

Assessing the relationship between women leadership and job satisfaction in a tertiary institution

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PREFACE

Most importantly, I thank God for giving me the ability and strength to complete my studies;

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My two boys, Righardt and Ruben, for all the times missed. I will make it up to you;

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ABSTRACT

The purpose of this research was to determine the relationship between women in leadership positions and their overall job satisfaction, considering the glass ceiling effect in a specific organisation.

The short version of the MSQ – Minnesota Satisfaction Questionnaire – was used as measuring instrument and consists of 20 questions that explore factors of job satisfaction and dissatisfaction. Nine questions derived from the literature were added to the questionnaire to further explore job satisfaction.

The population consists of female employees within a tertiary institution. A cross-sectional survey was conducted on a convenience sample (N = 361) representing a response rate of 31.94% from a sample of 1 130 employees.

The results indicated that although the participants had a desire for development in leadership skills, it had a small effect on their total job satisfaction levels. The study also showed that the glass ceiling effect had little effect on employees regarding leadership positions.

Limitations to the study were identified and recommendations for future research were made regarding these constructs.

Keywords:

Women leadership, glass ceiling effect, job satisfaction

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CHAPTER 1: INTRODUCTION AND PROBLEM STATEMENT

1.1 Introduction

This study aims to assess the relationship between women leadership and job satisfaction at a tertiary institution. The ultimate aim is to establish whether there is a relationship between women not able to move up the corporate ladder and their total job satisfaction.

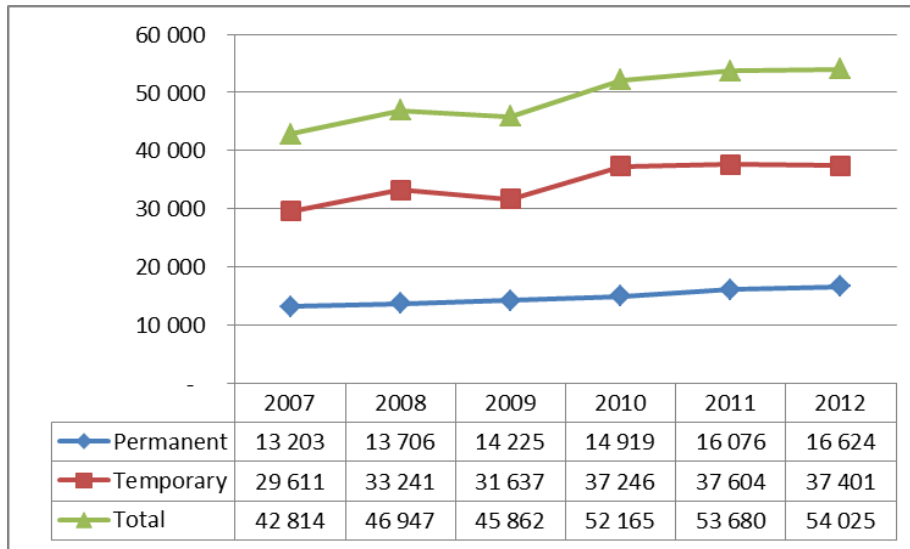
Chapter 1 delivers the contextual background to the study, leading to the problem statement. It furthermore illuminates the research objectives and research methodology. It also provides some limitations to the study. The chapter concludes by providing a division of the following chapters.

1.2 Background to the study

In 2014, the higher education system of South Africa consisted of 23 institutions. The target institution is two-fold and consists of academic and support departments. Although the main focuses of personnel in the academic departments are teaching and learning, and therefore mostly consist of academic personnel, they are supported by staff who are responsible for the administration in the departments.

VitalStats (2012) is the third publication in the Council on Higher Education (CHE) series, which provides audited and useful information on the greater education sector.

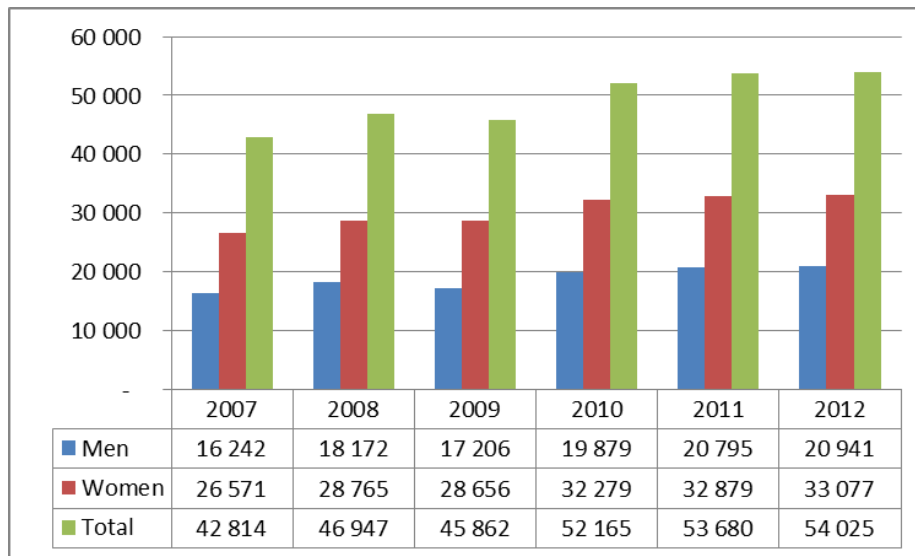
As seen in Figure 1.1 there is a definite increase in administrative personnel at higher education institutions.



Source: VitalStats (2012:52)

Figure 1.1: Headcount of administrative staff members by employment status from 2007-2012

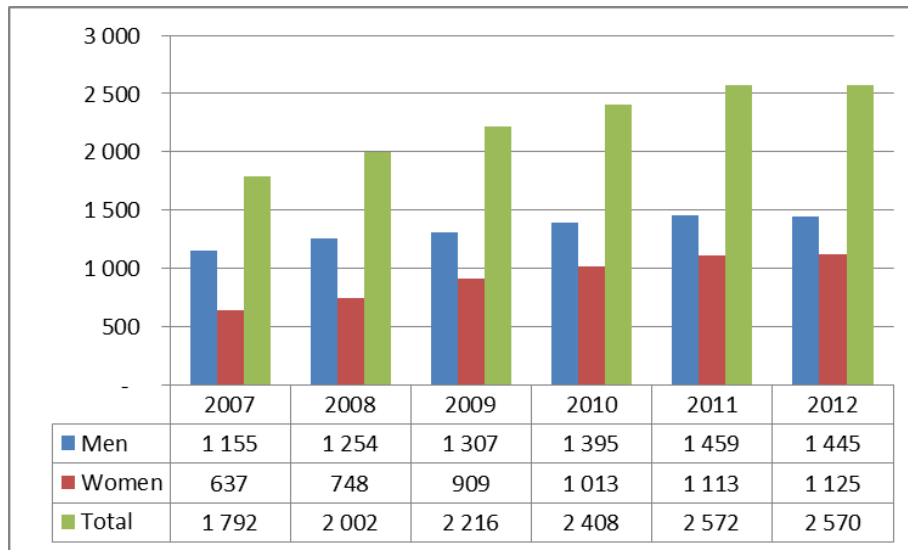
Since the early years, men were always the bigger representative in the workforce. The reason for that was that the women were seen as the care-takers at home leaving the 'real job' for the men. As seen in Figure 1.2, statistics had dramatically changed in the later years with women who are now equally and more than often the bigger representative in the workforce.



Source: VitalStats (2012:53)

Figure 1.2: Headcount of administration staff members by gender from 2007-2012

As portrayed in Figure 1.3, we can see that there is a definitive negative correlation between women in senior management positions and the composition of men and women in the workforce.



Source: VitalStats (2012:45)

Figure 1.3: Headcount of senior management staff members by gender from 2007-2012

One of the fascinating reasons for equal gender representations in the workplace is that numerous studies have proven that businesses with a more diverse composition perform better than those without (Anon., 2007:1).

Anon (2007:12) found that, among 231 public and private companies, which evaluated 115 000 employees, that companies with three or more women in senior positions scored better, on average, on the criteria (leadership, direction, accountability, coordination and control) than companies with no women in top management.

It is a fact that there is no gender rule when it comes to good leadership (Heermann, 2015:29). If organisations and employers want good leadership, it does not matter if that leader is a man or a woman (Heermann, 2015:29). The question is: Should we treat men and women differently as they develop into leaders? (Heermann, 2015:29).

Women are stepping up to more leadership positions, but the path leading to the position is still not that clear and unobstructed, according to Crocker (2015:20). There is no doubt that women can be leaders in all professions; however, to realise that obtaining access to those

opportunities to lead is a very important step before thinking about individual leadership styles and goals (Crocker, 2015:20).

Crocker (2015:21) stated that it is very interesting when you ask female executives who have reach the highest ranks in their organisations what the main qualities are of women in leadership positions, they listed: diplomacy, grace, confidence, listening with good eye contact, integrity, intelligence, compassion, good communication skills and seekers of the best outcome for all parties.

According to Buckingham (2014:26), by putting more female executives in the pipeline, we can transform the way we do business.

Job satisfaction can be described as a positive or negative attitude that individuals have about their jobs (Coetsee, 2011:45). The way a person sees his/her job and also job-related matters such as his/her relationships with colleagues as well as the amount and quality of support from managers, may have a great impact on a person's job satisfaction. People, who see their working conditions as positive, are more likely to experience job satisfaction (Coetsee, 2011:45).

The dissatisfaction of an employee can be very costly to organisations' effectiveness, and therefore it is very important for companies to monitor their employees' job satisfaction (Vorster, 2010).

Women are facing innumerable barriers when they try to make their mark and climb the corporate ladder in their organisations. They are facing invisible barriers that prevent them from leadership positions in organisations. This situation is subsequently called the glass ceiling effect. Simply the term glass ceiling refers to the invisible barriers women must face that prevent them from, moving beyond a certain level in the organisation (Bobuwela & De Alwis, 2013:6).

In today's society, and especially in the workplace, stereotypes are very common. Stereotyping can be positive, negative or neutral.

Negative stereotyping is the most common in the workplace. It is usually accompanied by the classification of certain individuals because of their race or gender. The use of these stereotypes hinders people to get to know each other better. This stereotype can have a negative effect on your workplace, as well as the progress of your company.

Positive stereotypes can also have a negative impact on an individual or group, e.g. to consider a certain group or individual as smarter than others. This label can cause pressure on an individual or group to perform consistently (Davis, 2013).

1.3 Problem statement

The reason for choosing this research topic is based on the current problem regarding gender inequality in the education sector. Presently, research on this topic is rather outdated. This study will also address the daily challenges of culture, gender and race in the workplace.

