exhibit transformational, transactional or passive-avoidant leadership, also known as the Full Range Leadership Model (FRL) (Bass, Avolio & Jung, 1999: 441-443). Throughout transactional leadership, the leader and follower relationship are based on a series of trades or bargains. Transformational leadership, on the other hand, encourages followers to overcome self-interests and perceptions of shortcomings to become successful in achieving mutual objectives that exceed personal expectations of success (Antonakis, 2001:2-5). Passive-avoidant leadership is a type of leadership that creates an absent or a “no leader” situation. It is understood that the leader tends to make no decision leading to subordinates choosing to do what they see fit (Antonakis, 2001:2-5).

Job satisfaction is generally viewed as a series of emotions or affective responses relevant to the work situation, or “simply how people feel about different aspects of their jobs” (Spector, 1997:2). Job satisfaction is said to be a fair evaluation of how the job meets the employee’s expectations, wants or needs (Fisher, 2003:777). Issues such as supervision, salary and working conditions might motivate some employees, while others might prefer motivators such as career advancement, respect, growth, and fostering a sense of belonging (Hertzberg, 2003:33).

Different generations from the age group perspective indicate that the era in which a person is born affects how they view the world/workplace. This affects how organisational leadership is perceived by employees, impacting their job satisfaction (Anderson, Baur, Buckley, Griffith & Heather, 2017:245). Shared experiences guide individual attitudes and values, affecting their perceptions (Schuman & Scott, 1989:361; Arsenault, 2004:125). Rhodes (1983) explains that there is no single methodology that is best suited for defining different generations, pointing out that various methods offer their strengths. Most researchers use age-related differences to create generational groups or what we call age groups (Lyons & Kuron, 2014).

### **1.3 PROBLEM STATEMENT**

There is little literature that accentuate the impact of different age groups that exist within the organisation at the same time, specifically investigating the impact that it has on the relationship between organisational leadership and job satisfaction. Due to different generations that exist in schools at the same time, different leadership styles are required to positively impact teacher’s job satisfaction (Cufaude & Riemersma, 1999:1-3). The importance of this study is to explore organisational leadership and job satisfaction within South African schools, where there are different generations amongst teachers. It is imperative to realise the significance that leadership styles have on job satisfaction and how different generations can strengthen or weaken this relationship (Gautam, 2013). This can assist schools, and other organisation’s plan to revise organisational leadership to obtain effectiveness, performance, and sustainability (Jurevicuis, 2013:1).

## **1.4 THE PURPOSE OF THE STUDY**

The primary purpose of the study is to investigate the relationship between perceived organisational leadership (referring to transformational, transactional, and passive-avoidant leadership styles) and employee job satisfaction of high school teachers in the Eden District. After establishing the primary relationship, different generations as a moderator will be examined. The moderator variable serves as the variable that affects the strength of the relationship between the dependent (job satisfaction) and independent variable (leadership styles). The moderator will specify the effect on the primary relationship, factoring in different age groups.

## **1.5 GOALS OF THE STUDY**

The study wants to explore if there is a relationship between organisational leadership and job satisfaction and if different generations make the relationship stronger or weaker.

The goals of the study

- To determine if organisational leadership styles (transformational, transactional and passive-avoidant - respectively) influence job satisfaction of high school teachers
- To determine if different generations moderate the relationship between organisational leadership and job satisfaction

## **1.6 HYPOTHESIS STATEMENTS**

**H<sub>a1</sub>:** there is a statistically significant relationship between organisational leadership styles (transformational, transactional and passive-avoidant organisational leadership – respectively) and job satisfaction

**H<sub>a2.1</sub>:** the relationship between organisational leadership (transformational, transactional and passive-avoidant leadership – respectively) and job satisfaction is stronger (weaker) with Millennials

**Ha2.2:** the relationship between organisational leadership (transformational, transactional and passive-avoidant leadership – respectively) and job satisfaction is stronger (weaker) with Generation X

**Ha2.3:** the relationship between organisational leadership (transformational, transactional and passive-avoidant leadership – respectively) and job satisfaction is stronger (weaker) with Baby Boomers

## **1.7 SIGNIFICANCE**

The association between organisational leadership and job satisfaction has been studied across a wide variety of fields and contexts. However, there are few studies done on this relationship in the context of educational settings, neither factoring in different generations. The study will contribute towards literature by providing insight on the relationship between organisational leadership and job satisfaction and exploring if different generational groups have an impact on the relationship. The study aims to contribute towards practice by recognising the importance of different generational groups in work narratives as leadership style preferences will impact job satisfaction (Arellano, 2015:1). The principal theme of the resourced based view is fundamental. Leveraging internal resources is pivotal to improve organisational function, which leads to increased performance and organisational success (Belias & Koustelios, 2014:34). In a departure from the old focalisation, this study will investigate the relationship between perceived leadership styles and job satisfaction in the context of schools in the Eden District area, Western-Cape, South Africa. It is found that how departmental leaders are to lead within schools plays a key role in followers' performance and overall job satisfaction (Bryman & Bell, 2011:701).

With the resourced based view in mind for organisational performance, the study wants to explore if there is a relationship between organisational leadership and job satisfaction. Different generations from the age group perspective will be utilised to test whether this primary relationship is stronger or weaker as a function of age.



## **1.8 OVERVIEW OF THE ENTIRE STUDY**

### **Chapter 1 – Introduction**

This chapter introduces the study, outlines the context and background and describes the purpose of the study, the goals of the research, the hypothesis statements, and the significance of the study.

### **Chapter 2 – Literature Review**

This chapter reviews the literature of the core theoretical works to guide the study. The chapter looks at the Full Range Leadership Model and the types of leadership that fall within it. Job satisfaction will be discussed as well as the different generations (from the age group perspective).

### **Chapter 3 – Research Methodology**

This chapter describes the methodology that is adopted for the study. The subsections include the scope of the methodology, including the research design, the research methods, the sampling technique, and the data collection instruments.

### **Chapter 4 – Results and Discussion**

This chapter describes the results and findings of the study including the types of relationships, and the significance found amongst the variables.

### **Chapter 5 – Conclusion and Recommendations**

This chapter builds on the literature and empirical results, drawing conclusions based on the findings. Recommendations and limitations discussed for future research.

In this chapter, the introduction was discussed, as well as the context and background. The problem statement, the purpose of the study, the goals of the research, hypothesis statements, and the significance of the study were highlighted. The next chapter will review important readings, deemed as the most pertinent literature for the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The primary aim of a literature chapter is to highlight research that has already been done and to justify the research aims and hypothesis for the current study (Struwig & Stead, 2003:30). The literature review is aimed at assisting the understanding of the meaning and nature of the problem at hand (De Vos, Strydom, Fouce & Delport, 2011:134). The research of literature is essential because it links or relates thoughts and concepts of research with current literature (Ridley, 2012). According to Struwig & Stead (2003:30) a literature review explores previous work done to justify the purpose and need for additional research.

Firstly, the resource-based view will be explained and its importance towards organisational success and competitiveness. Next, organisational leadership and job satisfaction will be investigated. The final section will highlight different generations from the age-group perspective and reviews if it has the potential to be employed as a moderator.

### **2.2 RESOURCE BASED VIEW**

The resource-based view was initially researched and published by Hamel (The Core Competence of The Corporation) and by Barney (Firm Resources and Sustained Competitive Advantage) in the 1980s and the 1990s (Edwards, 2019). They asked the central question: “why do some firms persistently outperform others?”. Hamel and Barney also outlined that persistent firm performance differentiates; it is essential to look within the organisation to obtain sustainability (Barney & Afrikan, 2001:124). A variety of studies suggest that superior performance results from human resource assets and the uniqueness that it enables organisations to achieve (Yang, 2008:1270).

The Resource-based view points out that internal resources are more critical for an organisation than external resources to obtain a competitive advantage. The resource-based view is primarily determined by internal resources that are grouped into three categories: organisational resources, physical resources and human resources. The view proposes that organisations’ internal resources should be considered first for devising strategies. The study will investigate the human resource component to seek a better understanding of the relationship between

internal resources and competitive advantage. The resource-based view argues that organisations should look within the organisation, particularly human resources to find sources that lead to organisational performance, as it represents resources that are rare, inimitable, valuable and non-substitutable (Barney, 1991:115).

The resource-based view can help leaders within organisations improve competitiveness, especially if leaders within the organisation understand the importance of human resources. Leaders should ensure that they nurture and maintain valuable human resources that contribute to organisational performance.

### **2.3 ORGANISATIONAL LEADERSHIP**

In a world, that experiences rapid growth and change, the ongoing development and support of one's workforce are required to remain competitive (Bass & Avolio, 2004). However, leadership, in general, is one of the most noticed and least understood occurrences on earth (Awan & Mahmood, 2010:254).

According to Kotter (1999:184) leadership is about setting the direction or creating a vision for the future, along with the appropriate strategies to produce necessary change. "Organisational leadership is a relationship of influence between leaders and followers to achieve organisational goals" (Hamidifar, 2010:46).

Organisational leadership is one of the most critical variables required to improve organisational efficiency (Raiz & Haider, 2010:30). It is acknowledged that leadership will perform duties to the highest point with limited organisational resources, to preserve competitive edge and sustainability (Raiz & Haider, 2010:30-31).

Therefore, organisational leadership within the institution is a significant component that contributes towards organisational achievement and success, irrespective of the nature of operations. Organisational leadership is seen as the interpersonal influence exercised on subordinates to achieve specific objectives (Luthans, 2008).

Northouse (2004) adds that leadership relates to social interactions between a leader and a follower. The leader can influence his/her followers because of their position in the

relationship. The South Western University (2019) explains that organisational leaders should understand the strengths and weaknesses of their workers, business plan, and daily activities of the organisation. Leadership use their abilities and expertise to handle and enhance the organisation's fundamentals by applying the appropriate change, addressing issues and advocating a favourable and productive workplace.

Northouse (2010) describes organisational leadership as a cross-disciplinary field that examines the psychology of leadership within the organisation and its organisational applications. This integrated discipline covers subjects such as employing adequate leadership styles, enhancing employee motivation, encouraging communication, overseeing roles, job execution and the administration of change.

There is a clear structure of hierarchy within schools. This is illustrated by Figure 1. The department leader also known as the Head of a Department supervise teachers and ensures that departmental goals are achieved. It is the responsibility of teachers to report directly to their respective HOD's. The HOD therefore ensures strong academic leadership and is required to lead, manage and develop the respective department. HOD's report to the vice-principle or directly to the principal. The principal determines the general direction of the organisation. The principle must adhere to standards and expectancies of the Department of Basic Education and School Board Members.

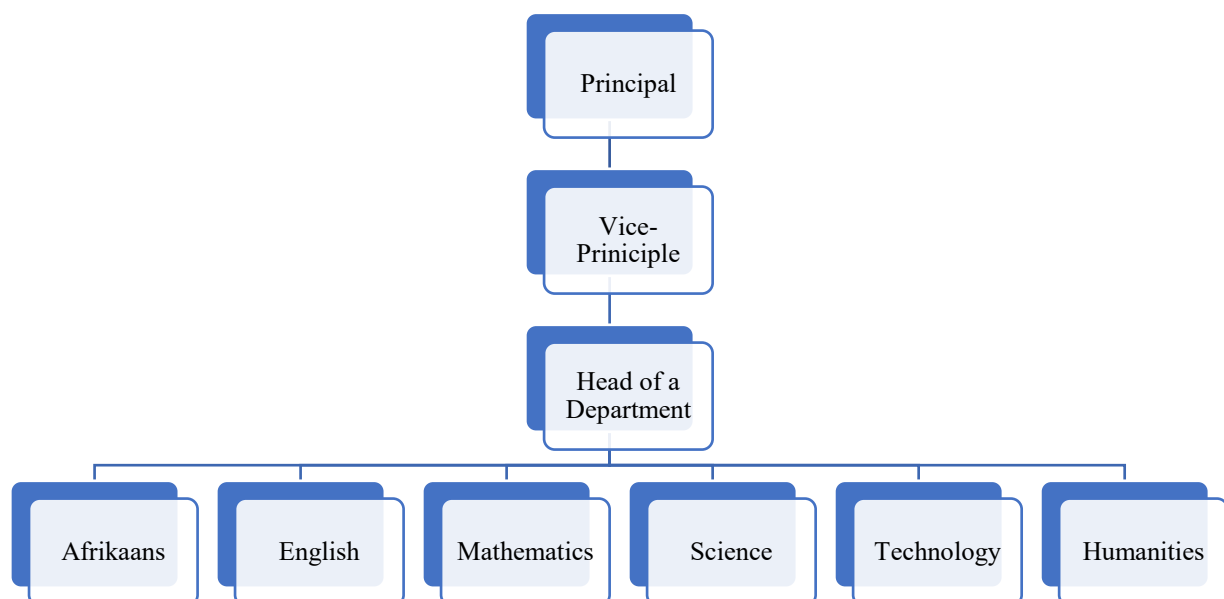


Figure 1: Hierarchy of schools, extrapolated from (Day, 2013).

The study will focus on the Head of a Department (HOD) to teacher relationship. The HOD's will be observed on the same level as that of middle management in a typical organisation, and teachers will be viewed as the subordinates. The HOD is seen as someone in a typical middle management level that manages a department/business function. The HOD's are identified as the organisational leaders under investigation as they are placed in a position where they influence and exert power over their subordinates – teachers. Moreover, middle management is seen as the most fluent channel of communication within an organisation as they pass major decisions from executive management and ensures that the main goals are obtained from lower level employees. Medium level managers contribute to improved coordination between workers and ensures the workforce operates as a unit. The focus of HOD's is to achieve the departmental goals of the department they are managing. The HOD's need to work with employees and utilise change to achieve organisational goals. Hence schools/organisational leaders should make use of suitable leadership styles that are appreciated and sought after from their subordinates. As the HOD's work with teachers, the right climate and understanding need to take place. For this research, how teachers perceive their HOD within the organisation is critical to overall job satisfaction, which results in teachers being more satisfied and productive.

According to Dulewicz & Higgs (2004:107) the leadership approach or the leadership styles employed by the organisational leader are of seminal importance to a well-functioning organisation. As early as the works of Quinn (1992) it was identified that the “intelligent enterprise” need to explore the best-suited leadership styles to accommodate changes in the work environment. House & Podsakoff (1994) highlight that a good organisational leader adjusts their leadership styles to keep up with the necessary transformation for improvement within the organisation.

For this study, leadership styles will be evaluated using the Full Range Leadership Model (FRL) by Bass and Avolio (2004).

### 2.3.1 THE FULL RANGE LEADERSHIP MODEL

An organisational leader plays a crucial role in offering enriched experiences to subordinates (Stander & Rothmann, 2010:7). The leadership strategy that enriches or that delivers valued experiences focus on current and future encouragement (Stander & Rothmann, 2010:7). An organisational leader might accept one of the following leadership styles adopted from Bass's

and Avolio's Full Range Leadership model: transformational, transactional or passive-avoidant leadership (Yahaya & Ebrahim, 2015:191).

#### 2.3.1.1 Transformational leadership

As early as in Burns (1978) transformational leadership was explored and characterised. It was linked with associates increased consciousness levels and the realised importance of designated output and the methods of achieving it. Leaders recognised the importance of subordinate motivation, giving up immediate interests for the sake of moving towards the company's vision and mission. During this process, the associate's confidence improved, and their need for self-improvement and development was broadened. Leaders documented that support and encouragement were needed for creating an environment of higher potential. Transformational leadership was further developed by Bass (1985:122), indicating that there are factors of transformational leadership based on specific attributes and behaviours. Bass (1985:122) categorised transformational leadership according to the following categories: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration.

According to Bass (1985); Howell & Avolio (1993); Yammarino & Bass (1990 cited in Bass & Avolio 2004:30) transformational leaders achieve desired outcomes in one or more of the following ways:

- Becoming a source of commitment and inspiration for those who work with the leader.
- Fostering perseverance to obtain desired results, stimulate willingness to take risks, and a strong desire to succeed.
- Subordinates needs are diagnosed, met and stimulated.
- Leaders believe in promoting continuous individual improvement.
- Leaders try to show subordinates new angles, perspectives and informational sources.
- Subordinates trust their transformational leaders to overcome personal obstacles to ensure followers' well-being in all organisational instances.

Burns (1978:20) highlights that transformational leadership "occurs when one or more persons engage with others in such a way that leaders and followers promote one another to higher levels of motivation and morality". Bass & Riggio (2008:255) noticed that "transformational leadership is, at its core, about issues around the processes of transformation and change".

According to Yahaya & Ebrahim (2015:194) a transformational leader is someone who increases awareness and shift subordinates needs to go beyond their self-interest and personal expectations. They strive to satisfy the leader's expectations, creating short term gain and long-term creativity and productivity. Finally, Bass & Avolio (2004) high points that transformational leadership is a practice that encourages subordinates to go beyond their current expectations.

In summary, transformational leadership can be linked to motivating subordinates to do more than what they thought initially possible. Subordinates are strengthened through the transformational leadership cycle, having adjusted/improved self-efficiency, trust and capacity for development. This has an impact on the self-perception of employees. This type of leadership can lead to significant organisational change and encourage internal motivation and loyalty amongst subordinates.

#### 2.3.1.1.1 Idealised Influence

With this type of leadership, subordinates view the leader in an idealised manner, and as such, these leaders exert a great deal of authority and impact over their supporters. The subordinates want to support leaders, embracing tasks or other types of association with the leader. Subordinates create powerful emotions around their leaders, in whom they spend a great deal of trust. Transformational leaders are exciting and inspiring, stimulating personal effort. Subordinates must view the leader as charismatic, being seen as an idealised leader and not as an idol. If the leader is perceived as an idol, transformational leadership and its effects will not be achieved (Bass & Avolio, 2004:31).

Idealised influence indicates how subordinates perceive their leader, relating to an inspiring individual that acts as a role model (Moss & Ritossa, 2007:433). Bass & Avolio (2004) explain that these leaders are respected, admired, trusted, acknowledged & pursued by subordinates. “Idealized influence attribute in which leaders receive trust plus respect, and idealised influence behaviour in which leaders exhibit excellent behaviour and might sacrifice their own needs to improve the objectives of their workgroup” (Moss & Ritossa, 2007:433). Bass & Avolio (2004:111) highlights the following key points of idealised influence:



### Idealised Attributes

- Subordinates feel a sense of pride to be associated with the leader
- Individuals go beyond self-interest for the good of the workgroup
- Leaders act in ways to build respect from others
- Leaders display a clear sense of confidence and power. (Bass & Avolio, 2004:111).

### Idealised Behaviour

- The leader communicates the most important beliefs and values
- The leader stimulates a sense of purpose
- The leader considers ethical decisions and consequences when making decisions
- The leader instils a collective sense of mission. (Bass & Avolio, 2004:111).

#### 2.3.1.1.2 Inspirational Motivation

This type of leadership encapsulates and embodies an appealing and inspiring vision for followers. Leaders motivate supporters by looking at the future positively and reassuringly. In this process, leaders challenge and provide meaning to subordinates (Sedeghi & Pihie, 2012:188). Bass & Avolio (2004:110) add that the leader displays optimism and high degrees of enthusiasm. Bass & Avolio (2004:111) highlights the following key points of inspirational leadership:

- Viewing the future with optimism
- Being and communicating enthusiastically with what needs to be accomplished
- Setting and articulating an attractive vision
- Portraying confidence in obtaining goals. (Bass & Avolio, 2004:111).

#### 2.3.1.1.3 Intellectual Stimulation

Intellectual stimulation illustrates the extent to which leaders are inspiring to their followers, often encouraging innovation and creativity. This type of leadership tends to create a new perspective on existing organisational issues (Limsila & Ogunlana, 2008; Sedeghi & Pihie, 2012:188).

Bass (1985) defines intellectual stimulation as a type of leadership that allows subordinates to question their reasoning and values, frequently obtaining innovative ways to solve problems. Intellectual stimulation refers to the ability of a leader to intellectually encourage followers to go the extra mile. They inspire innovative and creative ideas when solving problems. Subordinates are also encouraged to become active participants in group decision making. Hoyt, Goethals & Riggio (2006); Yahaya & Ebrahim (2015:193) also states that intellectual stimulation motivates followers to come up with new ideas and new ways to solve problems. It is crucial to highlight that errors of individual members are not ridiculed or publicly criticised. Followers are therefore being asked for new ideas and innovative solutions to problems, which are included in the cycle of problem-solving. Bass & Avolio (2004:111) highlights the following key points of inspirational leadership:

- Re-examine underlying assumptions and challenge whether they are acceptable
- Consider different perspectives in problem-solving
- Get others to look at issues from many different perspectives. (Bass & Avolio, 2004:111).

#### 2.3.1.2 Transactional leadership

Transactional leadership makes use of agreements or contracts to accomplish job goals, specifying the compensation and benefits that can be anticipated upon successful completion of roles or tasks (Bass & Avolio, 2004:3). It focuses on setting norms in its corrective form; it often waits for errors to happen before acting. Transactional leaders interpret their leader-follower affiliation as a “quid pro quo” contract, by which a mutual trade-off exists by entities involved. A transactional leader could be regarded as an enterprise-oriented person who utilises authority to practise order and control over its subordinates (Loganathan, 2013:31-32). In other words, transactional leadership is managed more through vowed treaties than through

confidence in leadership. The transactional leader is thus viewed as a contractual orientated person, not a connection-orientated person. Transactional leadership consists of three components: contingent reward; active management by exception; and passive management by exception (Bass & Avolio, 2004:3).

#### 2.3.1.2.1 Contingent Reward

The method of exchange between leaders and subordinates is represented by a conditional reward for follower's performance. Leaders and subordinates negotiate performance requirements as well as the benefits that will be obtained once roles or tasks are completed (Yahaya & Ebrahim, 2015:193). The contingent reward leadership style clarifies expectations and recognises the achievement of objectives. This type of leadership has the potential to steer subordinate performance levels (Bass & Avolio, 2004:111). Bass & Avolio (2004:111) highlights the following key points of contingent reward:

- Provide help to others in return for their efforts
- Discuss specifically who is accountable for attaining performance objectives
- Make clear what to expect when performance objectives are accomplished
- Express job satisfaction when subordinates fulfil expectations. (Bass & Avolio 2004:111).

#### 2.3.1.2.2 Management by Expectation: Active

Active management by exception relates to a leader that actively monitors real-time performance against predetermined goals and performance standards. The leader wants to correct mistakes and nonconformities to avoid performance deviations (Yahaya & Ebrahim, 2015:194). This leadership approach employs steps to observe the behaviours of staff to condemn poor habits (Yahamya & Ebrahim, 2015:194).

According to Bass & Avolio (2004:111) these type of leaders establish compliance requirements, as well as standards of achievement. Leadership are known to punish supporters if they do not meet the required norms. Bass & Avolio (2004:111) highlights the following key points of active management by expectation:

- Focus on irregularities, errors, expectations and standard deviations
- Focus on coping with errors, complaints and failures
- Keep track of all errors
- Focus and failures to fulfil norms. (Bass & Avolio 2004:111).

#### 2.3.1.2.3 Passive/Avoidant Behaviour

This type of leadership is more passive than reactive. It does not systematically react to circumstances and issues. Passive rulers tend to have unclear expectations, objectives and norms. It is widely known as the “no management” approach (Bass & Avolio, 2004:112).

##### Management by Expectation: Passive

Passive management by exception is a form of inactive leadership (Andreassen, Hetland, Notelaers & Pallesen, 2011:111). The leader usually waits for an issue or mistake to happen before taking corrective action (Bass & Riggio, 2008:4; Gill, Flaschner, Shah & Bhutani, 2010). Limsila & Ogunlana (2008:166) adds that passive leaders tend to be inattentive until subordinate problems arise or when it is explicitly brought to their attention. Bass & Avolio (2004:111) highlights the following key points of passive management by expectation:

- Show strong belief that “if it does not break, do not solve it.”
- Show that issues must be chronic before acting
- Wait for problems to arise before acting. (Bass & Avolio 2004:111).

##### Passive-avoidant leadership

This type of leadership lacks or omits leadership completely (Bass & Riggio, 2008:4). This leadership style is seen to be a high avoiding and indifferent approach to leadership (Andreassen *et al.*, 2011:507). Passive-avoidant leadership is usually seen as the management of absenteeism, where the leader takes a “hands-off” approach that reflects the delay in decision making, abandonment of accountability and no feedback to and from staff (Xirasagar, 2008:603). Bass & Avolio (2004:112) highlights the following key points of passive-avoidant leadership:

- Avoid involvement when significant problems occur
- Avoid decision making
- When needed, absent
- Postpone answering urgent questions. (Bass & Avolio 2004:112).

## 2.4 JOB SATISFACTION

Liao, Chen, Hu, Chung & Liu (2017:433) defines the term job satisfaction as the feeling felt by subordinates in the workplace. “Job satisfaction is usually treated as a collection of feelings or affective responses associated with the job situation, or simply how people feel about different aspects of their jobs” (Spector, 1997:2). Hirschfeld (2000:255) highlights that job satisfaction is determined by the extent to which subordinates like their job. Wicker (2011) explains that job satisfaction is linked with a sense of self-fulfilment and personal pride obtained while performing one’s job.

The strength of job satisfaction depends on the workers’ evaluation of expectancy weighed against actual experiences while performing his or her job. This links to the work of Turkeyilmaz, Akman, Özkan & Coskun (2011:677) arguing that employee job satisfaction is intertwined with the individual’s expectations towards the workplace as well as the attitude towards the job performed, encapsulating “job satisfaction is a function of the extent to which one’s needs are satisfied by the job”. Rice, McFarlin & Bennett (1989:591) also states “job satisfaction is determined in part, by the discrepancies resulting from a physiological comparison process involving the appraisal of current job experiences against some personal standards of comparison”.

García-Bernal, Gargallo-Castel, Marzo-Navarro & Rivera-Torres (2005:280) articulates that “there is no universally accepted definition of job satisfaction”. Job satisfaction concerns all features of the job and the work environment, where the employee experience fulfilment, rewards and frustration. Job satisfaction also relates to the emotional state resulting from the individual’s appraisal of his/her job. Lastly, one can identify job satisfaction by the degree to which a subordinate like their job. Job satisfaction is, therefore, the degree to which an individual feel satisfied with their job which impacts a person’s overall well-being and life satisfaction (García-Bernal *et al.*, 2005:280).

#### 2.4.1 FACTORS AFFECTING JOB SATISFACTION

Job satisfaction is often tied to intrinsic or extrinsic job factors. Intrinsic job satisfaction refers to satisfaction relating to factors within the job setting that offers independence, activity, social status, variety, moral values, achievement, responsibility and creativity (Worell, 2004:665). Extrinsic job satisfaction, on the other hand, is where the employee is satisfied with the institution's policies, compensation, opportunities, recognition, advancement and supervision received (Worell, 2004:665).

#### 2.4.2 JOB SATISFACTION AND PERFORMANCE

According to Brooke (2006:2) an individual might develop the feelings of dissatisfaction, resentment, helplessness, fatigue and burnout when the organisation is not equipped with adequate leadership. Working with an organisational leader that does not meet individual expectations decreases the individuals work performance and can see the employee leave the organisation. Therefore, leadership within the organisation has an impact on an employee's self-esteem and job satisfaction (Brooke, 2006:2). Maniram (2007:26) conclude that "a happy worker is a productive worker."

#### 2.4.3 ORGANISATIONAL LEADERSHIP AND JOB SATISFACTION

It has been a historical view that job satisfaction comes as a by-product of meeting different motivational needs of the subordinate, often stimulated by the organisation's leadership (Belias & Koustelios, 2014:26). Belias & Koustelios (2014:26) adds that plenty of research indicates that transactional and transformational leadership styles influence employee job satisfaction. Yang & Chang (2008:879) argued that employees' perception toward leadership and their behaviour varies based on the leadership style exercised by their leaders.

Organisations that exhibit flexible and participative leadership styles results in employees being satisfied, contributing to organisational success (McKinnon, Harrison, Chow & Wu, 2003). In a study done by Schein (1992) a leader creates organisational values and beliefs that create a specific and dynamic culture. Hence the leader is prone to create an organisational environment that fosters job satisfaction.

It is also found that leadership that is perceived as expressive and considerate obtain higher performance from subordinates (Singh, 1998). Nazim & Mahmood (2018) found that transformational and transactional leadership had a positive impact on job satisfaction. This indicates that there is a preference for these types of leadership. Park & Rainey (2008) highpoints that leadership styles and job satisfaction correlate.

#### 2.4.4 TEACHERS AND JOB SATISFACTION

Teachers job satisfaction is of vital importance as it affects how they carry out their role, which in turn affects the quality of his/her teaching and other school-related tasks (Ostroff, 1992:963).

Teachers want to perform tasks that relate to their interests, and that allows them to have flexibility in task selection and decision-making; they want a sense of achievement, encouraged by input from supervisors. It is also found that teachers want clarification as to what is expected of them and harmony amongst the people they work with. They also want equal and levied salaries (Kelly, 1989:446). The most commonly perceived job aspects are pay, the quality of school management, impactful leadership, access to adequate resources and having good working conditions (Kelly, 1989:446).

Adams & Baily (1989) found that successful and productive schools are managed by leaders that allow subordinates to experience emotions of job accomplishment and personal achievement. Sayadi (2016) adds that the relationship between leadership and subordinates play a significant role in the teacher's performance as teachers tend to trust the organisational leadership's judgements and values, establishing an emotional bond with leaders that correlates with job satisfaction.

#### 2.4.4.1 Teachers' job satisfaction and transformational leadership

Bolger (2001:662-663) states that leadership that applies transformational leadership affect teacher's job satisfaction in both a direct and indirect way. Teshfaw, (2014) highlights that the transformational leadership style tends to have a stronger correlation with job satisfaction among teachers. For many teachers, the transformational leader becomes a role model they trust and admire, often creating a committed culture to obtain shared goals. A study conducted by Griffith (2004:333) emphasises that there is a positive relationship between transformational leadership and teachers. The result leads to a higher level of success and productivity for teacher's jobs.

Silva, Nascimento & Cunha (2017) indicate that transformational leadership is directed towards the stimulation of teacher's self-esteem and self-worth. Through inspiration and motivation, leaders stimulate teachers to become more engaged and committed, often leading to self-development.

Bass & Avolio (1988:79) indicate that transformational leadership and job satisfaction is well established. Transformational leaders inspire their subordinates to stretch beyond their self-interests and enable followers to focus more on organisational welfare. This type of leadership creates additional appreciation and contribution from each subordinate. Employees also tend to find new approaches to do their jobs and are more involved in operations, increasing organisational commitment. Dvir, Eden, Avolio & Shamir, (2002:735) contributes, stating that transformational leaders have a direct impact on subordinates' morality and the feeling of empowerment. The relationship between transformational leadership and job satisfaction is acknowledged by (Silva *et al.*, 2017). Their research indicates that transformational leaders can exert an encouraging influence on employees and their ability to be satisfied with their job (Silva *et al.*, 2017).

#### 2.4.4.2 Teachers' job satisfaction and transactional leadership

According to Emery & Barker (2007:81) the relationship between the leader's expectations and individual needs are achieved through rewards and compensation. In the process, job satisfaction is generated. It holds that rewards for work completed contributes towards employee motivation and in return, employee job satisfaction. The problem, however, arises



when subordinates do not feel as if they achieve the leader's vision or objectives. This might cause employee demotivation or dissatisfaction. Transactional leadership skills are necessary skills for good leadership but tend to be insufficient to inspire workers to do their best (Emery & Barker, 2007:81). It can also be said that transactional leadership does not always succeed where leaders lack the credibility and assets that are needed to deliver core benefits and needs of the subordinates (Tsui, 1982). When asked to describe the attributes and actions of effective organisational leadership, subordinates tend to include characteristics of transactional leadership (Emery & Barker, 2007:81). Bass & Avolio (2004) state that "transformational leadership is only an extension of transactional leadership". The two models of leadership vary largely because of the process the leader use to inspire his/her subordinates.

#### 2.4.4.3 Teachers' job satisfaction and passive-avoidant leadership

Passive-avoidant leadership is where there is no leadership or complete absence of organisational leadership within the institution. This leadership style is characterised by a lack of attention toward subordinates needs and concerns. Passive-avoidant leaders are not orientated towards interference and want the organisation to operate the same way as in the past (Amin, Saeed, Lodhi, Mizna, Iqbal & Tehreem, 2013). This leads to employees being without guidance and can leave new employees without proper training or development. According to Rowold & Scholtz (2009:35-48) there is a negative relationship between job satisfaction, performance and motivation under this type of leadership style.

## 2.5 DIFFERENT GENERATIONS

In today's workplace, older workers remain in the workforce for extended periods. Younger generations endorse technology that drives a younger workforce. Few organisations will deny that synergy between organisational leaders and employees of diverse age groups becomes increasingly essential for organisational functioning and survival.