After twenty years of democracy in South Africa, there are still problematic issues regarding inequalities of gender in the workplace. The subject is described as highly relevant, for it is a study that has a major impact on the employee and many unanswered questions prevail.

The levels of job satisfaction in female workers used to be much higher, but are now nearly the same as their male counterparts, whose levels of job satisfaction have remained constant over the period (Anon., 2005).

The reason for the drop in women's job satisfaction levels may be a result of growing pressure in the workplace. Women are in constant battle to compete with men for better jobs, especially in terms of management (Anon., 2005).

Therefore, the aim of this study is to determine whether there is any link between women's seeming inability (not by their own doing) to climb the corporate ladder and their total job satisfaction in the workplace.

1.4 Research objectives

The primary objective of this study is to investigate the relationship between women in leadership positions and their overall job satisfaction, considering the glass ceiling effect.

In order to address the primary objective, the following secondary objectives have been identified:

- Review women leadership, job satisfaction and glass ceiling in the literature
- Determine the effect of the glass ceiling on women in the workplace
- Determine whether there is a relationship between the glass ceiling effect and job satisfaction among women in the workplace

1.5 Research methodology

This research study focuses on quantitative research to obtain the necessary data. According to Welman *et al.* (2010:2), quantitative research is a process that gains scientific knowledge by means of various objective methods and procedures.

The research on the specific objectives will be done in two phases. The first phase will consist of an in-depth literature study that will investigate previous research done on the related topic. The second phase will consist of an empirical study where the findings will be analysed and the gaps in the literature will be identified for further research.

1.5.1 Phase1: Literature study

According to Boote and Beile (2005:4), the literature review is the foundation of any research project and should accomplish several important objectives. It also sets the context of the study, clearly defines what is and what is not within the scope of the study, and justifies those decisions.

A thorough analysis of the existing literature will be done regarding women leadership and the influence on their job satisfaction.

The sources that will be consulted will include but are not limited to:

- Journal articles published in peer-reviewed publications
- Newspaper articles written at the time
- Dissertations, mini dissertations and theses
- Magazine articles
- Scientific books
- The internet
- North-west University's online library

1.5.2 Phase 2: Empirical study

The empirical study explains the research design, the intended participants, the measuring instruments that will be used, ethical consideration, limitations of the study and the statistical analysis procedure.

(a) Research design

The key principles of a good research design, according to Gales *et al.* (2009:728), are that researchers must ask substantive and interesting questions. They must then design and conduct studies that can reasonably address those questions.

Creswell (2014:4) states that “quantitative research is an approach for testing objective theories by examining the relationship among variables”. The variables can then be measured by instruments so that numerical data can be analysed using statistical procedures.

According to Malapo (2013:164), it is important to take note of the specific advantages and disadvantages of quantitative research. The reason is for the researcher to have a better understanding of the challenges he faces, so that he can be better prepared.

Table 1.1: The advantages and disadvantages of quantitative research.

Advantages	Disadvantages
Excellent way of finalising results and proving or disproving a hypothesis.	Experiments can be difficult, expensive and time consuming.
After the statistical analysis of results, a comprehensive answer is reached. Quantitative experiments also filter out external factors, if properly designed, and therefore the results gained can be seen as real and unbiased.	Quantitative research requires extensive statistical analyses, which can be difficult due to scientific discipline.
Quantitative experiments are useful to test the results, leading to a final answer and a narrowing down of possible directions for follow up research.	In quantitative research, the statistical conformation of results is very rigid, with experiments comprehensively proving a hypothesis. Therefore, other means of time and resources must be committed to fine-tune results.

Source: Matveev (2002:60-62)

A cross-sectional study, according to Jesson (2001:398), aims to describe the overall picture of a phenomenon, a situational problem, an issue or an attitude, by interrogating a cross-section of a given population at one specified moment in time.

Therefore, from the information above, this research study will focus on a quantitative approach to collect data. A cross-sectional survey research design will be used to collect data (Welman *et al.*, 2010:95). Questionnaires will be used as measuring instruments.

Participants

Permission was obtained from the Corporate and Information Governance Services of the identified tertiary institution.

The target group will consist of all women support staff in a permanent position, who fall between employment levels 13 to 7. The reason for this decision is because this is the largest identified groups that have promotion possibilities.

Measuring Instruments

A cross-sectional research design will be used and, according to Jesson (2001:398), the appropriate research instrument is a structured questionnaire.

One of the constructs to be measured is job satisfaction. The Minnesota Satisfaction Questionnaire (MSQ) (Weiss *et al.*, 1967) short form will be used to gather data about the job satisfaction of participants.

The MSQ short form consists of 20 items (Spector, 1997:15) and a five-point Likert scale is used. One valuable feature of the MSQ short form, according to Hirschfeld (2000:256), is that it can be used to measure two different components:

Intrinsic job satisfaction – This is the way people feel about their job tasks themselves

Extrinsic job satisfaction – This is the way people feel about aspects at their work situation that are external to the work itself.

Ethical consideration

According to Walliman (2011:43), working with human participants always raises ethical issues on how to treat them. Permission needs to be obtained from the organisation's ethics committee to conduct the research on this specific population. Ethical consideration must be taken into account regarding the research conducted from the institution where the research is to be undertaken. A formal application for ethical clearance has been submitted to the applicable research committee to obtain this permission.

Statistical analysis

The data of the questionnaires will be statistically analysed to determine the following: the mean and standard deviation of the data. See Chapter 3 for a detailed discussion. These are then interpreted to reveal either a negative or positive experience towards job satisfaction. The results are then measured against the objectives of the study. Finally, the findings will be discussed and recommendations will be made.

1.6 Limitations

Literacy as well as internet problems might influence employees who fall between employment levels 19 to 14. Employees from employment level 6 and upwards are currently in managerial positions and will therefore not participate in the study.

The terms and the instructions of the questionnaire should be very clearly explained in both Afrikaans and English, in order to eliminate any misunderstanding.

Data that will be used regarding personnel could be seen as outdated; however, at the time, it was the most recent data available.

1.7 Chapter division

The chapters are presented as follows

Chapter 1: Introduction and problem statement

Chapter 2: Literature review

Chapter 3: Research methodology and statistical analysis

Chapter 4: Conclusions and recommendations

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The purpose of the literature review is to set the broad context of the study, to clearly define what is and what is not within the scope of the study and to justify those decisions (Boote & Beile, 2005:3-4).

In this chapter, a comprehensive literature review on the constructs of women leadership, job satisfaction and the glass ceiling effect will follow. The literature review will aim to determine whether there is any relationship between women who seek leadership positions and their general job satisfaction and to see whether there really is truth behind the glass ceiling effect.

To fully understand women leadership, job satisfaction and the glass ceiling effect, it will be necessary to clearly define all the constructs and possible relationships. This could lead to factors influencing these constructs and possible relationships between women leadership, job satisfaction and the glass ceiling effect.

2.2 Women leadership

The first construct to be explored will be women leadership. Firstly, a proper definition of leadership will be sought, investigating some attributes in search of a good leader. The findings will then be merged to obtain a better view of a good leader and then to determine whether there is any difference between men and women in leadership positions.

2.2.1 Definition of leadership

Most organisational theorists are in agreement that effective leadership is one of the most important contributors to overall organisational success (Chemers, 2011:1). There are many definitions of leadership. Bohlooli (2014:26) defines leadership as follows: "Leadership is the process of influencing the activities of an individual or group in order to try to reach a target in a given situation". According to Borra and Kunkel (2002:12), leadership is the "ability to inspire and guide others toward building and achieving a shared vision". Yukl (2006:1) defines leadership as a "process of influencing others to understand and agree about what needs to be done and how it can be done effectively".

Many authors distinguish between management and leadership. According to Scovetta (2014:3627), "A leader does the right thing while a manager does the thing right". Nayar (2013) states that a manager counts value whereas leaders focus on creating value.

Table 2.1 Difference between leadership and management

Leadership	Management
Analyses the environment and market conditions in which the organisation operates.	Strives to ensure that necessary tasks are consistently performed correctly.
Provides vision for the future.	Only sees the task at hand.
Values flexibility and adoption and seeks to produce organisational change.	Values stability and control, and seeks predictability.
Works to develop new approaches to problems.	Acts with limited choices, thereby reducing organisational risk.
Responsible for establishing organisational goals and direction, motivating and inspiring followers.	Engages in the process of planning, organising, directing, staffing and controlling.

Source: Scovetta (2014:3626-3628)

2.2.2 Qualities of a good leader

The question that still needs to be answered is what makes a good leader? Gorey (2015) highlights a few qualities that make a good leader:

Honesty/integrity is the foundation of any relationship. Employees want to work with a leader that they can trust and who has morals, values and integrity (Gorey, 2015). McShane and Von Glinow (2010:362), on the other hand, believe that honesty and integrity are solely based on a leader's values and that this quality is the most important characteristic of an effective leader.

Communication, according to Gorey (2015), is the only way for employees to understand their mission, goals and vision. Employees want to work towards the same goal as the leader. Dewan and Myatt (2008:352) feel that good judgment is wasted if a leader does not effectively communicate his/her message, and therefore clear communication enhances the informativeness of the leader's message.

When things go wrong, employees look at the leader for answers and they will judge the situation according to his/her reaction. It is always important for a leader to stay calm, **confident** and to set a good example even in crisis situations (Gorey, 2015). Furthermore, according to Shipman and Mumford (2011:649), too much confidence may also cause leaders to make poor decisions and ignore obvious flaws.

Inspiration is very important for a leader to get his/her employees invested in the vision and future of the company. Employees must see through the leader in order to be inspired and

invested in the company. If employees are invested in the company, they will be loyal and hard-working (Gorey 2015). If leaders inspire their workers to devote their efforts towards the company, this form of inspiration is seen as an intrinsic form of motivation (Ebener & O'Connell, 2011:325).

A sense of **humour** goes a long way. It helps to create a positive work environment and it enhances the feeling of camaraderie. It also helps employees to feel comfortable around a leader (Gorey, 2015). On the other hand, as stated by Holmes and Marra (2006:133), a leader may use humour as an effective strategic resource in the workplace to strengthen solidarity between team members.

Intuition: Leaders are sometimes confronted with situations that are not in the textbook. Consequently, taking your time to come up with a unique solution can be in the best interest of your workers and organisation (Gorey, 2015). The working environment is constantly changing creating a climate of uncertainty, and therefore it is important for leaders to integrate their intuition in the decision-making process (Downey *et al.*, 2005:252).

Creativity: Some decisions must be made quickly. In such situations, it is important for any leader to think outside of the box to find a solution. Employees will look at the leader for guidance, and therefore a quick decision must also be the right decision (Gorey, 2015). According to Herrmann and Felfe (2014:210), it is also important for leaders to create a creative environment for his/her employees as this will create a sense of encouragement and motivation among employees.

Women leadership

Researchers have moved away from the deliberate exclusion of women in leadership roles towards investigating 'second generation' forms of gender bias as the primary cause of women's underrepresentation in leadership roles (Ibarra *et al.*, 2013:6).

This bias erects powerful and sometimes invisible barriers for women that arise from cultural assumptions and organisational structures that unintentionally benefit men. One of these biases, according to Ibarra *et al.* (2013:6-7), is: *Scarcity of role models for women*.

According to Hoyt and Simon (2011:144), role models are very important, especially for those previously disadvantaged and those underrepresented in various professions. Hoyt and Simon (2011:144) also state that women are more inspired by female role models than men acting as role models.

Aspiring leaders need role models whose behaviours and styles they can experiment with. Therefore, fewer women in leadership roles mean that there are fewer women role models. This can suggest to up-and-coming leaders that it is seen as a liability to be a woman, thereby discouraging them from viewing senior women as credible sources of advice and support (Ibarra *et al.*, 2013:6).

Gendered career paths and gendered work

Many organisational structures and practices have been designed to fit men's lives and situations at a time when women made up only a very small portion of the workforce. A career enhancing international post often requires a 'trailing spouse' – someone who does not follow a career path and can easily move without much hesitation. In society, this role was mostly given to women, who are much more involved in the lives of the family (Ibarra *et al.*, 2013:6).

It is assumed that demands in a family reshape their values in a gendered manner, and therefore work/family pressures guide women to settle away from work-based characteristics and toward home-based characteristics, whereas these same pressures push men toward work-based characteristics (Sweet *et al.*, 2015:2).

Research has also shown that most organisations undervalue behind-the-scenes work (building a team), which women are more likely to do, while rewarding heroic work, which is more done by men. These practices were not design to deliberately discriminate against women, but the growing effect puts women at a disadvantage (Ibarra *et al.*, 2013:6).

Women's lack of access to networks and sponsors

Networks are a valuable resource for up-and-coming leaders, but the different roles played by men and women in the organisation result in weaker networks for women. This is mainly the result of women's tendency to interact with others of the same gender (Ibarra *et al.*, 2013:7).

Researchers have also found that women's lack of advancing in the organisation is their lack of access to influential colleagues. Men's informal connections tend to provide them with better networks and they are more likely to have mentors to help them get promoted. Men in positions of power tend to direct their developing opportunities to junior men whom they view as more likely to succeed than women (Ibarra *et al.*, 2013:7).

Double binds

In most cultures, masculinity and leadership are closely linked. The ideal leader, like the ideal man, is influential, self-assured and independent. Women are most likely seen as being nice,

caretakers and kind. This mismatch between conventionally feminine qualities and the qualities necessary for leadership tend to put women in a double bind (Ibarra *et al.*, 2013:7).

According to Malcom and Malcom (2011:163), the next generation of women (daughters) face different challenges than those of the previous generation (mothers). In today's society, it is more about support versus neglect than previously when it was right versus wrong.

Consequently, women in positions of authority who enact a usually feminine style may be liked, but are not respected. They are believed to be too emotional to make tough decisions and too soft to be strong leaders.

The three actions suggested by Ibarra *et al.* (2013:5-8) to support women's access to leadership positions are the following:

Educate women and men about second-generation gender bias

Second-generation bias is embedded in stereotypes and organisational practices that could be hard to spot, but when people are being made alert inside the company, they see possibilities for change. Women should be made aware of this problem; when they recognise the problem and effect of second-generation bias, they will have a feeling of empowerment and not victimisation. If they understand the problem, they can take action to counter those effects and put themselves in leadership roles (Ibarra *et al.*, 2013:5).

Create safe 'identity workspaces' to support transitions to bigger roles

Performance feedback is essential for growth and advancement, but is sometimes full of trip wires for women. Gender stereotypes may have a big influence on evaluators' perceptions, subjecting women to double binds and double standards. Research has shown that highly accomplished women who are valued as competent managers often fail the 'likeability' test, whereas capability and likeability go hand in hand for similar accomplished men (Ibarra *et al.*, 2013:7).

It is important to create a safe setting for women in the organisation, for example to establish women leadership programmes, as well as support groups for peers in which women can interpret these messages (discuss feedback, compare notes and emotionally support one another), which is important to their leadership identity management (Ibarra *et al.*, 2013:7).

Anchor women's development efforts in a sense of leadership purpose rather than in how women are perceived

Evidence has shown that for women to compete successfully in the world of men, they must be taught the skills and styles of their male counterparts that they acquire as a matter of course. The time and energy spent on managing these perceptions can ultimately be self-defeating (Ibarra *et al.*, 2013:8).

Instead of defining themselves in relation to gender stereotypes, female leaders can focus on behaving in ways that develop the purposes for which they stand. Concentrating on purpose can also lead women to take up activities that are essential to their success, such as networking.

2.2.3 Differences in leadership styles between gender

According to Merchant (2012:32), researchers are divided on the matter regarding leadership styles between men and woman. There researchers include Foels, Driskell, Mullen and & Salas (2000), who believe that there are no significant difference regarding the leadership styles of women and men, but that their leadership roles are just extremely situational. This simply means that leaders adapt their leadership styles according to their situation.

Merchant (2012:34) argues that neither men nor women are better in leadership positions, but that a leadership style's effectiveness depends on various features of group and organisational environments.

There are significant differences in leadership styles between men and women (Eagly & Johnson, 1990; Eagly, 1987; Gray, 1992; Eagly & Karau, 2002 as cited by Merchant (2012:34). The listed authors feel that men have a more task-oriented approach, whereas women rely more on the quality of interpersonal leader-follower relationships.

Because of the differences in leadership styles, psychologists and researchers who support gender differences are in agreement that men and women differ psychologically and that it is only natural for them to differ in their leadership approaches (Merchant, 2012:36).

2.3 Job satisfaction

The second construct to be explored is job satisfaction. A definition of job satisfaction will be constructed. A brief overview of Herzberg's two-factor theory, as well as the causes and effects of job satisfaction will be conducted.

2.3.1 Definition of job satisfaction

Job satisfaction has been a hot topic of research over the past few decades (Boshoff, Cilliers & Van Wyk, 2003; Buitendach & De Witte, 2005; Derlin & Schneider, 1994, as cited by Munyeka, 2014:40). To find a suitable definition is no easy task, but the most widely accepted definition of job satisfaction has been formulated by Locke, as cited by Körner (2015:2), who defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”.

According to Visser *et al.* (1997:19), a person with a high level of job satisfaction holds a positive attitude towards his/her job, in contrast with a person who is dissatisfied with his/her job, who holds a negative attitudes towards his/her job.

2.3.2 Theory on job satisfaction (Herzberg’s two-factor theory)

In 1959, Herzberg, Mausner and Snyderman introduced the motivator-hygiene theory, which brought about a change in the entire outlook towards job satisfaction (Malik & Naeem, 2013:1031). Herzberg speculated that providing motivators (intrinsic) such as responsibility, the work itself, promotion opportunities and opportunities for personal growth, advancement, recognition and achievement, creates job satisfaction, while their non-appearance leads to no job satisfaction, but has nothing to do with job dissatisfaction. Alternatively, the lack of hygiene (extrinsic) factors, such as job security, working conditions, pay, relations with others, company policies and administration, produces job dissatisfaction and has nothing to do with job satisfaction (Malik & Naeem, 2013:1031).

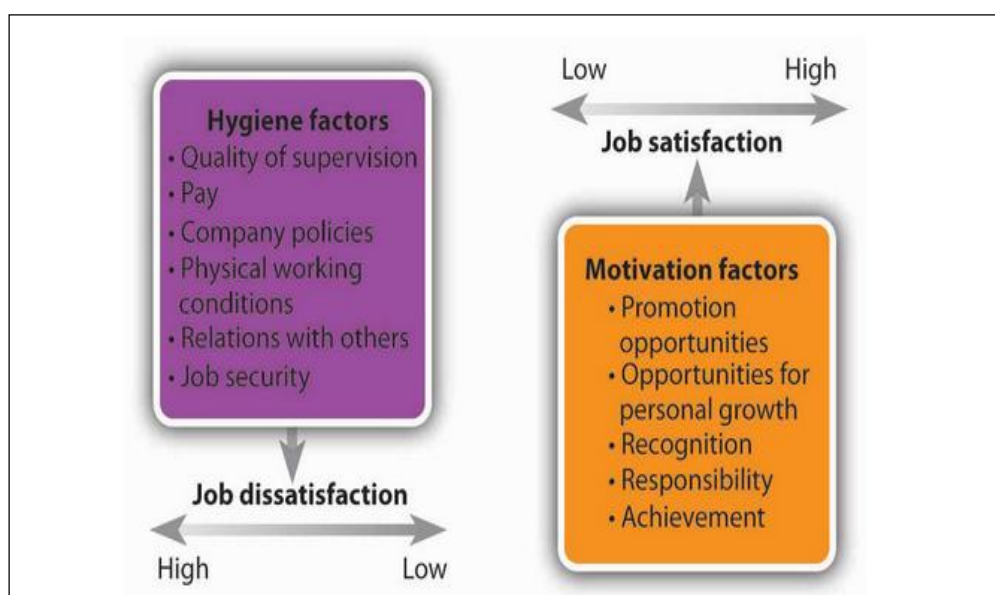


Figure 2.1: Herzberg’s two-factor theory

The implication for managers of the motivator-hygiene theory is that meeting employees' lower-level needs by improving job security, working conditions, pay, relations with others, company policies and administration will prevent employees from becoming actively dissatisfied, and will not motivate them to employ additional efforts towards better performance. To motivate workers according to the theory, managers must focus on changing the fundamental nature and content of the job by 'inspiring' employees to increase self-sufficiency and their opportunities to take on additional responsibilities, to gain recognition and to develop their skills and careers (Ghazi, 2013:446).

2.3.3 Approaches to job satisfaction

According to Judge and Klinger (2007:398-399), several approaches to job satisfaction have been recommended in the organisational literature. These approaches can be classified into three categories:

- Situational approach, which suggests that job satisfaction results from the nature of one's job or other aspects of the environment that lead employees to be satisfied or dissatisfied.
- Dispositional approaches, which assume that job satisfaction is rooted in the personality of the employees, which determines whether or not they will like or dislike the job.
- Interactive approach, which proposes that job satisfaction results from the interplay of situational and personal factors.

2.3.4 Effects of job satisfaction

Tyson Burke has a saying that goes "a happy worker is a productive worker". According to Cryler and Soberman (2005), as cited by Bako (2014:46), there is a significant positive effect of job performance on job satisfaction. Therefore, taking action to increase job performance may lead to an increase in job satisfaction.