As time goes by, people of different ages enter the labour force, creating a combination of different generations in the workforce (Salaahuddin, 2010:2). The presence of different generations has attracted more attention as Baby Boomers retire and Millennials enter the workforce (Kaifi, Nafei & Kahanfur, 2012:88). Different generations from the age group perspective highlight that the era in which a person is born affects how they view the

world/workplace, this, in turn, affects how organisational leadership is perceived, also impacting job satisfaction (Anderson *et al.*, 2017:245). Shared experiences guide individual attitudes and values (Schuman & Scott, 1989:361). People are thus prone to have unique values, beliefs, and preferences because of their age (Arsenault, 2004:125).

The seminal work of Pilcher (1994) was developed to provide a sociological explanation of why different people of different ages act in a similar or different way. Straus & Howe (1991) indicate that different generations are shaped by variables such as economic situation, parental interaction, social movements and historical developments of the generational period. Each generational group is formed and shaped collectively, creating members to have similar reactions, behaviours and thought processes. According to Patalano (2008) generational groups experienced life events that formed their distinctive behaviours, and belief systems during their normative years, consequently postulating that employees are different within organisations based on their unique age groups.

Rhodes (1983) states that there is no single methodology that is best suited for defining different generations and points out that various methods offer their strengths. However, most researchers employ generations based on age groups (Lyons & Kuron, 2014). For this study, generations are based on age groups.

### 2.5.1 GENERATIONS

According to Jonck, Van der Walt & Sobayeni (2017:2) Baby Boomers are born between 1946-1964, Generation X are born between 1965-1981 and Millennials are born between 1982-2000. According to Duh & Struwig (2015:4) Baby Boomers are born between 1946-1964, Generation X are born between 1965-1980 and Millennials born between 1981-1996. According to Codrington & Marshall (2001) generations are grouped differently based on a county's unique population and experiences. Table 1 summarises different generations based on different counties.

Generation	USA	UK	JAPAN	SOUTH AFRICA
Baby Boomers	1943-1962	1946-1965	1945-1965	1950-1969
Generation X	1963-1983	1966-1986	1966-1986	1970-1989
Millennials	1984-2001	1985-2001	1986-2001	1990-2005

Table 1: Generations per country (Codrington & Marshall, 2001).

Hole, Zhong & Schwartz (2010:88) coincides and highlight that for a South African population Baby Boomers are those born between 1950-1969, Generation X as those born between 1970-1989 and Millennials as those born between 1990-2005. Age groups tend to vary from country to country because of different experiences, unique events and demographics. For the purpose of this study Baby Boomers are those born between 1950-1969, Generation X as those born between 1970-1989 and Millennials as those born between 1990-2005 (Hole *et al.*, 2010:88; Codrington & Marshall, 2001).

The majority of Baby Boomers prefer flexible work options and value work/life balance. Baby Boomers are viewed as optimists and tend to reject traditional norms and values. Baby Boomers tend to be involved in sustainability efforts. As Baby Boomers plans for retirement, Generation X enters the labour force (Kaifi *et al.*, 2012:88). Generation X'ers have unique traits; they tend to be “individualistic, risk-oriented, self-reliant, entrepreneurial, comfortable with diversity and valuing a work-life balance” (Gentry, Deal, Griggs, Mondore & Cox, 2011:39). This age category is prone to favour a less formal environment and is more adaptable than their predecessors (Dols, Landrum & Wieck, 2010:69). Millennials are the “wired” generational group, used to communication, media, and technology. Millennials fear long-term commitments and favour flexibility in their careers. Members of this generational group can be seen as preferring collective action, being engaged with work that matters to them, working in teams, eco-aware, confident and socially aware.

## 2.5.2 PREFERRED LEADERSHIP STYLES ACROSS GENERATIONS

Research has indicated that personal characteristics affect the perception of organisational leadership and job satisfaction in complex ways; such traits are a function of age (Belias & Koustelios, 2014). Several studies highlight that age, or the existence of different age groups,

influence the relationship between job satisfaction and organisational leadership (Rhodes, 1983; Ssesanga & Garrett, 2005).

Hall (2012) points out that transformational leadership is well accepted across most generations (Millennials, Generation X and Baby Boomers). Lisbon (2010) points out that transactional leadership are second, with passive-avoidant leadership, as least preferred.

According to Ruiz & Davies (2017) there is a positive correlation between supportive leadership styles and Millennials' job satisfaction. The leadership style that will reach and impact the Millennial age group the best is the transactional leadership style. It is highlighted that Millennials tend to resist most styles of leadership. According to Tishma (2018) Millennials require feedback from managers and like to know that what they do matters. These individuals find motivation in being praised for important accomplishments. They prefer the truth and likes to be rewarded for hard work. Typically, if told they are underperforming it encourages them to increase productivity in an attempt to reach a reward.

Baby Boomers and Generation X prefer value-based and charismatic leadership. Baby Boomers follow leaders that contain collaborative, visionary, inspirational, and integrity traits (Lisbon, 2010). Generation X tends to prefer leadership without malevolent, face to face, bureaucratic and procedural based leadership traits. This indicates that Generation X is indifferent between transformational and transactional leadership styles.

Baby Boomers have an appreciation for transformational leadership (Lisbon, 2010). According Tishma (2018) Baby Boomers need to be approached with respect for their achievements and to be challenged to contribute towards organisational performance. It is also important to include them in the decision-making process. Where Baby Boomers are more team-oriented, Generation X tends to be more self-reliant and individually orientated. These individuals are often described as, sceptical, cautious or unimpressed by authority. According to Tishma (2018) Generation X do not value achievement as highly as other generations. Generation X is often the most difficult to manage and may not fit into one set of traditional leadership style.

## 2.6 DIFFERENT GENERATIONS AS MODERATING VARIABLE

Literature does not explicitly use age groups as a control variable. Researchers have done little towards considering age groups as a substantial moderating variable, although it has potential significance (McAdams & de St. Aubin, 1992). Age has, however, been discussed concerning employee performance (Kanfer & Ackerman, 2004). This indicates that there is a significant gap in the literature with regards to the impact of different age groups on the relationship between organisational leadership and job satisfaction.

Theory suggests “that several factors account for different generations in the attitudes and behaviour of workers” for example wages and educational levels. It is well known that age gives the degree of individualism amongst younger generations (Mitchell, 2001). According to Rhodes (1983) there is empirical evidence that supports the relationship between age groups, leadership preferences and job satisfaction. The findings indicate that older subordinates tend to be more satisfied with their job than younger employees. Meyer, Stanley, Herscovitch & Topolnytsky (2002) adds that there is a significance between age and organisational commitment. Job satisfaction with one’s job and job security are strongly linked to the commitment of older generations.

Younger age group employees tend to be more satisfied with opportunities, skill development, and having salary linked to performance (Finegold, Mohrman & Spreitzer, 2002). Smola & Sutton (2002) highlights in their study that generational groups change over time. Younger employees are more susceptible to jobs changes, as this is more acceptable in recent times. Kaiser (2005) indicates that there is a variation in organisational commitment and job satisfaction. There is also a difference in leadership style preferences and job satisfaction across different age group employees (Smola & Sutton, 2002).

With Millennials coming of age, educational diversity continues to grow. “Educational institutions are caught in extraordinary crosscurrents of change” (Senge *et al.*, 2000:32). Because of the existence of multiple generations in education, there are multiple preferred leadership styles and job aspects that lead to job satisfaction (Cufaude & Riemersma, 1999:1-3). This, in turn, leads to schools not only have to understand the relationship between organisational leadership and job satisfaction but also to effectively understand how different generations play a moderating role on this important relationship (Kabacoff & Stoffey, 2001).

## **2.7 CHAPTER SUMMARY**

The main focal point of this chapter was to provide evidence of a theoretical, empirical and conceptual foundation for the study. For this purpose, the literature chapter was constructed. The chapter looked at the resource-based view and its importance for creating and maintaining an effective, sustainable organisation. Organisational leadership were unpacked and explained. The literature chapter then turned to the Full Range Leadership Model and explained why it is useful for the study. The Full Range Leadership Model identified the variety of behaviour and traits that can be used to classify the type of leadership a leader might utilise. Job satisfaction where explained and elaborated. The link between job satisfaction and performance, organisational leadership and job satisfaction were explored. The last concept investigated seminal research on different generations, that employed the use of the age group approach. After that, age difference, in the form of age groups were broken up and explained. Preferred leadership styles and job satisfaction across age groups were reviewed.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

In chapter two, the focus was on the literature review concerning the primary relationship between organisational leadership and job satisfaction and why different generations from the age group perspective can be used as a moderator.

In this chapter, the research design and methodology will be discussed. According to Collis & Hussey (2003:150) methodology refers to the overall process of the research. This includes the collection and analysis of data. It is laid out by Collins and Hussey that the main issues of the methodology are concerned with why data is collected, when and how the data was collected and the procedure that will be followed when analysing the data.

The purpose of this chapter is to describe the research methodology that will be utilised to establish the research paradigm, the study's population, and the study's sampling method. This chapter will also indicate how the empirical investigation, as well as statistical analysis, be dealt with.

### **3.2 AIM OF STUDY**

The primary purpose of the study was to investigate the relationship between perceived organisational leadership (referring to transformational, transactional and passive-avoidant leadership styles) and employee job satisfaction of high school teachers in the Eden District. Different generations from the age group perspective are composed as a moderating variable in the relationship between perceived organisational leadership and job satisfaction. The study, therefore, firstly sought to establish if there is a relationship between the perceived organisational leadership styles and job satisfaction. After establishing the preceding, different generations as moderator was examined. The moderator variable (different generations) serve as the variable that affects the strength of the relationship between the dependent (job satisfaction) and independent variable (perceived organisational leadership). The moderator will specify the strength of correlation based on different generations. In so doing the study adopts the following goals:

- To determine if leadership styles (transformational, transactional and passive-avoidant leadership - respectively) influence job satisfaction on high school teachers
- To determine if the relationship between leadership and job satisfaction is moderated by different generations

### 3.3 HYPOTHESIS

The following hypothesis has been formulated for the study:

**Ha1:** there is a statistically significant relationship between organisational leadership styles (transformational, transactional and passive-avoidant leadership – respectively) and job satisfaction

**Ha2.1:** the relationship between organisational leadership (transformational, transactional and passive-avoidant leadership – respectively) and job satisfaction is stronger (weaker) with Millennials

**Ha2.2:** the relationship between organisational leadership (transformational, transactional and passive-avoidant leadership – respectively) and job satisfaction is stronger (weaker) with Generation X

**Ha2.3:** the relationship between organisational leadership (transformational, transactional and passive-avoidant leadership – respectively) and job satisfaction is stronger (weaker) with Baby Boomers



### **3.4 RESEARCH DESIGN**

Hair, Babin, Money & Samouel (2003:124) state that to carry out a research test successfully, a research design is needed to provide the “recipe”. According to Cooper & Schindler (2006:139) the research design may help the researcher to allocate limited resources by making important methodological choices. Saunders, Lewis & Thornhill (2007:131) adds that a research design is an overall plan of how to address research questions and to set clear goals from these questions. The research design also identifies sources from which data will be obtained, and it serves to identify limitations that the research may encounter.

The research design can be done in various forms (Saunders *et al.*, 2007). The exploratory view focuses on seeking new insights and examining new topics while the descriptive view seeks an accurate view of events, situations or persons. Explanatory research seeks to examine existing problems by investigating and explaining the relationships that exist between identified variables.

As the study examined the relationship between organisational leadership and job satisfaction of three generations, an exploratory research design was adopted as it was fitting to the purpose of the study.

### **3.5 RESEARCH PARADIGM**

A paradigm can be defined as a set of assumptions made or convictions about fundamental aspects of reality, resulting in a specific view of the world. In other words, it discusses the underlying assumption of reliance, such as convictions about the essence of truth (ontology), the knower’s relationship with the established (epistemology) and technique assumptions. Paradigms serve as organising principles, whereby reality can be interpreted (Maree, 2007:47-48). There are two fundamental research paradigms, namely: interpretivism and positivism (Collis & Hussey, 2003:150).

Interpretivism tends to produce qualitative data, makes use of small samples, and are mainly concerned with generating theories. In this research paradigm, data are viewed as abundant and subjective. Interpretivism is used in conjunction with assumptions and philosophies. Reliability of this paradigm is considered low, and its validity is high (Collis & Hussey, 2003:55).

Struwig & Stead (2003:5) indicate positivism as a science methodology (framework) that unites a deductive method with objective calculation of a researcher's quantitative data to determine causal laws that assist in the prediction of human behaviour. Collis & Hussey (2003:52) states that the "positivistic approach seeks facts or causes of a research study with little regard to the subjective state of the individual"; it tends to produce quantitative data.

The study adopted a post-positivistic paradigm, arguing that the study focusses on the creation of new knowledge, in the process considering all possibilities and objective truths that might unfold. This paradigm aligns with the nature of the study being that of an exploratory study (Struwig & Stead, 2003:5-8). Scientifically the postpositivist research approach believes that the absolute truth is nowhere to be found (Panhwar, Ansari & Shah, 2017).

Postpositivism is not meant to disagree with the scientific/quantitative elements of positivism in science, but instead demonstrates a proper understanding of the paths and viewpoints of multi-dimensional and multi-method work. (Panhwar *et al.*, 2017). Postpositivism is an assured pluralism that combines approaches that are both positivist and interpretive (Panhwar, *et al.*, 2017).

### **3.6 RESEARCH CONSTRUCTION**

There was a clear hierarchy of structure within schools. The study focused on the Head of a Department (HOD) to teacher relationship. The HOD was regarded as similar to that of a middle management level. Teachers will be viewed as subordinates. Teachers are prone to share the same educational background. In South Africa, each teacher has a South African Certificate of Education (SACE) number. This conforms to section 21 of the South African Council for Educators Act, 2000 that requires all school educators to have appropriate registration. The minimum requirement is a completed SACE application form, a bachelor's degree in education or a Bachelor's degree followed by a postgraduate certification in education. Based on proof of academic record and a completed application form, the South African Council for Teachers

(SACT) will review the application for consideration. Based on approval the individual will be awarded a SACE number, which is the credential number of a qualified teacher (South African Council for Educators, 2011:2). The study only investigated high school teachers working for schools that fell within the quantile 4 and 5 category in the Eden District, Western-Cape, South Africa. These schools are fee-paying, all found in urban areas and have access to similar resources and settings.

### **3.7 RESEARCH METHODOLOGY**

As indicated by Leedy & Ormrod (2005:12) research methodology is the approach taken by researchers to execute a research project. Mouton (2011:55) indicates that the steps taken to implement the research design are a study's research methodology.

#### **3.7.1 QUANTITATIVE RESEARCH**

According to Zikmund & Babin (2007:136) and Maree (2007:255) quantitative research refers to numeric data assigned in an orderly, meaningful manner that represents the phenomena studied. Collis & Hussey (2003:13) concord that the quantitative approach refers to collecting and analysing numerical data as well as performing statistical tests. Quantitative research aims to explain patterns and relationships between variables, where outcomes have been measured and interpreted (Maree, 2007:255).

Cooper & Schindler (2006:198) highlight that quantitative research indicates the accurate measurement of something. Quantitative methodologies typically test behaviours, information, beliefs or perceptions in a study. Cooper & Schindler (2006:200) further explain that quantitative data consists of participants' responses, which are coded, categorised and reduced to numbers for statistical analysis. One of the advantages of the quantitative approach is that the data collection can be done relatively easily and speedily (Collis & Hussey, 2003:162).

The study used a quantitative methodology, using self-administered questionnaires as a technique to obtain data and to explore findings. That was used to make recommendations and conclusions based on observed results.

### 3.7.2 POPULATION

The first step is to decide who the population is, in other words, whom the researcher wishes to generalise his/her results (Lee & Lings, 2008:269). Zikmund & Babin (2007:411) coincide, indicating that researchers need to identify the population that they want to research. Struwig & Stead (2003:5) further indicate that a quantitative researcher wants to generalise the findings beyond the research sample. A population element can be referred to as the individual element or general participant measured in the research. The population refers to the total collection or the entire group of people that the researcher wants to investigate (Cooper & Schindler, 2006:402-403; Sekaran, 2003:265).

The population consisted of high school teachers in the Eden District, Western Cape, that was declared as quantile 4 and 5 model schools. Teachers had to be permanent teachers and report to the head of a department. School Management Teams (SMTs) that refer to the head of a department, deputy principals and principals was excluded from the study. There was a total of 13 high schools that fell within the quantiles 4 and 5 category in the Eden District area. There was a total of 380 permanent teachers in these schools subtracting 160 teachers that is a part of the School Management Teams (SMTs) that refer to the head of a department, deputy principals and principals (Western Cape Department of Education, 2019). That left the study with 220 teachers. Hence for this study, the population size was 220 high school teachers from quantile 4 and 5 schools in the Eden District.