Bako (2014:47) states that employment fulfilment is insistently and reliably related to success. Eventually, a fulfilled worker will prompt a fulfilled client; this will lead to high job satisfaction that may lead to higher productivity, reduced turnover, improved attendance and lower unionisation.

Bako (2014:47-48) also states that the impacts of low occupation fulfilment could be widespread. A study that has been done by the Worldwide Archives of Occupational and Environmental Health found that specialists who report low employment fulfilment may lead to

low job satisfaction and will eventually lead to an increase in job stress, poor overall performance and lack of productivity by the employees, which will lead to a high employee turnover rate.

Therefore, from the above, we can see that it is important to enhance the level of occupational fulfilment for the worker.

2.4 The glass ceiling effect

Highly-qualified women and members of smaller groups are unable to realise their full potential in society due to a singularity commonly referred to as the glass ceiling effect (Avin *et al.*, 2015:41).

In the third construct, we will look at the definition of the glass ceiling effect and some of the barriers women sometimes face inside the workplace.

2.4.1 Definition of the glass ceiling effect

The glass ceiling effect, according to Lyness and Thompson, as cited by Newman (2015:5), can be defined as the actual or alleged barrier in a place within professional or organisational settings that limits the upward movement of women with respect to salary and promotion. The expectation that flows from the glass ceiling concept is that the perception of inequity and feelings of dissatisfaction should be at their highest among women when they actually confront the glass ceiling. In practice, this means that female dissatisfaction, rather than being at their highest when situated at the bottom of a hierarchy, is instead maximised at some 'topping-out' point involving moving up from the bottom, but halting at some mid-level location just below the highest level locations dominated by men (Newman, 2015:5).

2.4.2 'Invisible' barriers

As seen in the definition and discussion regarding the glass ceiling effect, it is evident that the barriers that women face in the workplace are sometimes 'invisible' barriers. According to previous research, as cited by Baumgartner and Schneider (2010:559), six barriers were identified, namely:

Balancing work and family

Many female workers are balancing a family and a day job, which could lead to stress, which, in turn, could have a negative impact on their chances at a top management position (Buckalew *et al.*, 2012:149).

Hoobler *et al.* (2010:481) found in a meta-analysis of past research that those who experience conflict between work and family domains experience glass ceiling-like career effects. Perhaps some women do not feel like becoming the CEO of a company, because they feel that they cannot handle the pressure of balancing their family and the tough demands of a CEO position.

2.4.2.1 Old boys' network

Network processes have long been associated with the reproduction of gender and racial inequality in the workforce. The longstanding belief is that certain benefits are associated with access to the so-called old boys' networks. Those are networks that are occupied by high status men. It is popularly assumed that being a member of these networks could significantly increase a person's labour market opportunities (McDonald, 2011:319). The problem with the old boys' network is the negative attitude some men have towards women and the actions they will take to prevent these women from climbing the corporate ladder.

2.4.2.2 Choosing mentors

Mentoring is one of the most critical elements for the professional development of women in managing positions (Gray, 2010:527). Kram (1985), as cited by Gray (2010:527), identified two functions, namely career development and psychological support.

Career development includes:

- Nominating an individual for desirable lateral moves and promotions (sponsorship).
- Providing understudies with assignments that increase their visibility to organisational decision-makers (exposure and visibility).
- Providing feedback and suggesting strategies to achieve work objectives (coaching).
- Shielding the understudy from potentially damaging contacts within the organisation (protection).
- Nominating the understudy for assignments that offer developmental opportunities (challenging assignments).

Psychological support includes:

- Acting as a role model with appropriate values, attitudes and behaviour (role model).
- Assigning unconditional positive esteem (acceptance and confirmation).

- Providing an environment in which the understudy can talk honestly and openly about their hopes and fears (counselling).
- Interacting informally with the understudy at work (friendship).

2.4.2.3 Queen bee syndrome

What is the queen bee syndrome? According to Derks et al. (2011:519), the queen bee syndrome is women who are in senior management positions in a masculine organisational culture. These women have achieved their career ambitions by detaching themselves from their gender while simultaneously contributing to the gender stereotyping of other women. Also stated by Derks et al. (2011:521) is that women who succeed in their organisations normally act as mentors for other women within the organisation. It often happens that women in top positions give other women within the organisation the cold shoulder rather than supporting their development to strengthen their position in the company.

2.4.2.4 Developing a leadership style

There are different views about which leadership style women in management should adopt. Must they go for a more masculine style of leadership – competitive, risk taking, independent, and concerned with status and authority? or more feminine – interpersonal skills, caring, viewed as better suited for team building, group work, displaying empathy, and collaborating? According to Baumgartner and Schneider (2010:562), it would probably be best for women to use other women who have broken the glass ceiling as mentors concerning the most suitable leadership style.

2.4.2.5 Determining personal aspirations for advancement

Some women want to break the glass ceiling; other women just do not have the desire to climb the ladder to top management. They would rather balance their lives between work and personal lives (Baumgartner & Schneider, 2010:562).

2.4.3 Breaking the glass ceiling

The quest of women to break through the glass ceiling has led to research on identifying the most effective strategies for women to do so. Baumgartner and Schneider (2010:563) interviewed 50 of the most qualified female managers who have broken the glass ceiling and came up with certain strategies regarding the barriers previously encountered. A discussion of some of these strategies from Baumgartner and Schneider's (2010:564) research will follow, as set out in Table 2.2.

Table 2.2: Strategies to raise the glass ceiling

Theme	Strategies
Breaking the glass ceiling	Make the effort Promote yourself Be determined Research opportunities and gain appropriate education for advancement
Overcoming stereotypes	Anticipate stereotypes to occur Detach yourself from the stereotype
Rising above the old boys' network	Do not be offended Invite yourself to join
Managing a career and family life	Choose between career or family Establish a good support system
Benefiting from mentors	Choose males or females who have been where you want to go Trust mentors as sources of wisdom Have specific strategies to achieve your goals
Using leadership style	Use affective listening skills De-emphasise hierarchical boundaries between supervisors and subordinates
Reasons for not pursuing upper management	Determination – have a genuine desire Prioritising – believe in yourself and seek what is important to you
Learning from senior women in management	Embrace emotional sensitivity as a positive leadership value

Source: Baumgartner & Schneider (2010:565)

2.4.3.1 Breaking the glass ceiling

From the research conducted by Baumgartner and Schneider (2010:566), four strategies emerge from the participants to break the glass ceiling:

- Make the effort by setting yourself clear goals
- Promote yourself

- Determination
- Education and research

2.4.3.2 Rising above the old boys' network

Baumgartner and Schneider (2010:567) suggested two specific strategies of working in the group, including not being offended and inviting yourself to join them:

- Do not be afraid to initiate meetings or lunches, or to include yourself and show that you are aggressive.
- Be yourself. If you want to put your hair up and wear lip gloss on the golf course, do it.

2.4.3.3 Managing a career and family life

In their research, Baumgartner and Schneider (2010:567-568) revealed two opposing strategies toward managing a career and family life from the participants:

- The most important is that you must make the choice between a career and family.
- The other strategy involved establishing good support systems through family, friends and spouses.

2.4.3.4 Benefiting from mentors

Three strategies were identified by Baumgartner and Schneider (2010:568):

- Select someone who has been where you want to go.
- Find trusted sources of wisdom.
- Develop specific strategies to achieve your goals. Guidance focused on professional issues, such as goal setting, further education and searching for the right experiences to be successful in a position.

2.4.3.5 Learning from senior women in management

All the participants had one overriding strategy in common after discussing the benefits that women in senior management positions bring to an organisation, i.e. emotional sensitivity. One participant expressed it this way: "Women bring more compassion, listening skills, and passion" (Baumgartner & Schneider, 2010:569-570).

2.5 Chapter summary

From the literature, it could be concluded that anyone who has the necessary skills and knowledge could be a leader, regardless of their gender. There are no reasons why women in the workplace cannot be considered for managerial positions. As shown by literature, there are many barriers that women must overcome to get ahead in the workplace. It is therefore important to keep everyone fulfilled in the work environment, because this enables the worker to experience total job satisfaction, which will lead to job performance that will be beneficial for any company.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Chapter 2 provided an overview of previous studies and research conducted with reference to women leadership, job satisfaction and the glass ceiling effect. This chapter will focus on the research approach and design as well as the measuring instruments that will be discussed to determine the relevance thereof. The participants and ethical considerations are also noted in this chapter. This chapter will furthermore provide an explanation of the way in which the data was gathered and analysed.

The results of the statistical analysis that was applied in the empirical research of the study will be presented. The results were analysed by the Statistical Consultation Services of the North-West University. The data was analysed using the IBM SPSS Statistics Version 22, Release 22.0.0 program.

Firstly, the results from the biographical information of the participants will be presented. Descriptive statistics will follow, providing insight into the participants' willingness to pursue leadership roles, the presence of the glass ceiling effect and total job satisfaction in their work environment.

Results will be presented regarding the reliability correlation between participants' leadership roles and the glass ceiling effect, regarding their total job satisfaction levels.

3.2 Research approach

According to *Welman et al. (2010:2)*, research is conducted by obtaining scientific knowledge by means of objective methods and procedures. The term objective means that the methods used do not rely on personal feelings or opinions.

Research is conducted by one of two methods: quantitative or qualitative. Each of the two methods has its own strengths and weaknesses, and therefore there is no absolute guide as to which method should be used; however, in literature, there are some guidelines. A summary of the differences between the two methodologies is shown below in Table 3.1.

Table 3.1: Difference between quantitative and qualitative research

Quantitative research	Qualitative research
Objective data consisting of numbers.	Subjective data produced by minds of respondents or interviewees, presented in language.
Analysis is based on complex structured methods.	Analysis is based on flexible and explorative methods.
Deals with an abstraction of reality and not directly with everyday life.	Results are based on daily events and behaviour of people.
Researchers try to understand the facts from an outsider's perspective to obtain an objective view.	Researchers try to obtain an insider's view by observing behaviour.
The research process is kept as stable as possible by the researcher.	Researchers work with the dynamic and changeable nature of reality.
Specific measuring instruments are used to collect data (questionnaires), and therefore the approach is described as particularistic.	A wide array of data is collected (interviews), and therefore the approach is described as holistic.
Focus is more on reliability.	Focus is more on validity.
Aims for larger numbers.	Involves small samples of people.

Source: Welman *et al.* (2010:8-9).

3.3 Research design

Welman *et al.* (2010:52) state that a research design is a plan that is used to obtain participants and the manner in which information will be gathered from them.

The advantage of quantitative research, as stated earlier in Table 1.1, is that it is useful for to test results, leading to a final answer and narrowing down possible directions for follow-up research. Quantitative research also filters out external factors and consequently the results gained can be seen as real and unbiased.

Taking all these aspects into consideration a quantitative approach was used. The specific design for this study is an internet-based, cross-sectional survey, where participants are requested to complete a single online questionnaire in order to collect primary data from a convenience sample of respondents.

3.4 Participants

Permission was obtained from Corporate and Information Governance Services of the identified tertiary Institution to conduct the study on female support staff.

In the identified tertiary institution, support staff are employed on different peromnes levels that range from one (1), which is occupied by the Vice-Chancellor of the institution down to level nineteen (19), which is the lowest level of employment at the institution, which is mostly occupied by workers without any qualifications.

Only employees from peromnes level seven (7) up until peromnes level thirteen (13) form part of the intended sample; excluding employees from peromnes level one (1) to six (6), as these are employees currently in managerial positions. Employees from peromnes level fourteen (14) to nineteen (19) were also excluded. Literacy and internet access for these staff members were seen as a limiting factor to this study.

Employees from this institution who were requested to take part in this survey range from peromnes level seven (7) up until peromnes thirteen (13), who are female support staff, permanently employed with different levels of education, peromnes level, age and race groups.

3.5 Measuring instrument

A self-administered questionnaire is used as measuring instrument for the purpose of this study. The questionnaire consists of the following sections:

3.5.1 Cover letter

This section explains the purpose and the aim of the study. It states that the study was approved by the Ethics Committee of the tertiary institution. It assures the participant of the confidentiality of the study and that the results will only be used for research purposes. The duration of the questionnaire is also mentioned to the participants (Annexure B).

3.5.2 Biographical Information

The biographical section consists of five questions. The questions provide a summary of the age, race, highest qualification, peromnes level and the years working at this institution.

3.5.3 Job satisfaction

This section consists of twenty (20) questions (Annexure A). In 1967, Weiss *et al.* developed the short version of the MSQ – Minnesota Satisfaction Questionnaire, with a five-point Likert-type scale with twenty (20) items (Martins & Proença, 2012:1).

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied

Item responses are summed or averaged to create a total score. The lower the score, the lower the level of job satisfaction is (Martins & Proença, 2012:4).

The purpose of this questionnaire is to give the participant a chance to state how they feel about their current job, which things they are satisfied with and what they are not satisfied with (Weiss *et al.*, 1967:109).

The MSQ short form has one valuable feature: it measures two separate components, i.e. intrinsic and extrinsic job satisfaction. Intrinsic job satisfaction refers to the job task itself (internal), and extrinsic job satisfaction has nothing to do or little to do regarding the job itself (external) (Buitendach & Rothmann, 2009:2).

The MSQ short form consists of three structural subscales: intrinsic, extrinsic and general satisfaction (Schriesheim *et al.*, 1993:387). The internal reliability coefficients for each subscale are reported by Weiss *et al.* (1967:23) as follows: For intrinsic satisfaction, the coefficient ranged from 0.84 to 0.91 with a median of 0.86; for extrinsic satisfaction, the coefficient ranged from 0.77 to 0.82 with a median of 0.80; and for general satisfaction, the coefficient ranged from 0.87 to 0.92 with a median of 0.90.

3.5.4 Questions derived from the literature review

This section consists of nine (9) questions. The reason for not making use of an existing leadership questionnaire is that even though an extensive search was conducted, no combined questionnaire could be found for the topics leadership and the glass ceiling effect.

Questions are structured to come to a conclusion if the participant does strive for a leadership position (2, 3, 4, 5 and 6). The glass ceiling effect is investigated by means of questions 6, 7, 8 and 9 to determine whether there is much truth in the 'invisible' barriers of the glass ceiling effect.

3.6 Data gathering

3.6.1 Electronic survey

The cover letter formed part of the original e-mail sent to the participants. The three sections were combined into a single bilingual questionnaire as displayed in Annexure B. The survey will be conducted electronically using a web-based application, i.e. *Google Forms*.

The cover letter as well as the questionnaire was made available in both Afrikaans and English. It was translated and text edited by a professional language editor of the institution. A successful trial run was done with two of my support staff colleagues to test the electronic link and whether they understood the Afrikaans as well as the English versions of the cover letter and questions.

The reason behind the Afrikaans and English versions of the cover letter and questions is that there will be applicants whose first language is not one of the two mentioned, but their second language is English.

Google Forms is an online survey tool where you can create your own surveys. The survey is distributed using a web link. After the successful completion and submission of the survey, the data is captured in Excel format and can then be used for statistical analysis.

3.6.2 Ethical consideration

There are certain ethical aspects that the researcher should take into consideration while doing research. Welman *et al.* (2010-181) state that there are three different stages of ethical consideration that come into play during the research project:

- When participants are recruited;
- During the measurement/intervention procedure; and
- When the results are being made public.

According to Welman *et al.* (2010-181), there are two ethical principles to take into consideration; firstly, that no harm (physical or emotional) will befall them, and secondly, that the participants should take part in the research out of their own free will.

As in many tertiary institutions, ethical values are highly valued, and therefore this research takes into account the following ethical values:

- An ethics form was completed and sent to the Ethics Committee of the institution. Approval was given with the relevant ethics number;
- The participants were fully aware of their involvement in the research;
- The respondents were under no obligation to partake in the study, and therefore their involvement was voluntary;
- There will be no financial inducements to participants;
- The respondents were from the start informed about the purpose of the study.

3.6.3 Preliminary arrangement

An e-mail was sent out on 30 September 2015 to 1 130 support staff members of the institution to take part in the survey.

The participants were given fourteen (14) days to complete the survey and they were advised that the survey will not take more than 10 minutes to complete. A final reminder was sent out on the last day to remind them that the survey will close at 16:30pm.

3.6.4 Data capturing

Only after the completion of all the questions (all questions not answered were flagged for completion) would the participant be allowed to submit the survey. After completion, the participant submitted the survey electronically and the data was then captured on the web in Google Forms in Excel format. The electronic link with the captured data was then sent to the Statistical Consultation Services of the institution, which analysed the data.

3.7 Statistical analysis

3.7.1 Biographical profile

In analysing the biographical information on the target population of 1 130 participants, the following was found regarding this research. A total of 361 participants responded to the survey, which is a response rate of 31.94%. The response rate represents the number of participants who completed the survey divided by the number of individuals that the survey was sent out to.

According to the study of Mirzaee (2014) on response rates of online surveys, the conclusion was that the average response rate is 24.8% for online surveys. Fryrear (2015), on the other

hand, states that there is a difference in internal surveys with an average of a 30 to 40% response rate, compared to an average response rate of 10 to 15% for external surveys.

Therefore, with a sample size of 361 (31.94%) respondents who completed the online survey, it can be regarded as sufficient to justify further analyses thereon.

Table 3.2 summarises the biographical information, which will be described in detail.

Table 3.2: Frequency table: Biographical profile

Ouderdom / Age			
	Frequency	Percentage	Valid %
19-29	58	16.1	16.1
30-39	116	32.1	32.1
40-49	78	21.6	21.6
50-59	86	23.8	23.8
60+	23	6.4	6.4
Total	361	100.0	100.0
Hoogste kwalifikasie / Highest qualification			
	Frequency	Percentage	Valid %
Laer as graad 12 / Lower than grade 12	2	.6	.6
Graad 12 (Matriek) / Grade 12 (Matric)	79	21.9	21.9
Diploma / Diploma	80	22.2	22.2
Baccalaureusgraad / Bachelor's degree	71	19.7	19.7
Honneursgraad / Honours degree	82	22.7	22.7
Meestersgraad / Master's degree	42	11.6	11.6
Doktorsgraad / Doctoral degree	5	1.4	1.4
Total	361	100.0	100.0
Instellingsposvlak / Institution peromnes			
	Frequency	Percentage	Valid %
13	65	18.0	18.0
12	64	17.7	17.7
11	64	17.7	17.7
10	56	15.5	15.5
9	48	13.3	13.3
8	36	10.0	10.0
7	28	7.8	7.8
Total	361	100.0	100.0

Hoeveel jare werk u al by die instelling? / How many years have you worked at this institution?			
	Frequency	Percentage	Valid %
0-3	95	26.3	26.3
4-10	169	46.8	46.8
11-15	40	11.1	11.1
16-20	23	6.4	6.4
20+	34	9.4	9.4
Total	361	100.0	100.0

All respondents (as stated earlier in Chapter 3) are female participants working at a tertiary institution.

Regarding age, 116 respondents indicated that they were between the ages of 30 and 39, thereby making this the largest group of the respondents at 32.1%. The second largest group were between the ages of 50 and 59 (28.3% of the respondents). The rest of the respondents were between 40 and 49 at 21.6%, 19 and 29 at 16.1% and 6.4% of respondents were older than 60 years. Therefore, the over 60 group is the minority.

On qualifications, 82 respondents indicated that an honours degree was their highest qualification, which makes them the majority group at 22.7%. The second largest group of participants indicated that a diploma was their highest qualification (22.2%). 21.9% specified that they have a grade 12 (matric) and 19.7% have a bachelor's degree. 11.6% indicated that they have a master's degree and only 1.4% specified that their highest qualification is a doctoral degree. Two respondents (0.6%) specified that their highest qualification was lower than grade 12, which in itself is a problem, because the minimum qualification for peromnes 13 is a grade 12 certificate.

The majority was on peromnes level 13 (18.0%). The second largest level was shared between peromnes 12 and 11 at 17.7%. 15.5% were on peromnes level 10, 13.3% on peromnes level 9, and 10.0% on peromnes level 8. Participants on peromnes level 7 were only on 7.8%, which makes them the minority group.

Regarding tenure, the majority group, at 46.8%, indicated that they have worked at the institution between four and 10 years. 26.3% indicated that they have worked between zero and three years. Furthermore, 11.1% have tenure between 11 and 15 years and 9.4% more than 20 years. The minority group has worked between 16 and 20 years at the institution.

Taken from the above table, it is evident that the institution should focus on spending more of their energy and resources on a specific group of individuals. The focus should be on female workers between the ages of 30 and 49, who make up 53.7% of the participants.

The focus should mainly fall on female workers aged 30 to 49 with the necessary qualifications. There should also be a greater focus on female workers with tenure between four and 10 years at the institution. The reason is that there is a decrease of 29.3% between female workers between four and 10 years and 11 and 20 years. There could be several reasons for this sharp decline, for instance female workers feeling that there are no possibilities of promotion within the institution, with the result of females taking up positions outside of the institution.

3.7.2 Descriptive statistics

Frequencies, means and standard deviations were obtained from the data analysis to describe the data.