### 3.7.3 SAMPLING

As stated by Cooper & Schindler (2006:179) “the basic idea of sampling is selecting some of the elements in a population”; therefore, extracting conclusions about the entire population. A sample is a subset of the population that is generalised to represent the populace (Sekaran, 2003:266). Sampling can also be described as selecting some of the elements in a population and drawing a conclusion about the entire population. The reason for sampling includes lower cost, higher accuracy of results and speed of data as well as the availability of population elements (Cooper & Schindler, 2006:402-403; Leedy & Ormrod, 2005:144). As stated by Saunders *et al.* (2007:204) sampling techniques provide methods for reducing the amount of data required by focusing on obtaining subgroup data.

### 3.7.3.1 Non-probability sampling

Non-probability sampling is described to be non-random and subjective, as each member in the sample does not have a “known non-zero” chance of being chosen (Cooper & Schindler, 2006:183). Leedy & Ormrod (2005:206) explain that with non-probability sampling, some members of the population have little or no chance to be sampled.

#### 3.7.3.1.1 Convenient sampling

Cooper & Schindler (2006:324-425) clarify that non-probability samples called convenience samples are where researchers have the freedom to choose whomever they find, from there the name “convenience”. A measuring instrument passes the convenience test if it is easy to administer (Sekaran, 2003:276).

For this study, non-probability sampling was used in the form of a convenient sampling method. The technique relates to creating a sample that is based on the ease of proximity, access readiness and availability of potential respondents. The sample was based on the proximity being the Eden District and permission granted by the respective high school principals. The student researcher’s target was quantile 4 and 5 high schools where principals have granted participation permission. It was a voluntary process and teachers could choose to be a participant or not. Hence convenient sampling in that the student researcher took whomever he could find within the target proximity of the Eden District area (Cooper & Schindler, 2006:402-403; Struwig & Stead, 2003:116).

According to Nulty (2008:303) the response rate of a paper-based instrument is 56%, and online instruments are calculated to be 26%. As stated earlier, the study will use paper-based questionnaires. Therefore, the sample size that could be expected is 123 teachers ( $220 \times 0.56$ ). One also need to subtract 10% for controlling sampling errors (De Vos *et al.*, 2011:225). This leaves the sample size at 111 teachers. According to the training manuals from Bass and Avolio’s (2004) Multifactor Leadership Questionnaire (MLQ) and the Minnesota Satisfaction Questionnaire (MLQ), successful data analysis and results can be obtained from a sample size larger than 60.

### **3.8 RESEARCH INSTRUMENTS**

For this study respondents that met the sample criteria, completed a self-administered questionnaire which was used as the basis of the data collection. The study used closed questionnaire-based questions, measured by pre-established questionnaires that came with scales (referring to the MLQ and MSQ).

The questionnaire had three sections related to perceived organisational leadership, job satisfaction and general demographics. Each section will be discussed below.

#### **3.8.1 ORGANISATIONAL LEADERSHIP SECTION**

The Multifactor Leadership Questionnaire (MLQ) is the most frequently used instrument in gauging Bass & Avolio's Full Range Leadership Model, encapsulating the various leadership styles apprehended by an organisation. The MLQ is extremely useful in determining the individual and overall organisational leadership profiles of management in the organisation (Bass & Avolio, 1998). The MLQ (5x short) consists out of 45 items that measure organisational leadership, see ANNEXURE I. Each of the nine leadership components is measured by inter-correlated items. Because the MLQ is used to rate the leadership behaviours of colleagues at the same level, it is fitting to focus on the head of a department. HOD's are assigned to be evaluated by teachers. A licence was obtained by the researcher to reproduce 150 questionnaires, see ANNEXURE C.

Organisational leadership will be scored using a 5-point Likert-type scale, ranging from "not at all" (0), "once in a while" (1), "sometimes" (2), "fairly often" (3) and "frequently if not always" (4) (Akdol & Arikboga, 2015; David, 2015).

### 3.8.2 JOB SATISFACTION SECTION

The Minnesota Satisfaction Questionnaire (MSQ) has been widely used across different industries and most results were found to be significant (Akdol & Arikboga, 2015; David, 2015). The MSQ consists of 20 items that measure how satisfied the respondent is with his present job, see ANNEXURE D and ANNEXURE J.

The MSQ was scored using a 5-point Likert-type scale ranging from “very dissatisfied” (1) to “very satisfied” (5). The higher the total score, the higher the participants’ job satisfaction level (Akdol & Arikboga, 2015; David, 2015).

### 3.8.3 NOMINAL SECTION

A nominal scale was used to allow the researcher to divide the participants into age groups (Sekaran, 2003:185). This section’s primary purpose was to gather demographic information regarding the respondent's age. Additional race information, educational qualifications and work experience were included, see ANNEXURE K.

## 3.9 ADMINISTRATION AND COLLECTION OF QUESTIONNAIRES

David & Sutton (2011:273) explains that after questionnaires have been developed, the researcher must administer and distribute questionnaires to respondents. Self-administered questionnaires are usually accompanied by a cover letter that explains the nature and purpose of the study. The respondents will be more likely to participate if it is clear what the researcher is trying to establish, highlighting the reason for the research. The cover page should include a title, name of the researcher, value contribution by the respondent, and finally, how the researcher will conform to confidentiality and anonymity (Lee & Lings, 2008:37-39). Questionnaires save the researcher travel expenses, postage as well as long-distance calls. Questionnaires also have the advantage that respondents can answer questions with the assurance of remaining anonymous. It also leads to respondents’ answers being more trustworthy, compared to personal interviews, especially concerning sensitive issues (Leedy & Ormrod, 2005:184).

The self-administered questionnaire consists of the five-point Likert type scale, where the respondents will indicate how strongly they disagree or agree with given statements. All the teachers that match the participation criteria must complete the entire questionnaire as accurately as possible.

The method of interaction was that of face to face contact. The student researcher contacted each respective school's secretary to make an appointment with the principal. The principal was provided with an introduction and a summary about the study as well as providing the purpose, role, privacy, confidentiality and rights of participation. If the principal decided to participate in the study, the student researcher provided an institutional participation letter to be completed and signed by the principal (ANNEXURE E). Permission to address staff during a convenient time was negotiated. The meeting was formal and took 10-15 minutes in duration. The interaction with teachers was that of face to face contact. Teachers received an introduction to the study, providing the purpose, role, rights, privacy and confidentiality. The student researcher also told the staff where to find and hand back questionnaires (ANNEXURE G). There was no physical interaction after the meeting with potential participants. Participants picked up questionnaires from reception and returned the completed questionnaire at reception, where they placed questionnaires in a sealed drop/questionnaire box.

### **3.10 MISSING DATA**

Once questionnaires were collected, they were checked for accurate completion. In the case where questions were missing the student researcher used imputed data, calculated by the mean score of the remaining items in the scale. When scores were missing for two or more items on the scale, the scale could not have been scored (Kneipp & McIntosh, 2001).



### **3.11 DATA COLLECTION AND ANALYSIS**

According to Cooper & Schindler (2006:235) data analysis entails the who, what, when and how. The who conforms to the qualified participant; in other words, respondents need to meet given criteria to be able to participate in the study. What refers to the observation which was set by the sampling elements and units of data gathering. The how refers to how the data will be observed, analysed and by what means the results will be utilised (Cooper & Schindler, 2006:236).

#### **3.11.1 DATA COLLECTION**

For this study respondents that met the sample criteria, completed a self-administered questionnaire which was used as the basis of the data collection. The data was captured, coded and analysed using statistical software - SPSS version 26.

#### **3.11.2 DATA ANALYSIS**

The data analysis has three main objectives. The goodness of data (the response rate and internal consistency), grasping the sense of data (main demographic features of the sample population) and testing the hypothesis (Sekaran, 2003:306-308).

The study carried out its tests at the 5% level of significance. The MSQ and the MLQ were coded into its relevant datasets (Maree, 2007:216). The nominal data was used to profile the sample of respondents.

The study utilised scale reliability through Cronbach's alpha coefficient (Sekaran, 2003:307). Statistics included a non-parametric statistical hypothesis test, including the Wilcoxon, signed-rank test. The Pearson Correlation Matrix (indicate the strength of association between variables) was also used to analyse some of the essential relationships of the study. The Bivariate Correlation in the form of Kendall Tau's correlation was utilised to investigate quantitative and ordinal values, testing how strongly two variables are monotonically related. The Spearman's correlation was employed for the same purpose; the only difference being it does not correct for ties. The study then made use of ANOVA to do hypothesis testing, investigating the statistical significance of the correlations between variables. Finally, a post

hoc analysis using the stepwise multiple linear regression model was used to identify the organisational leadership style predictor variables and whether the generation of the respondent strengthened the relationship, in predicting job satisfaction (Struwig & Stead, 2003; Chen, 2012).

### 3.11.3 VALIDITY

Cooper & Schindler (2006:318-321) explains validity as the extent to which a test measures what the researcher intended to measure. Collis & Hussey (2003:64) add that validity is apparent when data reflects the research purpose.

The study used completed questionnaires that are based on the MLQ and MSQ questionnaires as a research instrument. Both the MLQ and MSQ questionnaires are pre-set and methodically tested by the copyright owning researchers as well as secondary researchers that used the questionnaires in their studies. This indicates that the research instrument accurately measured the characteristics that are needed to establish the existence of the two variables under investigation. According to theory, the research instrument is widely used across industries and indicates limited bias with reliable measurements.

### 3.11.4 RELIABILITY

Cooper & Schindler (2006:318-321) notes, contrary to validity, that reliability is related to the accuracy and precision of the measurement procedure. The reliability of an measure should test for accuracy as well as stability (Sekaran, 2003:307).

Sekaran (2003:307) indicates that "Cronbach's alpha is a reliability coefficient that indicates how well that item in a set is positively correlated". According to Maree (2007:216); Struwig & Stead (2003:140) internal consistency describes the degree to which test items measure the same construct or concept, thus revealing correlation and interrelatedness with each other. Cronbach's alpha coefficient will be used to measure internal reliability. If items are strongly correlated, the Cronbach's alpha coefficient will be close to one. Different degrees of internal reliability are required, depending on what the instrument has to be used for. If reliability is weak, it is close to 0. Generally, 0,90 refers to high reliability, 0,80 to moderate reliability and 0,70 as low reliability, Sekaran (2003:205) adds that Cronbach's alpha coefficient is the most

popular test of inter-item consistency reliability used for multi-scaled items.

### 3.11.5 DESCRIPTIVE STATISTICS

Sekaran (2003:394) describe statistics as raw data which is processed and then translated into information, identifying important factors defined by data collection. Descriptive statistics depict what data looks like, indicating the data spread and how closely variables are correlated with one another. As the name implies: descriptive statistics describe the body of data (Leedy & Ormrod, 2005:252-257; Sekaran, 2003:202-203).

To determine the organisational leadership and job satisfaction variables, respectively, the questionnaires will be used to calculate the averages, which in turn will be averaged by scale (ANNEXURE C AND ANNEXURE D). The scores for each different item will be divided by the number of responses for that item. The average for each scale was compared to the norm (ANNEXURE C).

Creswell (2007:188) indicates that two critical calculations describe the spread of data distribution namely the variance and standard deviation. Sekaran (2003:397) explains that the “variance is calculated by subtracting the mean from each of the observations in the data set and then taking the square of the difference”. Finally, the total is divided by the number of observations. Lee & Lings (2008:296) agrees and adds that the variance determines how large the observation differs from the mean. The larger the distance, the more significant the spread/distribution of the observations. Lee & Lings (2008:296); Sekaran (2003:398) highlights that the standard variation is the variance squared. For this study, data from the measuring instrument will be entered into statistical software – SPSS 26, to execute descriptive statistics.

### 3.11.6 INFERENCE STATISTICS

The Wilcoxon signed-rank test aims to detect differences between variables from the same sample by calculating the differences between their ranks. A derived statistic, T, is compared to a specific value in a T distribution table,  $T_{\alpha, n}$ , for statistical significance (Lombaard, van der Merwe, Kele & Mouton 2014:496). To simplify, this test compares two sets of scores that

come from the same participants. The use of this will be to investigate any change in scores from one-time point to another.

According to Collis & Hussey (2003:236); Sekaran (2003:314) the Pearson correlation is suitable for variables that are normally distributed. The Pearson correlation determines the strength of the connotation between two variables.  $R = 1$  represents a positive linear connotation.  $R = 0$  represents that there is no linear connotation.  $R = -1$ , represents a negative linear connotation. Struwig & Stead (2003:168) explain that "the Pearson correlation (Pearson  $r$ ) examines the strength and direction (i.e. positive, zero or negative) of the relationship between two variables". As indicated, the correlation coefficient varies from -1.00 indicating a perfect negative relationship to +1.00, indicating a perfect positive relationship, while 0.00 indicates no relationship. Perfect relationships are rare, and coefficients are more commonly presented by decimals, for example, 0.86 or -0.58. The Pearson correlation will be suitable to see the strength of the association between different organisational leadership styles and job satisfaction.

The Spearman's  $\rho$  and Kendall's  $\tau$  are two prominent measures of association. Spearman's correlation is known as the ordinary Pearson's correlation coefficient. The correlation coefficient of the Spearman's test measures the intensity and direction of the relation between two ranked variables. This will be used to investigate the strength of a tie between two sets of data. The Bivariate correlation in the form of Kendall Tau's correlation will be utilised to investigate quantitative and ordinal values, testing how strongly two variables are monotonically related (Wang, 2012:2). It is essential for the student researcher to make sure that there is a correlation and to test the strength of the relationship. Therefore, both tests were included in the study. The Kendall  $\tau$  correlation is known to produce a smaller gross error of sensitivity.

The study then used ANOVA to do hypothesis testing, investigating the statistical significance of the correlations between variables. According to Blanca, Alarcon, Arnau, Bono & Bendayan (2017:937) ANOVA refers to an analysis of variance. This analysis is somewhat similar to comparing the averages of two groups of data; however, it compares the averages of multiple groups of data simultaneously.

Finally, a post hoc analysis using the stepwise multiple linear regression model was used to identify the organisational leadership style predictor variables and whether the age generation of the respondent strengthened the relationship, in predicting job satisfaction (Struwig & Stead, 2003; Chen, 2012). According to Chen (2012:84), multiple regression “enables an in-depth examination of interrelationships and correlation among variables”. It can express how well a specific result is achieved by using a set of variables (Chen, 2012:85).

### **3.12 ETHICS**

Ethics is defined as a “set of widely accepted moral principles” that provides rules, behavioural expectations, and using the correct conduct towards the participants of the study (De Vos et al., 2011:129).

#### **3.12.1 SUBJECT RECRUITMENT**

All those teachers that formed part of the sample had an equal chance of being selected to participate in the study. All subjects had the freedom of choice in participating in the study. The study aimed to meet the individual's reasonable expectancy of privacy. Subjects completed the questionnaires in an environment where there were limited coercion or pressure on participants. There were no inducements for study participation. When the student researcher gave the potential participants a brief, all information with regards to the study was accurate and free of misleading prominences. It was also disclosed that there is no direct benefit. Society at large might benefit from the findings of the study, and the study might lead to further and more in-depth research on the topic.

#### **3.12.2 PROCESS OF CONSENT**

The student researcher obtained ethical clearance from the RUEESC - Rhodes University Ethics Committee (ANNEXURE A) and the WCED - Western Cape Education Department (ANNEXURE B). This was the set of requirements before the engagement with potential participants.

Consent was requested from respective high school principals and teachers to participate in the study (ANNEXURE F and ANNEXURE H). Research-related information was presented

during a principle and teachers' brief, to enable participants to understand the study and to decide whether they are willing to participate in the study. Thus, participation in the study was completely voluntary. Information relating to data confidentiality, storage of data, participant roles and rights as well as feedback will be disclosed. The student researcher also clarified that any participant can withdraw at any time, without any consequences.

### 3.12.3 FEEDBACK TO PARTICIPANTS

The study's results will be specified both electronically, as well as a hard copy, granting access of information to the respective schools. No individual school or participant will be able to recognise personal information within the results.

### 3.12.4 PROTECTING PARTICIPANTS RIGHTS

No school nor participant names were used or disclosed in the study. In the analysis of data, study codes on data documents were used. A separate document that links the study code to the subject's information was compiled. Also, the normative section of the questionnaire was removed so that there is no way to identify respondents.

### 3.12.5 INFORMATION AND DATA STORAGE

All data collected will be stored for five years by both the student and supervisor for safekeeping. It will also be there for backup if the data is required for queries that may follow the publication of the thesis. Safekeeping will be online in a password-protected folder. Physical questionnaires will be kept as well as scanned to keep on an external hard drive within a password-protected folder. The stored data will not be made available for re-use.