Table 3.3: Descriptive statistics: Leadership roles and invisible barriers

Item		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
A1	1. I feel inspired to come to work every day.	3.60%	12.47%	27.70%	41.27%	14.96%	3.515	1.0085
A2	2. I think I can make a difference within my organisation in a leadership role.	0.55%	5.26%	21.61%	50.42%	22.16%	3.884	.8285
A3	3. There are promotion opportunities within my organisation.	27.42%	30.47%	22.44%	14.40%	5.26%	2.396	1.1813
A4	4. Everyone has an equal opportunity for promotion in my organisation.	27.42%	33.80%	24.93%	10.25%	3.60%	2.288	1.0853

	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
A5	5. I am considered for leadership development programmes because of my organisation's policy.	17.73%	28.25%	32.96%	17.45%	3.60%	2.609	1.0775
A6	6. I have no desire for promotion opportunities.	46.54%	24.93%	13.57%	10.80%	4.16%	2.011	1.1879
A7	7. My family obligations limit my opportunities.	45.43%	31.86%	12.19%	7.76%	2.77%	1.906	1.0630
A8	8. My current manager acts as a good role model for me.	10.25%	14.13%	21.88%	26.04%	27.70%	3.468	1.3058
A9	9. There are enough women in leadership positions within my department and organisation from whom I can learn.	1.66%	3.05%	14.13%	46.81%	34.35%	3.136	

The first item, A1, required respondents to state whether “they feel inspired to come to work every day”. The reason behind this question was to get a better understanding of the respondents’ attitude towards their institution. The mean of the respondents was above 3.5 between the *Neutral* and *Agree* range. The standard deviation was measured at 1.00, and therefore the distribution around the mean was more concentrated, resulting in a narrower bell-shaped distribution. Consequently, the respondents have more or less the same attitude towards their institution.

3.7.2.1 Leadership and the invisible barriers

In items A2, A3, A4, A5 and A6, the aim was to determine whether there was any interest among women to be in a leadership position. The mean of the five questions asked was all between 2 (*Disagree*) and 4 (*Agree*). The standard deviation was concentrated around the mean, between 0.82 and 1.18, which indicates a narrower bell-shaped distribution around the mean.

A2: I think I can make a difference within my organisation in a leadership role. The mean is situated between *Natural* and *Agree*, but more skewed towards *Agree*. The standard deviation is small and measured at 0.82, and therefore the respondents mostly feel that they can make a difference within their organisation in a leadership role.

A3: There are promotion opportunities within my organisation. The mean is situated at 2.39 in the *Disagree* range. The standard deviation is measured at 1.18. Most women agree that there are not many promotion opportunities inside of their organisation.

A4: Everyone has an equal opportunity for promotion in my organisation. The mean is at 2.28 situated in the *Disagree* range with a standard deviation of 1.08. The respondents therefore feel that there are not equal opportunities for promotion inside their organisation.

A5: I am considered for leadership development programmes because of my organisation's policy. With the mean towards *Neutral* at 2.60 and skewed to the left and a standard deviation of 1.07, the respondents are in cohesion that they do not get considered for leadership programmes because of their organisation's policies.

A6: I have no desire for promotion opportunities. With a mean of 2.01 and standard deviation of 1.18 it is clear that most of the respondents *Strongly disagree* with this question. They definitely have a desire for promotion in their organisation.

The aim of questions A6, A7, A8 & A9 is to see whether the participants are confronted with invisible barriers inside their organisation. The means of the questions were situated between 2.01 and 3.46, with the standard deviation between 1.18 and 1.30, thereby indicating a more narrow bell-shaped distribution around the mean.

A6 was a twofold question to determine the participants' interest in leadership roles and to get insight into their experience of invisible barriers inside their organisation. Therefore, as stated above, the respondents clearly have the aspiration to advance inside their organisation.

A7: My family obligations limit my opportunities. The respondents *Strongly disagree* with this question; with a mean of 1.90 and standard deviation of 1.06. The respondents feel that there is a good balance between their day-to-day work and family life and that it does not have a negative impact on their work performance.

A8: My current manager acts as a good role model for me. The mean is at 3.46 between *Natural* and *Agree* with a standard deviation of 1.30. The respondents are in cohesion that their current manager acts as a good role model and mentor.

A9: *There are enough women in leadership positions within my department and organisation from whom I can learn.* The mean is at 3.13 at the Agree range and clearly skewed to the right. The respondents feel that there are suitable women in leadership roles. They also feel that they can learn from them, thereby eliminating the queen bee syndrome.

3.7.2.2 Job satisfaction.

The results from total job satisfaction among women in the organisation are presented in Table 3.4 below.

Table 3.4: Total job satisfaction among women in the organisation.

	Item	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Mean	Std. Deviation
B1	1. Being able to keep busy all the time.	1.39	3.60	11.08	46.54	37.40	4.150	.8562
B2	2. The chance to work alone on the job.	2.49	2.77	14.13	48.20	32.41	4.053	.8944
B3	3. The chance to do different things from time to time.	3.05	3.88	16.34	44.32	32.41	3.992	.9588
B4	4. The chance to be 'somebody' in the community.	5.26	10.80	36.29	32.69	14.96	3.413	1.0375
B5	5. The way my boss handles his/her workers.	8.31	15.24	19.39	32.13	24.93	3.501	1.2475
B6	6. The competence of my supervisor to make decisions.	4.71	14.40	22.99	31.86	26.04	3.601	1.1554
B7	7. Being able to do things that do not go against my conscience.	3.05	4.43	18.28	45.15	29.09	3.928	.9605
B8	8. The way my job provides for steady employment.	2.49	5.26	14.68	51.52	26.04	3.934	.9165

	Item	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Mean	Std. Deviation
B9	9. The chance to do things for other people.	1.66	3.05	14.13	46.81	34.35	4.091	.8660
B10	10. The chance to tell people what to do.	3.60	9.42	33.24	44.88	8.86	3.460	.9124
B11	11. The chance to do something that makes use of my abilities.	2.22	9.14	13.02	45.71	29.92	3.920	.9954
B12	12. The way company policies are put into practice.	6.93	16.90	37.95	31.02	7.20	3.147	1.0127
B13	13. My pay and the amount of work I do.	21.33	26.32	29.09	18.28	4.99	2.593	1.1561
B14	14. The chances for advancement on this job.	29.09	28.25	29.64	10.25	2.77	2.294	1.0787
B15	15. The freedom to use my own judgement.	4.99	12.74	22.16	44.88	15.24	3.526	1.0541
B16	16. The chance to try my own methods of doing the job.	3.05	7.76	18.56	50.14	20.50	3.773	.9623
B17	17. The working conditions.	4.71	8.31	22.71	44.04	20.22	3.668	1.0383
B18	18. The way my co-workers get along with each other.	6.09	15.79	21.88	39.61	16.62	3.449	1.1246
B19	19. The praise I get for doing a good job.	8.03	14.68	22.71	38.23	16.34	3.402	1.1604
B20	20. The feeling of accomplishment.	5.26	13.85	24.10	37.95	18.84	3.512	1.1058

Table 3.4 indicates that the means of all but two of the total job satisfaction items are above 3 in the *Neutral* range, while the means of the other two are above 2 in the *Dissatisfied* range.

Eighteen of the means are above 3, leaning towards the positive side of the scale at 5 or *Very satisfied*. Three of the items are above 4 at the *Satisfied* range. Item B1 has the largest mean at 4.15 and item B14 has the smallest mean at 2.29.

Standard deviation is between 0.85 and 1.24, with B1 the smallest and B5 measuring the largest. The distribution around the mean is concentrated, resulting in a narrower bell-shaped distribution. None of the items could be considered outliers.

A discussion of the most significant items will follow:

Positive contributors

B1: Being able to keep busy all the time. With a mean of 4.15 in the *Satisfied* range it is clear that most of the participants are busy at work. Being busy at work can give you certain feelings such as self-confidence and self-accomplishment. It could also be said that there is no time for negative thoughts.

B2: The chance to work alone on the job. For 80.61% of the respondents it is of significant value to be creative in their work. This is evident with a mean of 4.05 in the *Satisfied* range and a standard deviation of 0.89. Working alone gives the respondents full responsibility and credit towards their jobs. To work alone can also create a feeling of independence.

B5: The way my boss handles his/her workers. With a big contribution towards job satisfaction; the way that respondents feel towards the way their bosses handle other co-workers in the work area. This can be verified by a mean of 3.50 and standard deviation of 1.24.

B7: Being able to do things that do not go against my conscience. Almost half of the respondents (45.15%), with a mean of 3.9, leaning towards *Satisfied*, feel that they do not do things at work that go against their conscience. Doing things against your conscience can have a negative impact on your job satisfaction level.

B8: The way my job provides for steady employment. With a mean of 3.93 leaning towards the *Satisfied* range and a 0.96 standard deviation, most of the participants agree that this organisation provides them with a sense of social status and job security.

B9: The chance to do things for other people. The second highest contributor to job satisfaction, with a mean of 4.09 and standard deviation of 0.86, for the participants is the feeling of contributing towards their co-workers.

B11: The chance to do something that makes use of my abilities. 75.62% of the respondents feel that their organisation gives them the chance to make use of their individual abilities in the workplace. This is confirmed with a mean of 3.92 skewed toward the *Satisfied* range of the scale and a standard deviation of 0.99.

B15: The freedom to use my own judgment. With a response rate of 44.88, the respondents feel that the organisation puts trust in them to use their own judgment in the workplace. With a mean of 3.52 and standard deviation of 1.05, it is a strong contributor towards job satisfaction.

B17: The working conditions. Good working conditions can be a leading factor towards job satisfaction (Aziri, 2011:81). As seen in Table 3.4, 64.27% of the respondents are in the *Satisfied* or *Very satisfied* ranges. This is stated with a mean of 3.66 and standard deviation of 1.03.

B20: The feeling of accomplishment. It is important for workers to have a feeling of accomplishment at the end of the day. With a mean of 3.91 and standard deviation of 1.10, 62.05% of the respondents are in the *Neutral* and *Satisfied* ranges.

Negative contributors

B13: My pay and the amount of work I do. With the second lowest mean of 2.59 and skewed to the negative range of the scale and a standard deviation of 1.15, most of respondents feel that they are not being paid according to the amount of work they do.

B14: The chances for advancement on this job. This is the biggest negative contributing factor towards job satisfaction is the respondents' reactions towards promotion abilities in their current working environment. The mean is only 2.29 in the *Dissatisfied* range and the standard deviation is 1.07.

Table 3.5: Mean of total job satisfaction.