### 3.12.6 BENEFITS OF THE STUDY

No benefits are to accrue to the participant nor schools personally. Schools can, however, use the results to reflect on organisational leadership to help increase job satisfaction and improve resource optimisation. Schools and other management settings can reflect on the findings of the study to see the importance of the resource-based view and to consider different generations when managing people.

### **3.13 CHAPTER SUMMARY**

This chapter discussed the methodology of the study. The study was exploratory, adopting the post-positivist paradigm. The quantitative method was to be used for the study - the population and sample, which were the targeted population where outlined. The research used the Multifactor Leadership Questionnaire, the Minnesota Satisfaction Questionnaire and a normative section as data collection instruments. Data analyses referring to capturing, coding and analysis composed of descriptive and inferential statistics as analysis techniques were also discussed. The last section of this chapter discussed ethical considerations while and after conducting the study. The following chapter, chapter 4 will present findings of the research and interpretations will be made based on the blueprint outlined by this chapter.

## **CHAPTER 4: RESULTS AND DISCUSSION**

### **4.1 INTRODUCTION**

In the previous chapter, the research methodology employed was described. This chapter will delve into the results obtained from the research instrument. The statistical findings are depicted in charts and tables for visual representation.

Initially, the descriptive analyses of the sample are discussed. This is followed by examining possible correlations aligned to the research hypotheses, between the independent variables - organisational leadership style and generation group - and the dependent variable, job satisfaction.

SPSS version 26 was used for the statistical analyses. All tests were carried out at the 5% level of significance. Descriptive statistics were used to describe the main demographic features of the sample population. The MSQ and the MLQ - which employed a five-point Likert scale - were accordingly coded into the relevant datasets. The nominal data provided the descriptive statistics necessary to profile the sample of respondents.

### **4.2 RESPONSE RATE**

In total, 111 questionnaires were distributed of which 73 were returned. 68 were considered usable, which indicates a response rate of 62.16%. Both sample parameters specified by the research instruments were met. For both, the MSQ and the MLQ, it is stipulated that successful data analyses and results can be obtained from a sample size larger than 60.

Data was to be excluded at random, as seen in (Tabachnick & Fidell, 2019). The quantity of missing data on the MSQ objects ranged from 0.7% to 5.9%, with an average of 2.6% missing data per case. Missing data were replaced by imputed data to prevent the potential for bias due to missing cases (Kneipp & McIntosh, 2001). The mean score, which was determined by the remaining items in the scale, was used in place of the missing score. If scores were missing for one or more items in the scale, then the scale could not be scored. In the case of ties, the average (rounded to the nearest whole number) was used in calculating the modal score value.



### 4.3 INTERNAL CONSISTENCY

Sekaran (2003:307) indicates that the MSQ Cronbach's alpha of .72 would be acceptable. (A Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best). In this research, scale reliability estimated through Cronbach's alpha presented good results: global scale  $\alpha = 0.91$ ; extrinsic job satisfaction  $\alpha = 0.88$  and intrinsic job satisfaction  $\alpha = 0.86$  (Martins & Proenca, 2012).

### 4.4 DESCRIPTIVE STATISTICS

#### 4.4.1 AGE-GROUP (GENERATION) DISTRIBUTION

The ages of respondents varied between 22 and 64 years old, with a mode of 27 years. The mean was 37.1 years with a standard deviation of 12.4 years. The sample comprised of 13 Baby Boomers (born between 1950-1969), 25 Generation X (born between 1970-1989) and 29 Millennials (born between 1990-2005) (Hole *et al.*, 2010:88). The distribution per generation was therefore 18.8%, 36.2% and 42% respectively. This is illustrated in the chart below:

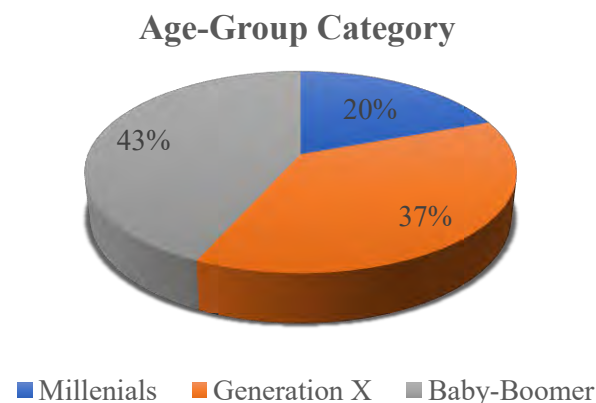


Figure 2: Generation (Age-Group) Profile of Respondents

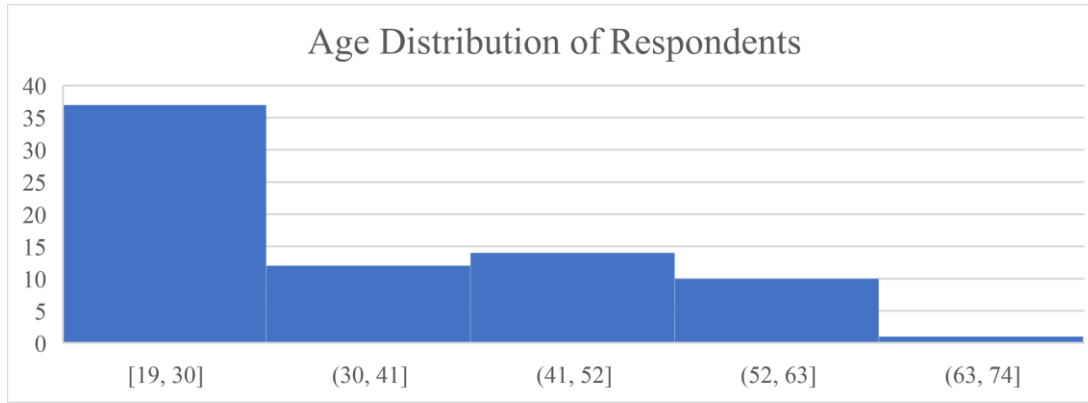


Figure 3: Age-Distribution of Respondents

#### 4.4.2 TENURE DISTRIBUTION

Respondents indicated their level of experience (in years) as either secondary-education or high-school teachers. 45% indicated that they had fewer than 5 years' experience, 13% had between 5 and 10 years, 7% had between 10 and 15 years, 13% had between 15 and 20 years, while 18% had more than 20 years of experience.

Tenure	< 5 Yrs	5-10 Yrs	10-15 Yrs	15-20 Yrs	> 20 Yrs
Distribution (%)	45%	13%	7%	13%	18%

Table 1: Tenure Distribution of Respondents

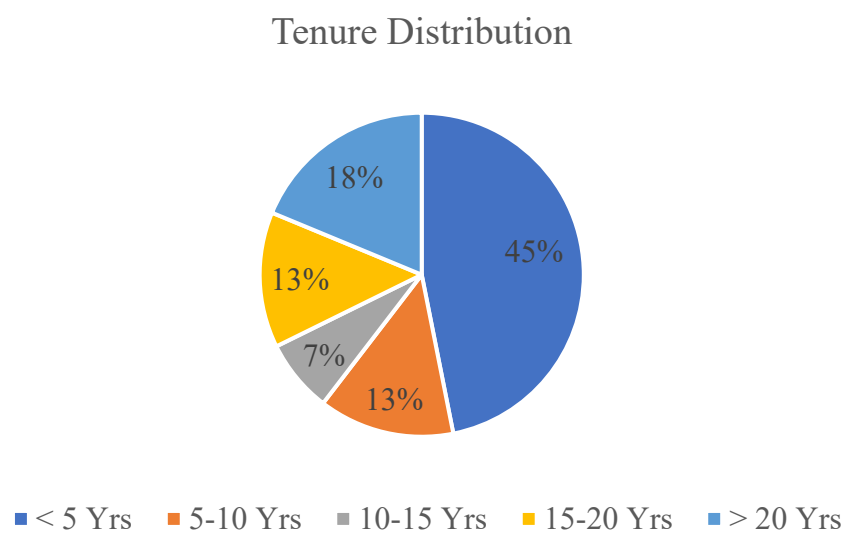


Figure 4: Tenure Distribution of Respondents

#### 4.4.3 EDUCATION-LEVEL PROFILE

As previously mentioned, the education requirements for being a high school teacher in South Africa are a three-or four-year Bachelors degree, followed by a one-year Postgraduate Certificate in Education (PGCE). However, exceptions are made in practice, as 10% of the respondents possessed some tertiary education but had not completed a four-year degree. Chart 4 indicates that 68% of respondents had qualified with a Bachelors degree, while 4% had a Master's degree and 10% had earned professional degrees.

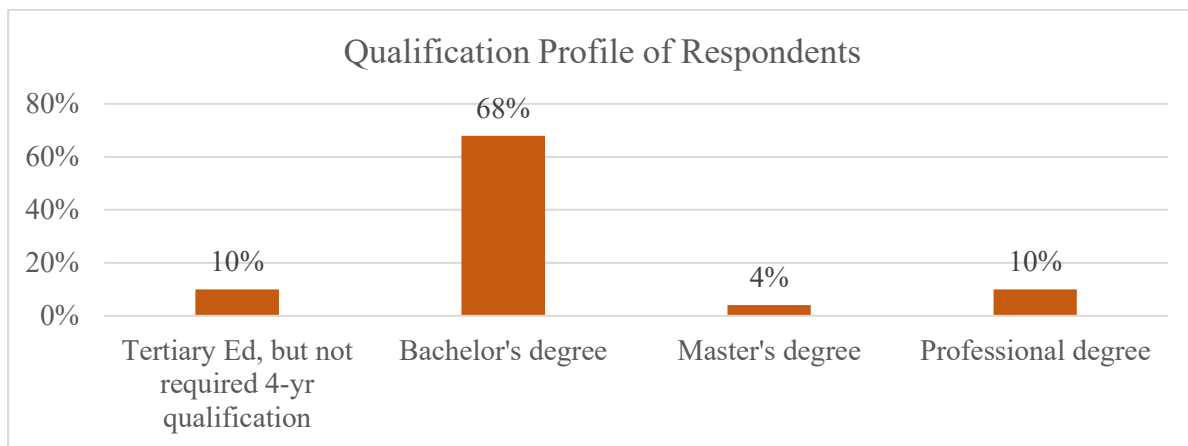


Figure 5: Qualification Profile of Respondents

#### 4.4.4 ETHNICITY DISTRIBUTION

Ethnicity distribution is inequitable as 74% of the respondents were white, 3% were black, 18% Coloured and 2% Indian. (There is little congruence with the national ethnicity distribution).

Ethnicity Distribution									
		Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent <sup>a</sup>			
						Bias	Std. Error	95% Confidence Interval	
								Lower	Upper
Valid	White	51	75.0	75.0	75.0	.0	5.3	64.7	85.3
	Black	2	2.9	2.9	77.9	.0	2.0	.0	7.4
	Coloured	13	19.1	19.1	97.1	.0	4.8	10.3	29.4
	Indian	2	2.9	2.9	100.0	.0	2.1	.0	7.4
	Total	68	100.0	100.0		.0	.0	100.0	100.0
a. Unless otherwise noted, bootstrap results are based on 69 bootstrap samples									

Table 2: Generation (Age-Group) Profile of Respondent

#### **4.5 INDEPENDENT VARIABLES: ORGANISATIONAL LEADERSHIP STYLE AND GENERATION (AGE-GROUPS)**

Table 3 below shows the mean levels of the theoretical variables for transformational leadership (mean = 2.7652; SD = 0.70101); transactional leadership (mean = 2.5543; SD = 0.64049) and passive-avoidant organisational leadership (mean = 1.5856; SD = 0.985).

Leadership statements were rated on a 5-point scale from 0 (“Not at all”) to 4 (“Frequently, if not always”). Leadership Style was examined for correlation with job satisfaction. For job satisfaction, a 5-point scale from 1 (“Very Dissatisfied”) to 5 (“Very Satisfied”) was used. Transformational leadership and transactional leadership are all rated relatively high for the study sample, while passive-avoidant reports a low mean level.

For all respondents: The normative means (for South Africa) for transformational (difference of -0.1%) and transactional leadership (difference of 1.2%) were similar to the actual sample means and indicated slightly higher satisfaction: 2.762 (55%) and 2.585 (52%), respectively. The normative mean for passive-avoidant leadership differed from the actual sample mean by -61%, but, in both cases, indicated low job satisfaction [0.985 (20%) and 1.5856 (32%), respectively].

<b>Descriptive Statistics for Sample vs Normative Data for South Africa</b>							
Factor	N	Minimum	Maximum	Mean	Std. Deviation	Mean	Std. Deviation
IA	69	1	4	2.9239	0.76252	2.88	0.84
IB	69	1	4	2.8949	0.76984	2.76	0.73
IM	69	0.75	4	2.9589	0.70227	2.88	0.78
IS	69	0.5	4	2.5072	0.81119	2.71	0.77
IS	69	0.5	4	2.5761	0.85889	2.58	0.86
<b>Transformational leadership</b>	<b>69</b>	<b>0.5</b>	<b>4</b>	<b>2.7652</b>	<b>0.70101</b>	<b>2.762</b>	
MBEA	69	0	3.75	2.3623	0.71298	2.8	0.81
CR	69	0.25	4	2.6763	0.79797	2.37	0.89
<b>Transactional leadership</b>	<b>69</b>	<b>0</b>	<b>4</b>	<b>2.5543</b>	<b>0.64049</b>	<b>2.585</b>	
MBEP	69	0	4	1.7826	0.89001	1.14	0.81
LF	69	0	3.5	1.3418	0.91646	0.83	0.8
<b>Passive-avoidant leadership</b>	<b>68</b>	<b>0</b>	<b>4</b>	<b>1.5856</b>	<b>0.83482</b>	<b>0.985</b>	
Valid N (listwise)	68						

Table 3: Organisational leadership Style versus Job satisfaction Parameters – Normative Responses compared to Sample Responses

IM = Inspirational Motivation; Ila = Idealised Influence attributed; Iib = Idealised Influence behaviour; IS = Intellectual Stimulation; IC = Individualised Consideration; CR = Contingent Reward; AMbE = Active Management by Exception; MbEP = Management by Exception Passive; EEF = Extra Effort; EFF = Effectiveness; SAT = Satisfaction

The second independent variable tested for correlation with job satisfaction was generation (Age-Group). This was explored in table 4:

<b>Generation-Label</b>	<b>Age-Group</b>	<b>N</b>
Baby Boomers	1950-1969	13
Generation X	1970-1989	25
Millennials	1990-2005	29

Table 4: Generation (Age-Group) Respondents

#### 4.6 DEPENDENT VARIABLE: JOB SATISFACTION LEVEL

A total of 68 usable surveys were analysed. Response choices were weighted as follows: Very dissatisfied (0), Dissatisfied (1), Neither (2), Satisfied (3), Very satisfied (4).

Table 5 indicates that security was ranked as the highest and compensation was ranked as the lowest of the examined job satisfaction items. General job satisfaction in subsequent discussions refers to the average of the job satisfaction items.

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Job Satisfaction	68	.80	3.90	2.6772	.64942	-.516	.291	.048	.574
Valid N (listwise)	68								

Table 5: Descriptive Statistics for Job Satisfaction

##### 4.6.1 GENERATION (AGE-GROUP) VERSUS JOB-SATISFACTION

Table 6 shown that Generation X indicated 58% general job satisfaction (mean 2.9065), Millennials indicated 52% (mean 2.6177) general satisfaction, while Baby Boomers indicated 48% general job satisfaction (mean 2.3808).

Descriptive Statistics							
Age Category		N	Minimum	Maximum	Mean	Std. Deviation	Variance
Millennials	Job Satisfaction	31	1.35	3.90	2.6177	.65607	.430
	Valid N (listwise)	31					
Generation X	Job Satisfaction	23	1.45	3.85	2.9065	.49297	.243
	Valid N (listwise)	23					
Baby Boomers	Job Satisfaction	13	.80	3.65	2.3808	.78303	.613
	Valid N (listwise)	13					

Table 6: Descriptive Statistics – Generation versus Job Satisfaction

## 4.7 NON-PARAMETRIC STATISTICAL HYPOTHESIS TEST

### 4.7.1 ORGANISATIONAL LEADERSHIP-STYLE VERSUS JOB-SATISFACTION

The Wilcoxon signed-ranked test is a rank measure used in non-parametric statistics, it can be viewed as a reference to the t-test where the independent variable is ordinal. As a rule, the dependent variable is not normally distributed. It is used to compare the locations of two populations, to determine whether one population shifts in relation to another. The tool used is a comparative number of ranks. The Wilcoxon test aim to detect differences between variables from the same sample by calculating the differences between their ranks. For statistical significance, a derived statistic,  $T$ , is compared with a specific value in a table of distribution  $T$ ,  $T\alpha$ ,  $n$ .

The method employed is a sum of ranks comparison. The related samples Wilcoxon signed-rank test aims to detect differences between variables from the same sample by calculating the differences between their ranks. A derived statistic,  $T$ , is compared to a specific value in a  $T$  distribution table,  $T\alpha$ ,  $n$ , for statistical significance.

As both datasets are coded versions of a 5-point Likert scale where “Agree” was the median, it would stand to reason that comparing the medians of the dependent variable, satisfaction, with each leadership style could yield a statistically significant result.

The p-value for passive-avoidant leadership is 0, which is less than the significance level alpha (0.05) while for transactional leadership it is 0.173 (significant), and for transformational leadership, it is 0.143 (significant). The observed difference between both measurements is therefore significant. We can also conclude that for general satisfaction, the passive-avoidant leadership median is significantly different from that of transactional and transformational leadership, in relation to job satisfaction.

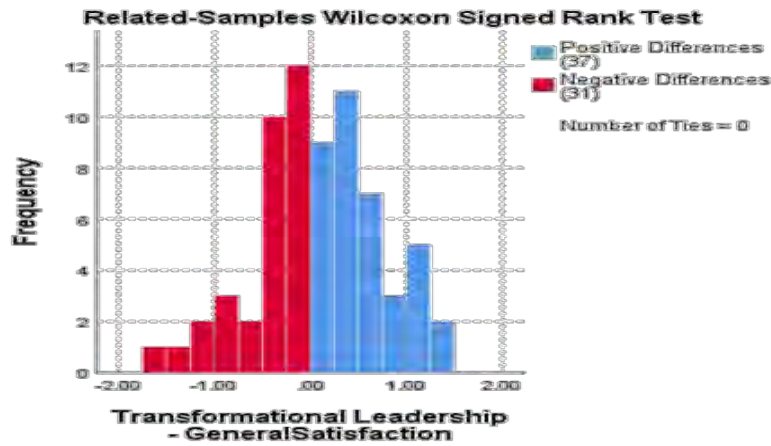


Figure 6: Wilcoxon Signed Rank Test – Transformational leadership Style versus Job Satisfaction

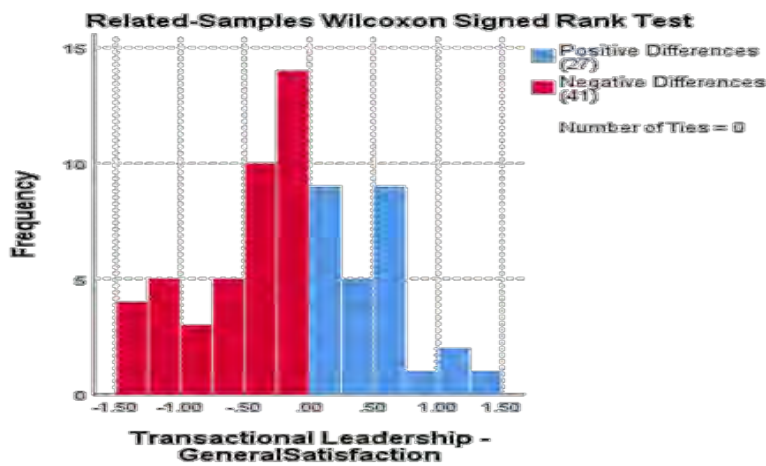


Figure 7: Wilcoxon Signed Rank Test – Transactional leadership Style versus Job Satisfaction

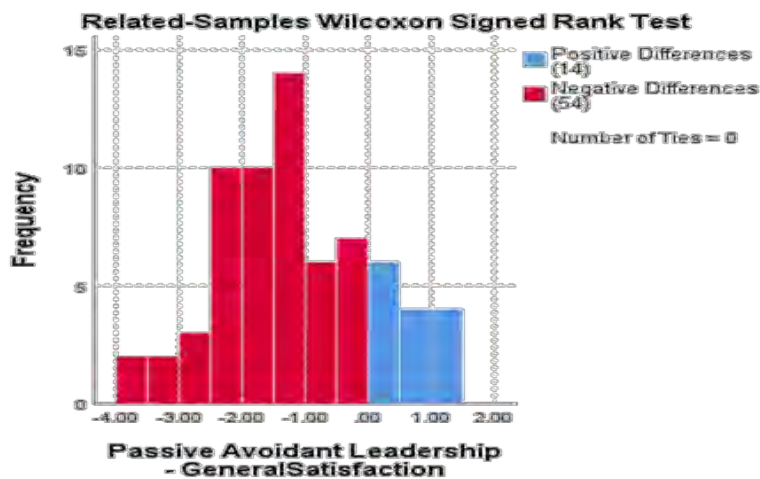


Figure 8: Wilcoxon Signed Rank Test – Passive-avoidant leadership Style versus Job Satisfaction



Figure 6 - 8 above show the median differences between each leadership style and general satisfaction.

#### 4.7.2 CORRELATIONS

The Pearson correlation between the styles of leadership and general job satisfaction provides a matrix for statistical significance. Transformational leadership ( $r = .519$ ) is the most positively correlated style to general satisfaction. Transactional leadership ( $r = .497$ ) is marginally less positively related to satisfaction, while passive-avoidant leadership ( $r = -.218$ ) is negatively correlated.

<b>Correlations</b>					
		Job Satisfaction	Transformational leadership	Transactional leadership	Passive-avoidant leadership
Pearson Correlation	Job Satisfaction	1.000	.519	.497	-.218
	Transformational leadership	.519	1.000	.723	-.356
	Transactional leadership	.497	.723	1.000	-.192
	Passive-avoidant leadership	-.218	-.356	-.192	1.000
Sig. (1-tailed)	Job Satisfaction	.000	.000	.000	.038
	Transformational leadership	.000	.000	.000	.002
	Transactional leadership	.000	.000	.000	.060
	Passive-avoidant leadership	.038	.002	.060	.000
N	Job Satisfaction	67	67	67	67
	Transformational leadership	67	67	67	67
	Transactional leadership	67	67	67	67
	Passive-avoidant leadership	67	67	67	67

Table 7: Organisational leadership versus Job satisfaction (Pearson Correlation)

## 4.8 BIVARIATE CORRELATIONS

Kendall's Tau is a good measure for both quantitative and ordinal variables. This reveals exactly how closely two variables are monotonically related: to what extent the values indicating leadership styles are associated with either high or low values on general satisfaction.

Kendall's Tau serves the same purpose as the Spearman rank correlation, except that Kendall's Tau-b ( $\tau_b$ ) corrects for ties. The correlation between transformational leadership and Job satisfaction was:  $\tau_b = .382$ , which indicates a strong positive association. As Transformational leadership increases so does job satisfaction. Between transactional leadership and job satisfaction:  $\tau_b = .355$ , which again indicates a strong positive relationship. As transactional leadership increases so do satisfaction. Between passive-avoidant leadership and job satisfaction:  $\tau_b = -.193$ , which indicates a negative relation. As passive-avoidant leadership increases so job satisfaction decreases.

Spearman's correlation also determines the degree to which a relationship is monotonic. The direction and strength of the correlation are two distinct properties. The  $r = .507$  indicates a strong positive association between transformational leadership and job satisfaction. The  $r = .495$  indicates a strong positive relationship between transactional leadership and Satisfaction. The  $r = -.268$  indicates a negative relation between passive-avoidant leadership and job satisfaction

Both tests produce consistent results. Both indicate a strong positive relationship between transformational and job satisfaction and between transactional leadership and job satisfaction. However, a moderate negative relationship is apparent between passive-avoidant leadership and job satisfaction. The correlation tables appear below.

Transformational leadership vs Job satisfaction Correlations <sup>b</sup>				
			Job Satisfaction	Transformational leadership Mean
Kendall's tau_b	Job Satisfaction	Correlation Coefficient	1.000	.382**
		Sig. (2-tailed)	.000	.000
	Transformational leadership mean	Correlation Coefficient	.382**	1.000
		Sig. (2-tailed)	.000	.000
Spearman's rho	Job Satisfaction	Correlation Coefficient	1.000	.507**
		Sig. (2-tailed)	.000	.000
	Transformational leadership mean	Correlation Coefficient	.507**	1.000
		Sig. (2-tailed)	.000	.000
**. Correlation is significant at the 0.01 level (2-tailed).				
b. Listwise N = 68				

Table 8: Transformational leadership versus Job satisfaction (Kendall  $\tau_b$  and Spearman  $r$ )

Transactional leadership vs Job satisfaction Correlations <sup>b</sup>				
			Job Satisfaction	Transactional leadership Mean
Kendall's tau_b	Job Satisfaction	Correlation Coefficient	1.000	.355**
		Sig. (2-tailed)	.000	.000
	Transactional leadership mean	Correlation Coefficient	.355**	1.000
		Sig. (2-tailed)	.000	.000
Spearman's rho	Job satisfaction	Correlation Coefficient	1.000	.495**
		Sig. (2-tailed)	.000	.000
	Transactional leadership mean	Correlation Coefficient	.495**	1.000
		Sig. (2-tailed)	.000	.000
**. Correlation is significant at the 0.01 level (2-tailed).				
b. Listwise N = 68				

Table 9: Transactional leadership versus Job satisfaction (Kendall  $\tau_b$  and Spearman  $r$ )

Passive-avoidant vs Job satisfaction Correlations <sup>b</sup>				
			Job satisfaction	Passive-avoidant leadership
Kendall's tau_b	Job satisfaction	Correlation Coefficient	1.000	-.193*
		Sig. (2-tailed)	.000	.024
	Passive-avoidant leadership	Correlation Coefficient	-.193*	1.000
		Sig. (2-tailed)	.024	.000
Spearman's rho	Job satisfaction	Correlation Coefficient	1.000	-.268*
		Sig. (2-tailed)	.000	.027
	Passive-avoidant leadership	Correlation Coefficient	-.268*	1.000
		Sig. (2-tailed)	.027	.000
*. Correlation is significant at the 0.05 level (2-tailed).				
b. Listwise N = 68				

Table 10: Passive-avoidant leadership versus Job satisfaction (Kendall  $\tau_b$  and Spearman  $r$ )

## 4.9 HYPOTHESIS TESTING

### 4.9.1 SIGNIFICANCE OF CORRELATIONS

The statistical significance of the correlations established was tested using ANOVA, for each Age-Group (Generation).

For Millennials,  $p = 0.187$ ; Generation X,  $p = 0.180$  and Baby Boomers,  $p = 0.295$ . Thus, the relationships between transformational leadership and job satisfaction, for each generation group the p-values are significant ( $> 0.05$ ). Thus, the positive monotonic relationships for transformational leadership and job satisfaction for each age-group can be accepted.

<b>Transformational leadership versus Job satisfaction per Age-Group ANOVA</b>						
Age Category		Sum of Squares	df	Mean Square	F	Sig.
Millennials	Between Groups	8.798	17	.518	1.635	.187
	Within Groups	4.115	13	.317		
	Total	12.913	30			
Generation X	Between Groups	3.412	11	.310	1.763	.180
	Within Groups	1.935	11	.176		
	Total	5.347	22			
Baby Boomers	Between Groups	6.861	10	.686	2.765	.295
	Within Groups	.496	2	.248		
	Total	7.358	12			

Table 11: Statistical Significance of Correlation: Transformational leadership versus Job Satisfaction, per Age-Group

Table 12 demonstrates Millennials,  $p = 0.273$ ; Generation X,  $p = 0.176$  and Baby Boomers,  $p = 0.915$ . Thus, the relationships between transactional leadership and job satisfaction, for each generation group the p-values are significant ( $> 0.05$ ). Again, the positive monotonic relationships for transactional leadership and job satisfaction for each Age-Group can be accepted.

<b>Transactional leadership versus General Job satisfaction per Age-Group ANOVA</b>						
Age Category		Sum of Squares	df	Mean Square	F	Sig.
Millennials	Between Groups	9.205	19	.484	1.437	.273
	Within Groups	3.708	11	.337		
	Total	12.913	30			
Generation X	Between Groups	3.619	13	.278	1.937	.176
	Within Groups	1.150	8	.144		
	Total	4.769	21			
Baby Boomers	Between Groups	5.553	11	.505	.280	.915
	Within Groups	1.805	1	1.805		
	Total	7.358	12			

Table 12: Statistical Significance of Correlation: Transactional leadership versus Job Satisfaction, per Age-Group

For Millennials,  $p = 0.318$ ; Generation X,  $p = 0.69$  and Baby Boomers,  $p \leq 0.0$ . Thus, for the positive monotonic relationships between passive-avoidant leadership and job satisfaction, for Millennials and Generation X, the p-values are statistically significant ( $> 0.05$ ) and can be accepted.

However, the negative monotonic relationship between passive-avoidant leadership and job satisfaction has to be rejected ( $<0.05$ ).

<b>Passive Avoidant leadership versus General Job satisfaction per Age-Group ANOVA</b>						
Age Category		Sum of Squares	Df	Mean Square	F	Sig.
Millennials	Between Groups	11.476	25	.459	1.598	.318
	Within Groups	1.436	5	.287		
	Total	12.913	30			
Generation X	Between Groups	4.816	16	.301	3.405	.069
	Within Groups	.530	6	.088		
	Total	5.347	22			
Baby Boomers	Between Groups	7.358	12	.613	.000	.000
	Within Groups	.000	0	.000		
	Total	7.358	12			

Table 13: Statistical Significance of Correlation: Passive-Avoidant leadership versus Job Satisfaction, per Age-Group

#### 4.10 POST HOC ANALYSIS USING THE STEPWISE MULTIPLE LINEAR REGRESSION MODEL

To identify the organisational leadership style predictor variable/s (organisational leadership styles) and whether the age generation of the respondent strengthened the relationship, in predicting job satisfaction, a stepwise multiple linear regression model was used and only yielded three significant models.

In this model, transactional leadership explains a significant amount of the variance in job satisfaction to the Millennial generation's ( $R^2 = .241$ ,  $R^2$  Adjusted = .215). Model 2 added Passive-avoidant leadership ( $R^2 = .346$ ,  $R^2$  Adjusted = .299) as the stepwise criteria required a probability of  $F < .050$  to enter. The Durbin-Watson  $d = 1.739$ , is between the two critical values of  $1.5 < d < 2.5$  and therefore there is no first-order linear autocorrelation in the multiple linear regression data.

Transformational leadership as a predictor variable on job satisfaction is significant for the Baby Boomer generation ( $F = 9.798$ ;  $df = 1$ ;  $p = <0.0001$ ). The Adjusted  $R^2 = .423$  and  $R^2 = .471$  indicate that transformational leadership has a significant positive effect on job satisfaction for Baby

Boomers,  $\beta$  coefficients in Table 15 ( $\beta_1 = 0.666$ ;  $t = 3.130$ ;  $p = <0.01$ ). Multi-collinearity is non-existent in this linear regression model as tolerance is  $> 0.1$  (and  $VIF < 10$ ) for the significant variables (transformational leadership and Baby Boomer). Durbin- Watson test for autocorrelation ( $d = 1.640$ ) is between the two critical values of  $1.5 < d < 2.5$  and therefore there is no first order linear autocorrelation in the multiple linear regression data. The resulting model yields;

<b>Model Summary<sup>c</sup></b>											
Age Category	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
						Square Change	F Change	df1	df2	Sig. Change	
Millennials	1	.491 <sup>a</sup>	.241	.215	.58121	.241	9.225	1	29	.005	
	2	.588 <sup>b</sup>	.346	.299	.54939	.104	4.456	1	28	.044	1.739
Baby Boomers	1	.686 <sup>d</sup>	.471	.423	.59479	.471	9.798	1	11	.010	1.640
a. Predictors: (Constant), Transactional leadership											
b. Predictors: (Constant), Transactional leadership, Passive-avoidant leadership											
c. Dependent Variable: Job Satisfaction											
d. Predictors: (Constant), Transformational leadership											

Table 14: Stepwise Multiple Linear Regression Model: Leadership Styles versus Job Satisfaction, per Age-Group

Coefficients <sup>a</sup>								
Age Category	Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
Millennials	1 (Constant)	1.498	.383		3.907	.001		
	Transactional leadership	.463	.152	.491	3.037	.005	1.000	1.000
	2 (Constant)	1.933	.417		4.636	.000		
	Transactional leadership	.465	.144	.493	3.227	.003	1.000	1.000
	Passive-avoidant leadership	-.270	.128	-.323	-2.111	.044	1.000	1.000
Baby Boomers	1 (Constant)	.550	.608		.906	.384		
	Transformational leadership	.666	.213	.686	3.130	.010	1.000	1.000
a. Dependent Variable: General Satisfaction								

Table 15: Stepwise Multiple Linear Regression Model: Coefficients Job Satisfaction, per Age-Group

#### **4.11 CHAPTER SUMMARY**

The purpose of this chapter was to present the data analysis and interpretation of statistics. Descriptive and inferential statistics were used and presented in tables and charts. Findings were calculated by SPSS version 16 software. Transformational leadership and transactional leadership proved to have a positive correlation with job satisfaction while passive-avoidant leadership a negative correlation with job satisfaction. Age-groups proved to influence the relationship significantly. The next chapter will focus on the discussion of results, conclusions, recommendations, limitations and advice for future research.