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Job_Satisfaction_Total	361	23.00	99.00	25777.00	71.4044	12.65229
Job_Satisfaction_Mean	361	1.15	4.95	1288.85	3.5702	.63261
Valid N (listwise)	361					

Therefore, with a total mean of 3.57 ranging between *Neutral* and *Satisfied* and a total standard deviation of 0.63 concentrated around the mean, resulting in a narrower bell-shaped distribution, and with 18 of the means higher than 3, it is safe to come to the conclusion that there is a general feeling of job satisfaction among the respondents of the organisation.

3.7.3 Correlation between total job satisfaction, leadership and the glass ceiling effect

Cronbach's alpha coefficient is determinant to establish the sufficient reliability of the subscale and total scale. $\alpha > 0.7$ is indicative of sufficient reliability (Field, 2005:668). The Cronbach alpha coefficient in Figure 4-5 is for job satisfaction, and therefore the coefficients for all the questions can be added together to form a total as a whole.

Table 3.6: Cronbach's alpha coefficient

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.913	.913	20

The Spearman's rank order correlation coefficients are used to determine the correlation between leadership and the glass ceiling effect on total job satisfaction. Spearman's rank order correlation coefficient is a non-parametric test and is strong against deviations from normality.

Interpretation of the Spearman's rank order correlation coefficient:

$|r| \approx 0.1$ Small effect, no particularly significant correlation

$|r| \approx 0.3$ Medium effect, practically visible correlation

$|r| \approx 0.5$ Large effect, practically significant correlation

Sign:

$r < 0$ Negative correlation

$r > 0$ Positive correlation

Table 3.7: Kaiser-Meyer-Olkin and Bartlette's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.903
Bartlett's Test of Sphericity	Approx. Chi-Square	3333.724
	df	190
	Sig.	0.000

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy of 0.9 was sufficient (it should be above 0.7 and can be up to 0.5) to make a factor analysis of one factor. As seen in table 3.8, 95% of the factors were higher than 0.5 on one factor, thus is it save to use only one factor for job satisfaction.

Table 3.8: Component Matrix

	Component
	1
1.Om die heeltid besig te kan bly. / Being able to keep busy all the time.	.575
2.Die kans om alleen aan 'n werksopdrag te kan werk. / The chance to work alone on the job.	.519
3.Die kans om verskillende dinge van tyd tot tyd te kan doen. / The chance to do different things from time to time.	.670
4.Die kans om 'iemand' in die gemeenskap te wees. / The chance to be "somebody" in the community.	.605
5.Die manier hoe my bestuurder sy werknemers behandel. / The way my boss handles his/her workers.	.657
6.Die bevoegdheid van my bestuurder om besluite te kan neem. / The competence of my supervisor to make decisions.	.630
7.In staat om take te verrig wat nie teen my gewete is nie. / Being able to do things that do not go against my conscience.	.470
8.Die manier hoe my werk standvastigheid verseker. / The way my job provides for steady employment.	.530
9.Die kans om dinge vir ander mense te kan doen. / The chance to do things for other people.	.596
10.Die kans om mense instruksies te gee oor wat om te doen. / The chance to tell people what to do.	.586
11.Die kans om iets te doen waar ek van my vermoëns gebruik maak. / The chance to do something that makes use of my abilities.	.700
12.Die manier waarop die maatskappy beleide in die praktyk toepas. / The way company policies are put into practice.	.549
13.My salaris in verband met die hoeveelheid werk wat ek doen. / My pay and the amount of work I do.	.510
14.Die kans tot bevordering binne hierdie pos. / The changes for advancement on this job.	.508
15.Die vryheid om my eie oordeel te gebruik. / The freedom to use my own judgement.	.692
16.Die kans om my eie metodes van hoe om die werk te doen, uit te probeer. / The chance to try my own methods of doing the job.	.677
17.Die werksomstandighede. / The working conditions.	.754
18.Die manier waarop my medewerkers met mekaar saamwerk. / The way my co-workers get along with each other.	.581
19.Die lof wat ek kry vir goeie werk gedoen. / The praise I get for doing a good job.	.682
20.Die gevoel van vervulling. / The feeling of accomplishment.	.785

Table 3.9: Correlation between total job satisfaction, leadership and the glass ceiling effect.

Correlations												
			Job_Satisfaction_Total	1. I feel inspired to come to work every day.	2. I think I can make a difference within my organisation in a leadership role.	3 There are promotion opportunities within my organisation.	4. Everyone has an equal opportunity for promotion in my organisation.	5. I am considered for leadership development programems because of my organisation's policy.	6. I have no desire for promotion opportunities.	7. My family obligations limit my opportunities.	8. My current manager acts as a good role model for me.	9. There are enough women in leadership positions within my department and organisation from whom I can learn.
Spearman's rho	Job_Satisfaction_Total	Correlation Coefficient	1.000	.645**	.159**	.465**	.536**	.452**	.201**	.113 ⁺	.604**	.406**
	1. I feel inspired to come to work every day.	Correlation Coefficient	.645**	1.000	.230**	.330**	.342**	.331**	.126 ⁺	.048	.443**	.265**
	2. I think I can make a difference within my organisation in a leadership role.	Correlation Coefficient	.159**	.230**	1.000	.144**	.012	.175**	-.201**	-.129 ⁺	.047	-.017
	3. There are promotion opportunities within my organisation.	Correlation Coefficient	.465**	.330**	.144**	1.000	.611**	.450**	.108 ⁺	.167**	.283**	.365**
	4. Everyone has an equal opportunity for promotion in my organisation.	Correlation Coefficient	.536**	.342**	.012	.611**	1.000	.486**	.301**	.221**	.315**	.412**
	5. I am considered for leadership development programems because of my organisation's policy.	Correlation Coefficient	.452**	.331**	.175**	.450**	.486**	1.000	.155**	.157**	.260**	.219**
	6. I have no desire for promotion opportunities.	Correlation Coefficient	.201**	.126 ⁺	-.201**	.108 ⁺	.301**	.155**	1.000	.334**	.104 ⁺	.134 ⁺
	7. My family obligations limit my opportunities.	Correlation Coefficient	.113 ⁺	.048	-.129 ⁺	.167**	.221**	.157**	.334**	1.000	.066	.125 ⁺
	8. My current manager acts as a good role model for me.	Correlation Coefficient	.604**	.443**	.047	.283**	.315**	.260**	.104 ⁺	.066	1.000	.346**
	9. There are enough women in leadership positions within my department and organisation from whom I can learn.	Correlation Coefficient	.406**	.265**	-.017	.365**	.412**	.219**	.134 ⁺	.125 ⁺	.346**	1.000

3.7.3.1 Correlation between job satisfaction and leadership

A large effect and practically significant correlation exist between total job satisfaction and the respondents' feelings that they feel inspired to come to work every day. The large correlation indicates that their current work environment is a large contributor to their job satisfaction levels.

A small effect and small correlation exist between total job satisfaction and the respondents' feelings that they can make a difference in their organisation in a leadership role. The small correlation might indicate that although they are not in leadership roles, they still have a feeling of job satisfaction in their current position.

A medium effect and practically visible correlation exist between total job satisfaction and promotion opportunities within the organisation. The medium correlation indicates that the respondents feel that the lack of promotion opportunities within the organisation may have a negative effect on their total job satisfaction.

Although there was only a medium correlation between job satisfaction and promotion opportunities, a large effect and practically significant correlation exist between total job satisfaction and an equal opportunity for promotion within the organisation. The respondents therefore feel that the higher the promotion opportunities are, the higher their levels of job satisfaction within the organisation will be.

A medium effect and practically visible correlation exist between total job satisfaction and the respondents' feelings that their organisation's policy makes provision for them to attend leadership programmes. A medium correlation indicates that not being able to attend leadership programmes may have a negative effect on their job satisfaction levels.

A small effect and small correlation exist between total job satisfaction and the respondents' desire towards promotion opportunities. The respondents' job satisfaction levels are not influenced by their lack of desire towards promotion opportunities.

3.7.3.2 Correlation between job satisfaction and the glass ceiling effect

As already shown above, there are a small effect and no particularly significant correlation between total job satisfaction and the respondents' desire towards promotion opportunities.

A small effect and small correlation exist between total job satisfaction and the effect respondents' family lives have on their day-to-day work. This small correlation indicates that

the respondents feel that their family does not have a significant impact on their desire to move up the corporate ladder.

A large effect and practically significant correlation exist between total job satisfaction and the respondents' feelings towards their current managers who act as good role models for them. The large correlation indicates that the respondents feel that the qualities shown by their current managers have a large impact on their job satisfaction levels.

A medium effect and practically visible correlation exist between total job satisfaction and women in leadership positions within the organisation. The medium correlation indicates that the respondents feel that there are sufficient women in leadership positions from whom they can learn, and that this 'mentorship' has an effect on the workers' job satisfaction levels.

3.8 Chapter summary

This chapter discussed the approach and design of the research. It also dealt with the participants taking part in the survey, the measuring instruments that being used, the ethical considerations and the procedure that will be taken to collect the data.

This chapter also discussed the results obtained from the statistics of the study. Three questionnaires, consisting of a biographical questionnaire, leadership and glass ceiling questionnaire and a job satisfaction questionnaire (MSQ – short form) were combined into a single questionnaire.

The frequencies of the biographical profile of the sample were discussed, as well as the descriptive statistics for leadership, glass ceiling effect and job satisfaction. Correlations were drawn between leadership and the glass ceiling effect on total job satisfaction.

In the final chapter, conclusions pertaining to the objectives of the study will be made, limitations of the study will be noted and recommendations will be made with regard to future research

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

The main objective of this study was to determine whether there is a relationship between women seeking leadership positions, taking the glass ceiling into account, and their total level of job satisfaction in the organisation.

In this fifth and last chapter, conclusions will be made, limitations of the study will be noted and recommendations will be made.

4.2 Conclusions

The most significant notion that was seen from the above statistics was that although 46.54% of the respondents had strongly disagreed with the statement that they do not have any desire for promotion opportunities, this desire had a small effect on the respondents' total job satisfaction levels. A few assumptions can be made regarding this response:

- (b) Most of the respondents do not have the necessary qualification to qualify for leadership roles within the organisation.
- (c) There are not sufficient promotion opportunities within their current departments.
- (d) Not all female employees are interested in leadership positions in their departments or in the organisation.
- (e) There are not sufficient promotion opportunities within their organisation.
- (f) Most of the female employees leave the organisation after a few years, as seen from Table 4.1, not giving themselves the opportunity to grow within the organisation and thereby enabling themselves for leadership positions.
- (g) They are currently in a comfort zone and do not want to take on the responsibilities of a leadership role.

Therefore, it can be said that not being in a leadership position does not always have a negative effect on job satisfaction levels within the organisation. There were no negative correlations in the finding, thereby emphasising female employees' satisfaction with their job and their organisation.