## **CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

The previous chapter presented the analysis of the data that were obtained from participants using the research instrument. The current chapter discusses the main findings of the results from the descriptive and inferential statistical analysis. The discussion of the main findings is done in line with the literature that was reviewed and outlined in Chapter 2. The main findings are also discussed in line with the research objectives and hypotheses that were outlined in Chapter 1. With reference to the discussion of the study's findings, the chapter also focuses on providing conclusions, study limitations, recommendations and to guide future related research.

### **5.2 DISCUSSION OF RESULTS**

The initial hypothesis tested for a statistically significant relationship between organisational leadership styles (transformational, transactional and passive-avoidant leadership – respectively) and job satisfaction. This study provides evidence for the relationship between the transformational, transactional and passive-avoidant leadership styles and job satisfaction. The correlation data indicated a significant positive relationship between transformational leadership ( $r = .519$ ) and job satisfaction. Transactional leadership ( $r = .497$ ) is marginally less positively related to satisfaction, while passive-avoidant leadership ( $r = -.218$ ) is negatively correlated. These results were further verified using the Kendall's Tau and Spearman rank correlation to correct for possible ties. For each of the independent variables/leadership styles; transformational leadership ( $\tau_b = .382$ ,  $r = .507$ ) which indicates a strong positive association, transactional leadership ( $\tau_b = .355$ ,  $r = .495$ ) which again indicates a positive relation. But between passive-avoidant leadership and job satisfaction: ( $\tau_b = -.193$ ,  $r = -.268$ ), a negative correlation. As passive-avoidant leadership increases, job satisfaction decrease.

Transformational leadership ( $r = .519$ ;  $p = <0.0001$ ), on the other hand, it allows followers to transcend their self-interest and perceptions of their own limitations to become more efficient in pursuing collective objectives and to exceed performance expectations (Antonakis, 2001:2-5). The empirical study also indicated that there is a significant relationship between transactional leadership and job satisfaction. The relationship between these two variables,

however, is reported to be moderate ( $r = .497$ ;  $p = <0.0001$ ). A significant negative relationship between the passive-avoidant leadership style and job satisfaction was also reported in the current study. The study results indicated that the passive-avoidant leadership had a moderate but negative significant correlation ( $r = -0.218$ ;  $p = <0.0001$ ) with job satisfaction. The Passive-avoidant leadership variable comprises of two constructs, the management by exception and the passive-avoidant leadership style.

Literature such as Longanathan (2013) supports the outcome and indicate a positivity between transformational leadership and job satisfaction. Bass & Riggio (2008) also report that transformational leaders increase job satisfaction as it creates a work environment where employees are motivated and inspired. Northouse (2010), agrees and explains that leaders inspire employees, transforming employees' attitudes that stimulates job satisfaction. Silva, *et al.* (2017) contributes and states that transformational leaders have a direct impact on subordinates' morality and the feeling of empowerment. Teshfaw (2014) highlights that the transformational leadership style tends to have a stronger correlation with job satisfaction among teachers. For many teachers, the transformational leader becomes a role model they trust and admire, often creating a committed culture to obtain shared goals. Silva, *et al.* (2017) adds that transformational leadership is directed towards the stimulation of teacher's self-esteem and self-worth. A study conducted by Griffith (2004:333) emphasise that transformational leadership enables teachers to achieve a higher level of success and productivity in their jobs. Through inspiration and motivation, leaders stimulate teachers to become more engaged and committed, often leading to self-development.

The relationship between the leader's expectations and individual needs are achieved through rewards and compensation. In the process, job satisfaction is generated (Emery & Barker, 2007:81). Transformational leadership is only an extension of transactional leadership (Bass & Avolio, 2004). Belias & Koustelios (2014:26) adds that plenty of research indicates that transactional leadership styles positively influence employee job satisfaction. Attention can also be drawn to the fact that transactional leadership has a positive impact on job satisfaction (Nazim & Mahmood, 2018).

Rowold & Scholtz (2009:35-48) coincide with the study's results, stating that there is a negative relationship between job satisfaction, performance and motivation under passive-avoidant leadership. Since passive-avoidant leaders indicate little concern over their

followers' it dissatisfies employees. Supervisors are required to provide support and concern toward their employees'.

Several studies highlight that age, or the existence of different age groups, influence the relationship between job satisfaction and organisational leadership (Ssesanga & Garrett, 2005). Hall (2012) points out that transformational leadership is well accepted across most generations (Millennials, Generation X and Baby Boomers). Lisbon (2010) points out that transactional leadership is second, with passive-avoidant leadership, as least preferred.

Empirical results (chapter 4) indicate a significant relationship between transactional leadership ( $p = 0.273$ ), and passive-avoidant leadership style ( $p = 0.318$ ) and job satisfaction are stronger with Millennials. Transactional leadership explains a significant amount of the variance in job satisfaction to the Millennial generation's ( $R^2 = .241$ ,  $R^2$  Adjusted =  $.215$ ). Model 2 added passive-avoidant leadership ( $R^2 = .346$ ,  $R^2$  Adjusted =  $.299$ ). The relationship between transformational leadership, transactional leadership, and passive-avoidant leadership style— respectively) and job satisfaction is stronger (weaker) with Generation X,  $p = 0.69$  which is statistically significant ( $> 0.05$ ) and can be accepted.

Finegold *et al.* (2002) agree, explaining that younger age group employees tend to be more satisfied with opportunities, skill development, and having salary linked to performance. The important work of (Tishma 2018) also explains that Millennials require feedback from managers and like to know that what they do matters. These individuals find motivation in being praised and rewarded for important accomplishments.

Empirical results (chapter 4) indicate that transformational leadership as a predictor variable on job satisfaction is stronger with the Baby Boomer generation ( $F = 9.798$ ;  $df = 1$ ;  $p = <0.0001$ ). The Adjusted  $R^2 = .423$  and  $R^2 = .471$  indicate that transformational leadership has a significant positive effect on job satisfaction for Baby Boomers,  $\beta$  coefficients in Table 4.15 ( $\beta_1 = 0.666$ ;  $t = 3.130$ ;  $p = <0.01$ ). The relationships between transactional leadership and job satisfaction for Baby Boomers ( $p = 0.915$ ), is statistically significant.

The work of Lisbon (2010) approves and stipulates that Baby Boomers follow leaders that contain collaborative, visionary, inspirational, and integrity traits (Lisbon, 2010). This indicates that Baby Boomers prefer transformational leadership. Tishma (2018) specify that Baby Boomers need to be approached with respect for their achievements and to be challenged to contribute towards organisational performance. It is also important to include them in the decision-making process. Baby Boomers reject passive-avoidant leadership.

Empirical results (chapter 4) point out the relationship between transformational leadership, transactional leadership, and passive-avoidant leadership style – respectively and job satisfaction is stronger (weaker) with Generation X,  $p = 0.69$  which is statistically significant ( $> 0.05$ ) and can be accepted.

The findings line up with Lisbon (2010) that indicates that Generation X tends to prefer leadership without malevolent, face to face, bureaucratic and procedural based leadership traits. It can be concluded that Generation X will accept transformational leadership and some elements that the transactional leadership style has to offer. Tishma (2018) explains that Generation X tend to be more self-reliant and individually orientated. These individuals are often described as, sceptical, cautious or unimpressed with authority. According to Tishma (2018) Generation X do not value achievement as highly as other generations. Generation X is often the most difficult to manage and may not fit into one set of traditional leadership style. Generation X reject passive-avoidant leadership.

### 5.3 CONCLUSION

The primary purpose of the study was to investigate the relationship between perceived organisational leadership (referring to transformational, transactional and passive-avoidant leadership styles) and employee job satisfaction of high school teachers in the Eden District. The study also explored if different generations from the age-group perspective make the relationship stronger or weaker.

The study hypotheses, examining generations from the age group perspective as moderating variable, were tested and presented where conclusions were drawn based on the results of the hypothesis testing:

**Ha2.1:** the relationship between leadership (transformational leadership, transactional leadership, and passive-avoidant leadership style – respectively) and job satisfaction is stronger (weaker) with Millennials.

There is a significant relationship between transactional leadership ( $p = 0.273$ ), and passive-avoidant leadership style ( $p = 0.318$ ) and job satisfaction are stronger with Millennials. Transactional leadership explains a significant amount of the variance in job satisfaction to the Millennial generation ( $R^2 = .241$ ,  $R^2 \text{ Adjusted} = .215$ ). Model 2 also indicates passive-avoidant leadership ( $R^2 = .346$ ,  $R^2 \text{ Adjusted} = .299$ ).

**Ha2.2:** the relationship between leadership (transformational leadership, transactional leadership, and passive-avoidant leadership style – respectively) and job satisfaction is stronger (weaker) with Generation X.

The relationship between transformational leadership, transactional leadership, and passive-avoidant leadership style – respectively and job satisfaction is stronger (weaker) with generation X,  $p = 0.69$  which is statistically significant ( $> 0.05$ ) and can be accepted.

**Ha2.3:** the relationship between leadership (transformational leadership, transactional leadership, and passive-avoidant leadership – respectively) and job satisfaction is stronger (weaker) with Baby Boomers

Transformational leadership as a predictor variable on job satisfaction is stronger with the Baby Boomer generation ( $F = 9.798$ ;  $df = 1$ ;  $p = <0.0001$ ). The Adjusted  $R^2 = .423$  and  $R^2 = .471$  indicate that transformational leadership has a significant positive effect on job satisfaction for Baby Boomers,  $\beta$  coefficients in Table 4.15 ( $\beta_1 = 0.666$ ;  $t = 3.130$ ;  $p = <0.01$ ). The relationships between transactional leadership and job satisfaction for Baby Boomers ( $p = 0.915$ ), is statistically significant.

The empirical findings of the study established that the independent variable, leadership styles, are directly related to the dependent variable, job satisfaction. Of the three independent variables, transformational leadership and, to a lesser extent, transactional leadership proved to have a positive association with job satisfaction while passive-avoidant leadership has a negative relationship with job satisfaction. It is also established that the relationship is stronger or weaker based on generations from the age group perspective, positioning different generations as moderator.

Hence it can be concluded that transformational leadership has the highest positivity with job satisfaction. With Millennials in the organisational setting, it is advised that some elements of transactional leadership are adopted as it increases the strength of relationship tied to job satisfaction. If the majority of employees are Baby Boomers, it is suggested that transformational leadership is adopted for positivity. Generation X is indifferent to transformational or transactional leadership.

## **5.4 MANAGERIAL IMPLICATIONS**

The research findings of this study indicate that organisational leadership styles have a significant impact on job satisfaction of employees and that the different generations have the tendency to influence the relationship's correlation to be stronger or weaker. It is therefore of paramount importance that organisations focus on the required leadership styles by its organisational leaders to ensure that job satisfaction is stimulated and increased amongst employees of different ages.

With Millennials in the quantile 4 and 5 high school setting, it is advised that HOD's adopt elements of transactional leadership as it increases the strength of relationship tied to job satisfaction. If teachers in quantile 4 and 5 high schools are Baby Boomers, it is suggested that

transformational leadership is adopted for positivity. To a lesser extent, transactional leadership will also contribute towards a stronger relationship tie. Generation X is indifferent to leadership styles employed (transactional or transformational leadership).

In a quantile 4 and 5 high school setting, it can thus be recommended that transformational leadership is adopted as it contributes the most to job satisfaction of employees. It is suggested that elements of the transactional leadership style are employed to accommodate Millennials.

Organisations should, therefore, embrace the resource-based view of the firm in creating internal assets that create value for the organisation. Organisations need to equip themselves with the correct type of leadership to meet different age group expectations that contribute to overall employee job satisfaction. Literature suggests that job satisfaction lead to improved performance and has the potential for competitive advantage.

It is suggested that organisations ensure demographic analysis to acknowledge what kind of leadership could be used for successful organisational leadership. It can also assist the organisation when recruiting internal resources, to match the profile of staff perceptions of good organisational leadership, which is moderated by age groups. Organisations can create support and initiatives that enrich the organisational environment by employing staff that accommodates the behavioural and psychological tendencies of employees. Employing managers, supervisors and leaders who have suitable leadership styles during the initial recruitment interview will be of importance as they will affect the necessary organisational leadership styles that create a conducive working environment that will stimulate employees' job satisfaction, and in turn organisational performance. Organisations can also invest in leadership style development plans, workshops and initiatives that enhance organisational leadership to be able to recognise the profile and needs of employees. It will be ideal if leaders can develop skills to be more transformational in their approach/behaviour.

It is well supported from the study that schools face a cross current of change. Baby Boomers amounts to 13 teachers whilst Millennials counted 29 teachers, which is the highest count of the three generations. It can be generalised that different practices and organisations face this change. As Baby Boomers retire more Millennials will enter the workforce. Transformational leadership and transactional leadership can be used for the success of this group. It is important that subordinates across all generations perceive their leader to be interactive, motivated and

working well with others. HOD's should focus on getting teachers to do more than what they are expected to do, increase subordinate's desire to succeed, increase subordinates willingness to strive for better results, meeting subordinates job-related needs, to meet organisational requirements, leading a group that is successful, using methods of leadership that is satisfying to subordinates and to work with employees in a satisfactory way (Bass & Avolio 2004:105-106).

The results of the study are well supported by literature. An interesting insight was that there were little difference in the significance levels found between organisational leadership and job satisfaction of schools when compared to profit driven organisations. The study's results are surprising as schools is an industry specific environment/organisation. Schools operate similarly to non-profit organisations, yet it indicates that teachers' job satisfaction and productivity is significantly influenced by leadership styles, similarly to employees working for a profit driven organisation. Hence it can be concluded that different industries and type of organisations all face crosscurrents of change and that employees across different sectors are impacted by organisational leadership and the resource-based view. It is further suggested that leadership is aware of the generational differences of their subordinates.

## **5.5 LIMITATIONS**

Findings of the research provide essential feedback to organisations, considering limitations when interpreting the results.

A research limitation that has been experienced is the limited literature on this topic. Specific result measures related to the study were not available. Measurement items that were constructed by researchers, as well as the scales from which information was adopted, did not represent the population of the study. Although a fair balance between age groups was achieved, it was detected that most of the respondents fall in a predominately white race. Quantile 4 and 5 schools are known as former model C schools that serviced the majority of white (or affluent) people. Quantile 4 and 5 schools service the more affluent suburbs in town, as they are fee-paying – scholars need to be able to pay to go there. This indicates little resemblance with national ethnicity distribution as well as the opportunity to access these schools that tends to service for those in affluent areas. To get ethnic congruence, lower quantile schools should be included in the research. Methods can be implemented to have a more equal



chance of being selected.

For this study, teachers were all from the Western Cape. More professionals from different areas or cities in our country could be included in the sample of the study to test a more general idea of the relationship between organisational leadership and job satisfaction. It is challenging to embrace the fact that the study's results can apply to any organisational setting, given the narrow approach that was used. Schools tend to have a different mission, purpose, culture and funding in comparison to profit driven organisations. It can also be noted that despite rapid environmental and technological changes the delivery of services by schools remain rigid. It can further be said that schools tend to be more regimented in comparison to some organisations. It is also important to state that schools are funded to a certain extent by government. Schools tends to focus on services to enhance education, which is different form profit driven organisations. Finally, it can be said that schools are industry specific organisations and that the study's results might look different across different industries.

Since the participation of the study was entirely voluntary, the nature of variables to be investigated for the study was that of a sensitive case. Indicating the perception of the supervisor's organisational leadership is sensitive and intimidating. This might influence the truthfulness of participants' responses and the willingness to participate.

## **5.6 RECOMMENDATIONS FOR FUTURE RESEARCH**

It might contribute to literature if more high schools, across different quantile schools are used to form a part of the sample. It will benefit the study if more schools across different provinces are included. Not only will this provide a large sample for more accurate results, but it will present a more accurate picture of the variables being tested. It will also enable a better congruence of ethnicity.

It will render interesting results if other types of organisational leadership styles are included when testing the correlation with job satisfaction, for example, African organisational leadership, Authentic organisational leadership etc. There might be more organisational leadership styles than what is included in the free-range organisational leadership model. Organisational performance can also be investigated to see if job satisfaction leads to increased performance.