Female employees also seem not to be bothered with certain invisible barriers regarding the glass ceiling effect. There seems to be no visible relationship between the glass ceiling effect and job satisfaction among female workers in this organisation. They do not feel that their family responsibilities are holding them back from making positive strides in their working environment. According to this finding these women were able to overcome the glass ceiling effect by promoting themselves as stated by Baumgartner and Schneider (2010:566).

They are also in cohesion that there are sufficient women in leadership positions that act as mentors to them and from whom they can learn. They also feel that their current managers, male or female, are acting as good role models for them.

4.3 Limitations of this study

The following limitations to this study were identified:

- The poor response rate of 31.94% does not reflect the feeling of the majority of the total population of female employees within the organisation.
- The fact that the organisation lies in three different geographical regions makes it difficult for people to move for promotion opportunities and this could have a direct influence on the study.
- The fact that the results received are only from one organisation in one province in South Africa makes it difficult to make a generalisation about the population of South Africa.

4.4 Recommendations

The importance of investment in employees (the most valuable asset of an organisation) needs to be emphasised. Management could consider the following recommendations: Investing in female personnel by encouraging them to better qualify themselves will not only benefit them, but also the company. Enrol suitable female employees in management courses to provide them with the necessary knowledge and skills.

Succession planning needs to be put in place to accommodate up-and-coming leaders in the organisation. They should not only invest in their current leaders, but they should also invest in the leaders of tomorrow.

Encourage current personnel in leadership positions to empower subordinates with more responsibilities in their departments. This might enable female employees to cross the barrier

of the comfort zone and become aware of their real potential while also enhancing self-confidence.

The development and implementation of an effective retention strategy could improve the employee turnover rate of the institution. Valuable knowledge and experience are lost in the institution by a relatively high turnover rate of female employees. Training and development in leadership skills could be part of the retention strategy. This will empower and enable women to fill leadership positions

Although it is not easy to create new positions in leadership roles, it is important for management to have structures in place to make sure that they retain the female personnel they have invested in.

4.5 Recommendations regarding future research

It should be noted that the study was conducted in only one educational institution. Further research could look into the impact of the glass ceiling effect in the private sector of South Africa.

The element of race can also be brought forward for further studies to determine whether female employees have a different experience of the glass ceiling effect in the workplace and whether they experience the same levels of job satisfaction.

4.6 Chapter summary

In this final chapter, conclusions were made, limitations of the study were noted and recommendations were made to the management of the organisation and on future research to be undertaken.

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ANNEXURE A: MINNESOTA SATISFACTION QUESTIONNAIRE (SHORT FORM)

minnesota satisfaction questionnaire

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 of my job.

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 B: QUESTIONNAIRE

Assessing the relationship between women leadership and job satisfaction in a tertiary institution / Waardering van die verhouding tussen vroueleierskap en werkstevredenheid in 'n tersiêre instelling

The English explanation follows after the Afrikaans

Geagte XXXXX-personeellid

Hierdie navorsing maak deel uit van my MBA-studies by die XXXXXXXX. Daar is amptelik aansoek gedoen by die XXXXXXXX se Etiekkomitee onder verwysingsnommer NWU-HS-2015-0161.

Die doel van die navorsing is om meer kennis in te samel om vas te stel of daar enige verband is tussen vroueleierskap en hul werkstevredenheid in die hoërondwyssektor.

Die sukses van die navorsing hang grootliks af van die aantal deelnemers wat die vraelys volledig voltooi. Ek kan u verseker dat alle inligting wat met hierdie vraelys ingesamel word, vertroulik sal bly. Verder kan ek u ook verseker dat u deelname anoniem is en ook so sal bly. Die resultate van die vraelyste sal slegs vir navorsingsdoeleindes gebruik word. Die vraelys behoort u nie langer as 10 minute te neem nie. [Klik hier](#) vir toegang tot die vraelys.

Die vraelys word in drie gedeeltes opgedeel. Deel 1 is basiese biografiese inligting met vyf vrae. Deel 2 is 'n leierskapverwante vraelys wat bestaan uit nege vrae. Deel 3 hou verband met werkstevredenheid en bestaan uit 20 vrae.

Instruksies:

- Alle vrae is verpligtend,
- Dui u antwoord aan deur te klik op die toepaslike blokkie, en
- Indien voltooi, klik op 'Submit' vir elektroniese versending van die vraelys.

Vir enige verdere navrae, kontak my gerus by 082 856 9056.

By voorbaat dankie vir u deelname

Carl Minné

Assessing the relationship between women leadership and job satisfaction in a tertiary institution / Waardering van die verhouding tussen vroueleierskap en werkstevredenheid in 'n tersiêre instelling

Dear XXXXX staff member

This research forms part of my MBA studies at the XXXXXXXX. An official application at the Ethics Committee of the XXXXXXXX was done with the following reference number: NWU-HS-2015-0161.

The aim of the research is to gain more knowledge and to establish whether there is any relationship between women leadership and their job satisfaction levels in the higher education sector.

The success of this research depends to a great extent on the number of participants fully completing this survey. I can assure you that all collected information will remain confidential. I can also assure you that your participation will remain anonymous and the results of this survey will only be used for research purposes. The questionnaire should not take longer than 10 minutes to complete. [Click here](#) to access the questionnaire.

This survey is set out in three parts. Part 1 consists of basic biographical information with five questions. Part 2 contains nine questions regarding leadership. Part 3 relates to job satisfaction and consists of 20 questions.

Instructions:

- All questions are compulsory,
- Indicate your answer by clicking on the relevant square,
- On completion, click on 'Submit' to submit the survey electronically.

In case of any questions, please contact me at 082 856 9056

Thank you for your participation.

Carl Minné

Deel 2: Leierskap / Part 2: Leadership

Die doel van hierdie vraelys is om vas te stel hoe jy leierskap binne die organisasie ervaar. Hieronder volg nege stellings wat verband hou met leierskapevaluering en leierskaprolle binne jou organisasie. Kies asseblief die toepaslike nommer van 1 tot 5 om aan te toon tot hoe 'n mate jy saamstem.

The purpose of this questionnaire is to determine how you experienced leadership within the organisation. Below are 9 statements related to leadership assessment and leadership roles within the organisation. Please select the appropriate number from 1 to 5 to indicate to what extent you agree.

Gebruik asseblief die onderstaande gyskaal om die volgende nege vrae te beantwoord:
/ Please use this rating scale to answer the following 9 questions:

Stem ten sterkste nie saam nie	Stem nie saam nie	Neutraal	Stem saam	Stem beslis saam
1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

1. Ek voel geïnspireerd om elke dag werk toe te kom. / I feel inspired to come to work every day.

1 2 3 4 5

2. Ek dink dat ek binne my organisasie in 'n leierskaprol 'n verskil kan maak. / I think I can make a difference within my organisation in a leadership role.

1 2 3 4 5

3. Daar is bevorderingsmoontlikhede binne my organisasie. / There are promotion opportunities within my organisation.

1 2 3 4 5

4. In my organisasie het almal 'n gelyke kans tot bevordering. / Everyone has an equal opportunity for promotion in my organisation.

1 2 3 4 5

5. Ek word oorweeg vir leierskapontwikkelingsprogramme as gevolg van my organisasie se beleid. / I am considered for leadership development programmes because of my organisation's policy.

1 2 3 4 5

6. Ek het tans geen behoefte tot bevordering nie. / I have no desire for promotion opportunities.

1 2 3 4 5

7. My gesinsverpligtinge beperk my bevorderingsmoontlikhede. / My family obligations limit my opportunities.

1 2 3 4 5

8. My huidige bestuurder tree op as 'n goeie rolmodel vir my. / My current manager acts as a good role model for me.

1 2 3 4 5

9. Daar is genoegsame vroulike leierskapfigure binne my afdeling en organisasie by wie ek kan leer. / There are enough women in leadership positions within my department and organisation from whom I can learn.

1 2 3 4 5

Deel 3: Werkstevredenheid (MSQ – kort) /

Part 3: Job satisfaction (MSQ – Short)

Gebruik asseblief die onderstaande gyskaal om die volgende 20 vrae te beantwoord: /

Please use this rating scale to answer the following 20 questions:

Baie Ontevrede	Ontevrede	Neutraal	Tevrede	Baie Tevrede
1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied

Vra jouself af: Hoe tevrede is ek met hierdie aspek van my werk? / Ask yourself: How satisfied am I with this aspect of my job?

1. Om die heelyd besig te kan bly. / Being able to keep busy all the time.

1 2 3 4 5

2. Die kans om alleen aan 'n werksopdrag te kan werk. / The chance to work alone on the job.

1 2 3 4 5

3. Die kans om verskillende dinge van tyd tot tyd te kan doen. / The chance to do different things from time to time.

1 2 3 4 5

4. Die kans om 'iemand' in die gemeenskap te wees. / The chance to be "somebody" in the community.

1 2 3 4 5

5. Die manier hoe my bestuurder sy werknemers behandel. / The way my boss handles his/her workers.

1 2 3 4 5

6. Die bevoegdheid van my bestuurder om besluite te kan neem. / The competence of my supervisor to make decisions.

1 2 3 4 5

7. In staat om take te verrig wat nie teen my gewete is nie. / Being able to do things that do not go against my conscience.

1 2 3 4 5

8. Die manier hoe my werk standvastigheid verseker. / The way my job provides for steady employment.

1 2 3 4 5

9. Die kans om dinge vir ander mense te kan doen. / The chance to do things for other people.

1 2 3 4 5

10. Die kans om mense instruksies te gee oor wat om te doen. / The chance to tell people what to do.

1 2 3 4 5

11. Die kans om iets te doen waar ek van my vermoëns gebruik maak. / The chance to do something that makes use of my abilities.

1 2 3 4 5

12. Die manier waarop die maatskappy beleide in die praktyk toepas. / The way company policies are put into practice.

- 1 2 3 4 5

13. My salaris in verband met die hoeveelheid werk wat ek doen. / My pay and the amount of work I do.

- 1 2 3 4 5

14. Die kans tot bevordering binne hierdie pos. / The chances for advancement on this job.

- 1 2 3 4 5

15. Die vryheid om my eie oordeel te gebruik. / The freedom to use my own judgement.

- 1 2 3 4 5

16. Die kans om my eie metodes van hoe om die werk te doen, uit te probeer. / The chance to try my own methods of doing the job.

- 1 2 3 4 5

17. Die werksomstandighede. / The working conditions.

- 1 2 3 4 5

18. Die manier waarop my medewerkers met mekaar saamwerk. / The way my co-workers get along with each other.

- 1 2 3 4 5

19. Die lof wat ek kry vir goeie werk gedoen. / The praise I get for doing a good job.

- 1 2 3 4 5

20. Die gevoel van vervulling. / The feeling of accomplishment.

- 1 2 3 4 5