As technology enables better communication and reach, future researchers can exploit online questionnaires and techniques to reach a bigger sample size. It can also be considered to use more than one research instrument for the use of comparison and reliability. Since the study uses the short version of job satisfaction, it can be useful to include the extended version of the Minnesota Satisfaction Questionnaire for an improved narrative pertaining to job satisfaction. One can also consider the use of improved age categories as generational groups change and experience different circumstances and life events that affect their shared experiences, behavioural make-up and perceptions.

Generation Z as generation can be included as the fourth age group as it has unique characteristics and preferred leadership styles. This age group has found popularity over recent times and will also enter the labour force in the not so distant future.

Finally, it can be of interest to use other industries or sectors that have similar environments and access to resources. It might also provide critical insight to investigate one large organisation with a significant sample to investigate the outcomes.

## **5.7 CHAPTER SUMMARY**

This chapter served as the conclusion to the study, correlating theoretical and empirical work of the study. Recommendations to organisational leadership, limitations and recommendations for future research were discussed. All research objectives and aims of the exploratory study were attained. All the variables and hypothesis showed significant results and meaningful results were obtained - all the studies research questions were addressed in this chapter.

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## ANNEXURE A



Human Ethics sub-committee  
Rhodes University Ethical Standards Committee  
PO Box 34, Grahamstown 6140, South Africa  
t +27 (0) 44 8039965  
f +27 (0) 44 8039965  
e ethicscommittee@ru.ac.za  
[ethicscommittee@ru.ac.za](mailto:ethicscommittee@ru.ac.za)  
[www.rhodes.ac.za/research/ethics/ethics.htm](http://www.rhodes.ac.za/research/ethics/ethics.htm)  
NRES Registration: REC-041114-045

16 July 2019

Juan Haasbroek

Email: [g17h5787@campus.ru.ac.za](mailto:g17h5787@campus.ru.ac.za)

Review Reference: 2019-0218-487

Dear Juan Haasbroek

Re: Leadership and job satisfaction in High Schools.

Principal Investigator: Mr Kevin Rafferty

Collaborators: Mr Juan Haasbroek,

This letter confirms that the above research proposal has been reviewed and **APPROVED** by the Rhodes University Ethical Standards Committee (RUESC) – Human Ethics (HE) sub-committee.

Approval has been granted for 1 year. An annual progress report will be required in order to renew approval for an additional period. You will receive an email notifying when the annual report is due.

Please ensure that the ethical standards committee is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators. Please also ensure that a brief report is submitted to the ethics committee on completion of the research. The purpose of this report is to indicate whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the ethical standards committee should be aware of. If a thesis or dissertation arising from this research is submitted to the library's electronic theses and dissertations (ETD) repository, please notify the committee of the date of submission and/or any reference or cataloguing number allocated. Sincerely

A handwritten signature in black ink, appearing to read "J Dames".

Prof Joanna Dames

Chair: Human Ethics sub-committee, RUESC- HE

## ANNEXURE B



Directorate: Research

[Audrey.wyngaard@westerncape.gov.za](mailto:Audrey.wyngaard@westerncape.gov.za)

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

[wced.wcape.gov.za](http://wced.wcape.gov.za)

**REFERENCE:** 20190709-6545

**ENQUIRIES:** Dr A T Wyngaard

Mr Juan Haasbroek  
69 Mountview Avenue  
Victoria Heights  
George  
6530

**Dear Mr Juan Haasbroek**

### **RESEARCH PROPOSAL: THE RELATIONSHIP BETWEEN LEADERSHIP AND JOB SATISFACTION OF THREE GENERATIONS IN A SCHOOL CONTEXT**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **15 July 2019 till 20 September 2019**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:  
**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

**Directorate: Research**

**DATE: 11 July 2019**

---

Lower Parliament Street, Cape Town, 8001

tel: +27 21 467 9272 fax: 0865902282

Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000

Employment and salary enquiries: 0861 92 33 22

[www.westerncape.gov.za](http://www.westerncape.gov.za)

## ANNEXURE C

For use by Juan Haasbroek only. Received from Mind Garden, Inc. on July 18, 2019



[www.mindgarden.com](http://www.mindgarden.com)

To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

### **Multifactor Leadership Questionnaire**

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

**Citation of the instrument must include the applicable copyright statement listed below.  
Sample Items:**

As a leader ....

- I talk optimistically about the future.
- I spend time teaching and coaching.
- I avoid making decisions.

The person I am rating....

- Talks optimistically about the future.
- Spends time teaching and coaching.
- Avoids making decisions.

Copyright © 1995 by Bernard Bass & Bruce J. Avolio. All rights reserved in all media.  
Published by Mind Garden, Inc. [www.mindgarden.com](http://www.mindgarden.com)

Sincerely,

Robert Most  
Mind Garden, Inc.  
[www.mindgarden.com](http://www.mindgarden.com)

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Published by Mind Garden, Inc., [www.mindgarden.com](http://www.mindgarden.com)

## ANNEXURE D



### (MSQ) Minnesota Satisfaction Questionnaire

VPR no longer sells the MSQ questionnaires. All forms are available under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). This license allows the instrument to be used for research or clinical work free of charge and without written consent, provided that you acknowledge Vocational Psychology Research, University of Minnesota, as the source of the material in your reproduced materials (printed or electronic). This license does not allow commercial use or reproduction for sale. The MSQ may be used without cost, however, for employee surveys provided that the survey is implemented within an organization and that no charges are made for its use.

*VPR and the University of Minnesota do not offer scoring for the MSQ and cannot answer questions about its administration or scoring. Directions for scoring the MSQ are in its manual.*

\*\*\*\*\*

Source: <http://vpr.psych.umn.edu/instruments/msq-minnesota-satisfaction-questionnaire>

## ANNEXURE E



**RHODES UNIVERSITY**

*Grahamstown • 6140 • South Africa*

**RHODES BUSINESS SCHOOL**

**Tel: [+27] 046 6038111**

**Fax: [+27] 046 6037350**

**E-mail: O.Skae@ru.ac.za**

02/05/2019

Prof Owen Skae  
34 Somerset St, Grahamstown  
6139

**Dear principal**

**Re: Invitation to conduct research at your institution**

Juan Gert Diedericks Haasbroek under the supervision of Kevin Rafferty is a Rhodes Business School postgraduate student completing his Master's in Business Administration at Rhodes University, carrying out research on the relationship between organisational leadership and job satisfaction of three generations in a school context. The aim of this research is to explore if perceived organisational leadership styles influence job satisfaction and if generations from the group perspective, strengthens or weakens this relationship. The importance of the study links to the resource-based view, that views people/staff as the most important asset for organisational success and competitiveness. Thus, the results will help organisations get involved and/or equip themselves for change as generational diversity increases in the work environment. Organisations should be mindful that different age groups require different types of leadership and that will impact job satisfaction, which in turn will impact organisational performance.

The participation and cooperation of your institution are important so that the results of the research are accurately portrayed. The research will be undertaken by the student researcher giving a 10-15-minute brief to staff. Thereafter questionnaires will be left at reception as well as a sealed drop/questionnaire box where teachers can submit the completed questionnaires. The planned participants should be high school teachers that reports to the head of a department. Data will be used for quantitative purposes only. Questionnaire responses will be captured, coded and analysed using software (SPSS 26). The identity of your institution and the employees who voluntarily consent to participate will be treated with complete confidentiality. The collection of this data will require from each participant about 20-25 minutes to complete (in their own time).

We look to you for guidance in identifying teachers at your institute that would be suitable to interview (at a time and date that suites them).

Attached for your information is a copy of the participant's informed consent form. If you have questions or wish to verify the research, please feel free to contact us.  
If you would like your institution to participate in this research, please complete and return the attached form.

Thank you for your time and I hope that you will find our request favourable.

Yours sincerely,

Juan Gert Diedericks  
Research Student

Kevin Rafferty  
Supervisor

## ANNEXURE F

### Institution Consent Form

<b>Participation Consent</b>	
I consent for you to approach employees to participate in the study.	
<b>I acknowledge and understand:</b>	
<ul style="list-style-type: none"><li>• The role of the institution is voluntary.</li><li>• I may decide to withdraw the institution's participation at any time without penalty.</li><li>• Employees will be invited to participate, and that permission will be sought from them too.</li><li>• Only employees who consent will participate in the project.</li><li>• All information obtained will be treated in strictest confidence.</li><li>• The employees' names will not be used, and individual employees will not be identifiable in any written reports about the study.</li><li>• The institution will not be identifiable in any written reports about the study.</li><li>• Participants may withdraw from the study at any time without penalty.</li><li>• A report of the findings will be made available to the institution.</li><li>• I may seek further information on the project from Juan Gert Diedericks Haasbroek on Sell: 0837953241 Work: 0448890028 or Email: <a href="mailto:juanrbs2018@gmail.com">juanrbs2018@gmail.com</a>.</li></ul>	
<b>Full Name:</b>	
<b>Position:</b>	
<b>Signature:</b>	
<b>Date:</b>	

## ANNEXURE G



**RHODES UNIVERSITY**

*Grahamstown • 6140 • South Africa*

**RHODES BUSINESS SCHOOL**

**Tel: [+27] 046 6038111**

**Fax: [+27] 046 6037350**

**E-mail: O.Skae@ru.ac.za**

Dear teacher

### **Re: Invitation to participate in research study**

You are invited to participate in a research study entitled the relationship between organisational leadership and job satisfaction of three generations in a school context. The aim of this research is to explore if perceived organisational leadership styles influence job satisfaction and if generations from the age group perspective, strengthens or weakens this relationship. The importance of the study links to the resource-based view, that views people/staff as the most important asset for organisational success and competitiveness. Thus, the results will help organisations get involved and/or equip themselves for change as generational diversity increases the work environment. Organisations should be mindful that different age groups require different types of organisational leadership and that will impact job satisfaction, which in turn will impact organisational performance. Your participation and cooperation are important so that the results of the research are accurately portrayed.

The research will be undertaken by the student researcher giving a 10-15-minute brief to staff. Thereafter questionnaires will be left at reception as well as a sealed drop/questionnaire box, where teachers can submit completed questionnaires. The planned participants should be teachers that reports to the head of a department. Data will be used for quantitative purposes only. Questionnaire responses will be captured, coded and analysed using software (SPSS 26). The identity of your institution and the employees who voluntarily consent to participate will be treated with complete confidentiality. The collection of this data will require from each participant about 20-25 minutes to complete (in their own time).

We will provide you with all the necessary information to assist you to understand the study and explain what would be expected of you (the participant). These guidelines would include the risks, benefits, and your rights as a study subject. Furthermore, it is important that you are aware that this study has been approved by a Research Ethics Committee of the university.

Participation in this research is completely voluntary and this letter of invitation does not obligate you to take part in this research study. To participate, you will be required to provide written consent that will include your signature, date, and initials to verify that you understand and agree to the conditions. Please note that you have the right to withdraw at any given time during the study without penalty.

Thank you for your time and I hope that you will find our request favourable.

Yours sincerely,

Juan Gert Haasbroek  
Research Student

Kevin Rafferty  
Supervisor



## ANNEXURE H

### INFORMED CONSENT FORM

<b>Research Project Title:</b>	The relationship between organisational leadership and job satisfaction of three generations in a school context	
<b>Principal Investigator(s):</b>	Juan Gert Haasbroek	
<b>Participation Information</b>		
<ul style="list-style-type: none"> <li>• I understand the purpose of the research study and my involvement in it</li> <li>• I understand the risks of participating in this research study</li> <li>• I understand the benefits of participating in this research study</li> <li>• I understand that I may withdraw from the research study at any stage without any penalty</li> <li>• I understand that participation in this study is done on a voluntary basis</li> <li>• I understand that while information gained during the study may be published, I will not be identified, and my personal results will remain confidential</li> <li>• I understand that I will receive no payment for participating in this study</li> </ul>		
<b>Information Explanation</b>		
The above information was explained to me by: Juan Gert Haasbroek		
The above information was explained to me in: <input type="checkbox"/> English <input type="checkbox"/> Afrikaans <input type="checkbox"/> isiXhosa <input type="checkbox"/> isiZulu <input type="checkbox"/> Other: and I am in command of this language  <b>OR</b> , it was comprehensibly translated to me by:		
<b>Voluntary Consent</b>		
I, _____, hereby voluntarily consent to participate in the above-mentioned research.		
Signature:	Date:     /     /	

<b>Investigator Declaration</b>	
I, Juan Gert Haasbroek, declare that I have explained all the participant information to the participant and have truthfully answered all questions ask me by the participant.	
Signature:	Date:     /     /
<b>Translator Declaration</b>	
I, _____, declare that I translated a factually correct version of:	
<ol style="list-style-type: none"> <li>1. all the contents of this document</li> <li>2. all questions posed by the participant</li> <li>3. all answers given by the investigator</li> </ol>	
In addition, I declare that all information acquired by me regarding this research will be kept confidential.	
Signature	Date:     /     /

## ANNEXURE I

### SAMPLE OF THE MULTIFACTOR LEADERSHIP QUESTIONNAIRE

For use by Juan Haasbroek only. Received from Mind Garden, Inc. on July 18, 2019

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	0	1	2	3	4
16. Makes clear what one can expect to receive when performance goals are achieved .....	0	1	2	3	4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it." .....	0	1	2	3	4
18. Goes beyond self-interest for the good of the group .....	0	1	2	3	4
19. Treats me as an individual rather than just as a member of a group .....	0	1	2	3	4
20. Demonstrates that problems must become chronic before taking action .....	0	1	2	3	4
21. Acts in ways that builds my respect .....	0	1	2	3	4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures .....	0	1	2	3	4
23. Considers the moral and ethical consequences of decisions .....	0	1	2	3	4
24. Keeps track of all mistakes .....	0	1	2	3	4
25. Displays a sense of power and confidence .....	0	1	2	3	4

## **ANNEXURE J**

### **MINNESOTA JOB SATISFACTION QUESTIONNAIRE**

**(short-form)**

**Vocational Psychology Research**

**UNIVERSITY OF MINNESOTA**

**Copyright 1977**

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with. On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs.

**On the next page, you will find statements about your present job.**

- Read each statement carefully.
- Decide how satisfied you feel about the aspect of your job described by the statement.

#### **Keeping the statement in mind:**

- ✓ if you feel that your job gives you more than you expected, check the box under "Very Sat." (Very Satisfied);
- ✓ if you feel that your job gives you what you expected, check the box under "Sat." (Satisfied);
- ✓ if you cannot make up your mind whether or not the job gives you what you expected, check the box under "N" (Neither Satisfied nor Dissatisfied);
- ✓ if you feel that your job gives you less than you expected, check the box under 'Dissat.' (Dissatisfied);
- ✓ if you feel that your job gives you much less than you expected, check the box under "Very Dissat." (Very Dissatisfied).

**Remember:**

- ❖ Keep the statement in mind when deciding how satisfied you feel about that aspect of your job.
- ❖ Do this for all statements. Please answer every item.
- ❖ Be frank and honest. Give a true picture of your feelings about your present job.

**Ask yourself:**

How satisfied am I with this aspect of my job?

- Very Sat. means I am very satisfied with this aspect of my job.
- Sat. means I am satisfied with this aspect of my job.
- N means I can't decide whether I am satisfied or not with this aspect of my job.
- Dissat. means I am dissatisfied with this aspect of my job.  
Very Dissat. means I am very dissatisfied with this aspect

**On my present job, this is how I feel about . . .**

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

## ANNEXURE K

### NORMATIVE SECTION

1. **How long have been in secondary education/ high school teacher?** (Please tick)

- ☐ 1 – 5 years
- ☐ 5 – 10 years
- ☐ 10 – 15 years
- ☐ 15 – 20 years
- ☐ Longer duration

2. **What is your age** (Please write the answer in pen)

**Answer:**

3. **What is your age category?** (Please tick)

- ☐ 10-29
- ☐ 30-49
- ☐ 50-59

4. **What is your birth date** (Please write the answer in pen in the following format: year/month/date)

**Answer:**

5. **What is the year category you were born in?** (Please tick)

- ☐ 1950 – 1969
- ☐ 1970 – 1989
- ☐ 1990 – 2005

6. **What is the highest degree or level of school you have completed?** *If currently enrolled, highest degree received* (Please tick)

- ☐ Some high school, no diploma
- ☐ High school graduate, diploma or the equivalent (for example GED)
- ☐ Some college credit, no degree
- ☐ Trade/technical/vocational training
- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Professional degree
- ☐ Doctorate degree

**7. Please specify your ethnicity.** (Please tick)

- ☐ White
- ☐ Black
- ☐ Coloured
- ☐ Indian
- ☐ Other